

***International Perspectives on Critical Pedagogies in ELT.*** López-Gopar, M. E. (Ed.) (2019). Palgrave, Cham, 287 pages, ISBN: 978-3-319-95620-6.

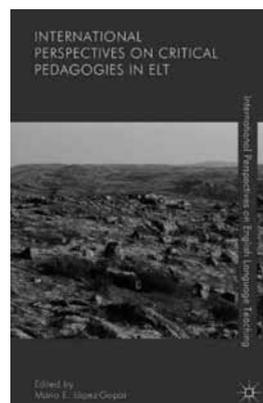
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Critical Pedagogy (CP) the origins of which can be traced back to the work of Paulo Freire (1970) entitled *Pedagogy of the Oppressed* has been a rising aspect in all educational realms including English Language Teaching (ELT). The seminal studies of Pennycook (1999) and Norton and Toohey (2004) are among the outstanding works that have covered the role of CP in ELT. This quite recent volume entitled *International Perspectives on Critical Pedagogies in ELT* constitutes a significant up-to-date contribution to the related literature by bringing theory and practice together from a broad variety of global contexts.

The volume consists of three parts and thirteen chapters. Following the editor's introductory chapter presenting an overview of CP and the covered chapters, Part 1, *Teaching beyond Language*, covers four chapters that focus on the beyond-language goals of language classes and investigate the relations between language and aspects like politics, minoritized groups, and monoglossic language ideologies. While Chapter 2 covers the use of inquiry-based activities to break settler dispositions in Canada, Chapter 3 examines the use of "read, reason and respond" tasks for critical reading by Saudi college students. Likewise, while Chapter 4 deals with the use of hybrid language forms and heteroglossic language practices in a Filipino L2 classroom, Chapter 5 presents Hong Kong university students' analyses of discriminatory discourses in famous images and advertisements in the US from the 1950s to the present.

Part 2, *Dialoguing with Teachers*, consists of five chapters that introduce teachers' accounts of their CP experiences. Chapter 6 presents experiences about Mexican university students' teaching practicum in disadvantaged places like a juvenile detention facility and a daytime shelter for vulnerable children. Chapter 7 is on a critical literacy course in a South African university that engages pre-service English language teachers in controversial issues about sex, gender, and sexuality. Chapter 8 mentions an assignment for English language teachers in the USA to help them best serve their bilingual students; and Chapter 9 shares the experiences of three Columbian teachers and discusses the role of CP in curriculum development.

Part 3, *Questioning the Critical*, consists of four chapters that present a critical perspective to CP practices. Chapter 10 discusses a teacher education course designed to better prepare Japanese ELT teachers to cope with diversity in their classrooms. Chapter 11 investigates the attitudes towards CP in English language programs for international students in Australian universities. Chapter 12 discusses the role and appropriateness of CP in Arabian EFL classes delivered by foreigner teachers. Finally, Chapter 13 provides a concluding critical commentary on the previous chapters with special reference to their methodologies.



This recent volume presents a broad range of CP-related aspects including politics, minorities, dispositions, discriminatory discourses, gender, sexuality, disadvantaged students, classroom diversity, and so on. These aspects are discussed from a CP perspective based on real applications from a broad geography around the world. The covered CP experiences are enriched though teacher accounts that are so convincing about why CP is important and applicable in various contexts in ELT. This rich and up-to-date practice-oriented coverage and the reader-friendly language of the contributors surely make the volume a significant resource on CP in ELT. Overall, the book can be evaluated as a highly valuable and timely contribution for language teachers, learners, materials developers, ELT researchers, and the interested layman.

### References

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- Pennycook, A. (1999). Introduction: Critical approaches to TESOL. *TESOL Quarterly*, 33(3).