

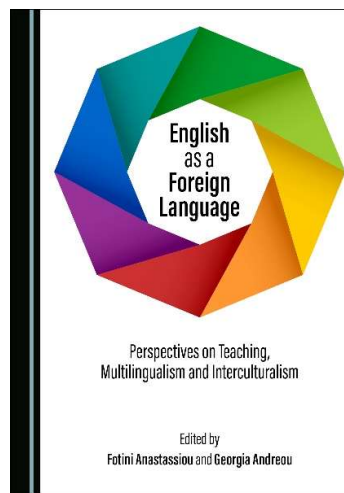


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***English as a Foreign
 Language: Perspectives on Teaching,
 Multilingualism and
 Interculturalism. (2020)***

Fotini Anastassiou & Georgia Andreou
 Cambridge Scholars Publishing
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This book informs readers about the issues of EFL in a variety of countries and settings from United States, Chile, Brazil, Cyprus, Greece, Turkey, Bulgaria, Italy, Germany, United Kingdom, Portugal, and France. In the brief introductory section, Anastassiou and Andreou highlight the main aim of the book which is recent trends in EFL context. Also, they introduce this volume by providing a brief description of the chapters. The introduction is followed by 11 chapters based on their focus. The references are provided at the end of each chapter and a list of book's editors and contributors with their short bio is included at the end of the book.

In chapter 1, “English and Heritage Languages from a Multilingual Perspective: Challenges and Possibilities for Integration”, Mariana Bono and Sílvia Melo-Pfeifer address the notion of heritage studies in the field of foreign language learning and teaching from a multilingual perspective. The term “heritage language (HL)” also is introduced in this chapter.

Chapter 2, “Learners of English as a Foreign Language in Greece: The Factors of their Heritage Language and Literacy” by Fotini Anastassiou, Georgia Andreou, and Julie Baseki covers factors of literacy skills and heritage language. The participants of their study were 49 children who had been born and raised in Greece but they came from Albanian migrant families. They found obtained literacy can enhance third language acquisition proficiency through formal instruction.

In chapter 3, “Interculturality, Internationalization and Intercomprehension: Possibilities with English in the Mix”, Kyria Rebeca Finardi, Felipe Furtado Guimarães, and Nathielli Souza Moreira introduces the topic by addressing the relation among interculturality, internationalization, and EFL. They also reviewed intercomprehension approach in foreign language learning and concluded that this approach and interculturality can reduce negative effects of internationalization.

Chapter 4, “CLIL: A Way to Develop Communicative and Intercultural Competences in Schools?” by Valentina Piacentini and Ana Raquel Simões focuses on the Content and Language Integrated Learning (CLIL) in Portugal. They designed CLIL project to examine students’ relationships with English and foreign languages. The findings showed that English can help them develop their understanding of other languages and cultures through the CLIL project.

In chapter 5, “Exploring New Paths in English Teaching for Prospective Primary Teachers: Corpus-based Language Teaching from a Communicative/Intercultural Perspective”, Rosita Maglie and Mario Marcon investigate on children’s pluricultural competence and intercultural awareness in the field of EFL and ESL. Their findings can help teachers of language learners (children) to teach language by using corpus-based language teaching techniques.

Chapter 6, “Students’ Motivation and Attitudes towards English as a Foreign Language” by Natassa Stylianou-Panayi provides readers with fruitful information concerning types of motivation (intrinsic/extrinsic and integrative/instrumental) in EFL context. The findings from her study which explored on EFL learners’ motivation and attitudes toward language learning in Cyprus, revealed significant differences in motivation between age and gender.

In chapter 7, “Creative Writing and Reading Tasks in English: Exploring the Potential of Students’ Creativity in the Learning Process and its Application as a Methodological Tool in Class”, Minka Ivanova Paraskevova examines creativity to English language teaching among young EFL learners in Bulgaria. She found that designing materials to train EFL learners’ creative thinking could help university tutors to fit language learning for the learners’ language abilities.

Chapter 8, “Assessment of Literacy Levels of Teachers in a Turkish EFL Context” by Banu Inan-Karagul, Mehmet Altay, and Dogan Yuksel explore on the assessment literacy levels of Turkish EFL teachers working in state and private schools. The findings show significance of the assessment-related concepts among the participants. They also found important findings related to EFL teachers’ awareness levels and their perceived needs.

In chapter 9, “Exploring Foreign Language Learning with EEG and Eye-tracking: What Can Online Tools Add to the Story?”, Roberto A. Ferreira and Carolina Bernales in their study review eye-tracking and electroencephalography (EEG), as online research method in applied linguistics, that is used to investigate language processing in area of L2 research. They came to conclusion that these two method have prominent role in the study of language learning, namely in in the area of lexical processing.

Chapter 10, “Dyslexia-friendly Teaching in Greek EFL Classrooms” by Maria Reraki aims to cover dyslexia inclusion in language education in the Greek EFL setting. She asked three EFL teachers to develop dyslexia-friendly practices with dyslexic EFL learners in three primary EFL classrooms. The findings confirmed that the dyslexia-friendly practices increase the inclusion of dyslexic EFL learners in the EFL context.

Finally, in chapter 11, “Mirrors and Windows Made of Language: The Case of Greek Dyslexic and Non-Dyslexic Children Composing in Both Greek and English as a Foreign Language—A Linguistic-Cognitive Analysis”, Julie Baseki, Georgia Andreou, and Fotini

Anastassiou examine the writing profiles of dyslexic and non-dyslexic children in both EFL context and in their native language (Greek). The findings from comparison between the two groups of EFL students (dyslexic and non-dyslexic) reveal that the main concern for them was spelling.

Generally speaking, I can fairly state that this book is an interesting resource for the target readers. The language of the book is appropriate and fluent and its writing is grammatically correct, clear, logical, and accessible to the general public. Overall, this book is strongly driven by relevant theories and its discussions are based on empirical evidence. This book also sheds light on some common misconceptions about heritage languages in EFL context. In addition, it has also highlighted the need to focus attention on the work they do. Considering all of these, this book not only presents theoretical aspects of English as a foreign language (EFL) but also highlights recent trends in intercultural skills and multilingualism. To sum up, “English as a Foreign Language: Perspectives on Teaching, Multilingualism and Interculturalism” is recommendable as a useful and supplementary resource for teachers who willing to enhance their knowledge of EFL teaching.

Behnam Aghayani is an independent researcher in applied linguistics in Iran. He has published some research papers and books in international journals and publications. He has been editorial review board of numerous journals from 2016- to till now. His primary research interests are psycholinguistics, semantics, morphology, semiotics, and translation studies.