
Despite the increasing prevalence of intercultural communication around the globe, the practice that views the language and pronunciation of native speakers as the linguistic standard remains deeply entrenched, leading to a range of undesired impacts on the identity and motivation of learners of English as a second/foreign language (ESL/EFL) (De Costa, 2016; De Costa and Crowther, 2018). As ESL/EFL speakers, rather than those who use English as a first language (L1), have become the overwhelmingly majority in contemporary English communication, how to account for the emergence of new English varieties in pronunciation pedagogies is becoming a pressing issue. This book offers a timely response. Grounded in the global Englishes paradigm, this book proposes a Teaching Pronunciation for Intercultural Communication (ToPIC) model, which is underpinned by three overarching tenets, that is, revisiting teaching contexts, models, and norms, raising teachers’ and students’ language awareness, and reinforcing accent exposure and fostering communication strategy. Aligning with culturally sustaining (Alim and Paris, 2017) and translanguaging (García and Li, 2014) pedagogies that honor ESL/EFL learners’ multilingual repertories, the ToPIC model contributes to pronunciation teaching by promoting an interculturally responsive language pedagogy.

This monograph is composed of eight chapters. Chapter 1 presents a brief introduction to the background, significance, and structure of this book. A rationale for understanding and repositioning people’s understanding of English in the current globalized world is given, followed by a sketch of English language teaching (ELT) in China, the setting within which the book is situated. The following three chapters (i.e. Chapters 2–4) center on the theoretical framework and the literature on language attitude research in the Chinese context. Those readers who are not familiar with the concepts such as Standard English (StE), World Englishes (WE), English as lingua franca (ELF), and translanguaging, may find it helpful to read Chapter 2. It would be better, however, if the author could have synthesized the various language ideologies into a more coherent framework by visualizing the interconnections through a figure or graphic.

Chapter 3 thoroughly discusses the status and perceptions of China English (CE) as a variety of English with reference to both the WE and ELF frameworks. It argues that the English in China is better considered in the ELF framework than in the WE paradigm because the former recognizes the fluidity of English use. Chapter 4 depicts the development and growing popularity of English in China, with a review of literatures on identity loss and native speakerism. This chapter establishes the significance of exploring language and accent attitudes in relation to identity in the GE framework and concludes
by revealing the interconnectedness and complexity of attitude and identity in language and sociolinguistic research.

Chapters 5 and 6 report two empirical studies that the author conducted regarding Chinese students’ attitudes toward their own and other accents of English, as well as how they constructed and negotiated their identities during English learning. Chapter 5 focuses on the results of a questionnaire study, with a detailed description of the selection of the phenomenology approach, the main research setting, the geographic and linguistic backgrounds of the participants. The results indicate that while most respondents seemed to recognize different English accents and had multilayered incentives for learning English, some manifested an uncritical acceptance of UK and US accents as their ultimate goals in language learning. To better situate the questionnaire results into the participants’ experiences, Chapter 6 reports an interview study that further explored attitudes toward different English accents in relation to identity construction. The findings reinforce that both the teacher and student participants still possessed certain traditional views about English accents, with only a few mentioned the importance of maintaining their own identity when learning English. A noteworthy finding is that intelligibility turns out to be a utilitarian goal for many of the participants who were nonetheless constrained by lacking access to textbooks or materials that reflect global varieties of English. The last part, Chapters 7 and 8, presents the model of ToPIC from the GE paradigm. As the author argued, the ToPIC approach is proposed as an interculturally responsive language pedagogy that challenges the native standard ideology in pronunciation teaching. This teaching approach can serve as an important point of reference for language practitioners in the Chinese context and beyond. According to the ToPIC mode, language teachers should be sensitive to the local culture and context in order to build an appropriate and realistic target for pronunciation teaching. The author also insightfully advocates a need for teachers and students to raise their awareness of language as a resource for intelligible and effective communication rather than as a structured system. The book then concludes with a reiteration of its research objectives and a summary of further research directions, including classroom-based action research of integrating the ToPIC model into practice and further critical discourse analysis on language policy and curriculum design in relation to pronunciation teaching.

Overall, the book carries remarkable merits. First and foremost, the book presents an empirical picture of pronunciation teaching in China from a sociocultural and socioecological perspective which challenges the deep-rooted and native-oriented model of pronunciation teaching. With an orientation toward the GE paradigm, the book not only studied the attitudes and motivation toward China English, but also revealed the contextual difficulties (e.g. centralized curriculum, limited opportunities for professional development) for the teachers and students to engage with localized variety of English in their classrooms. Second, with reference to the debate on CE and attitudes toward one’s own and other English accents, this book proposes a pronunciation teaching model with the aim of helping language practitioners to go beyond the native
standard in practice. Instead of setting native accent as the target in pronunciation teaching, the book argues that the priority should be intelligibility and comprehensibility in intercultural communication. This repositioning of accent attitude may help ESL/EFL teachers reclaim confidence in pronunciation teaching and help ESL/EFL learners establish a legitimate language user identity. Third, in terms of research design, the book adoptst effective research methodology with a combination of questionnaire and qualitative interviews. The rigor reflected in the data collection and analysis makes the book a good source of reference for research students and novice academics who intend to explore similar issues such as accent attitudes and language ideologies in ELT.

There are also some places that the book can be further strengthened. In terms of discussion, it would have been better if the underlying reasons for why some accents are accepted and others are denigrated can be discussed with reference to ideologies such as neoliberalism and post-coloniality. It may also have been more helpful if the findings from the questionnaire survey and the interview studies could be synthesized and reported in a theme-based manner so as to avoid some overlaps. The role of translanguaging can also be further specified in the ToPIC model. More in-depth discussions regarding how the model can contribute to interculturally responsive language pedagogy would also be desirable. As the author has rightly mentioned, future research is needed and we expect further development of the model both in practice and in theory.

In general, this book will be of great interest to academics and research students who are engaging in the domain of SLA, GE, and language attitude and motivation. The book would be a valuable resource that brings together language accent, identity construction, and alternative pronunciation pedagogy for intercultural communication under the GE framework. ELT practitioners who are devoted to alternative pronunciation teaching in their own context will benefit considerably from reading it. This book will also be an important reading for those who have interest in CE, GE, and translanguaging.

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**REFERENCES**


Student engagement, while being a long-standing, established construct in educational psychology, has only recently gained the spotlight in the domain of applied linguistics. The field’s understanding of engagement is still at an embryonic stage despite the consensus of its essential role in learning process and achievement. This edited volume renders itself an important and timely contribution as it fruitfully demystifies engagement, the complex construct or meta-construct through comprehensively delving into the conceptualizations and operationalizations of engagement and exemplifying empirical research in the field of second language acquisition (SLA).

This book starts with an introduction by the editors, and is organized into two parts consisting of four conceptual chapters and nine empirical chapters, respectively, as well as a concluding chapter. Part 1 commences with Sang and Hiver’s chapter that offers definitions of engagement and elucidates the behavioural, cognitive, affective, and social dimensions of engagement and task engagement. The authors then compare the commonalities and uniquenesses of engagement with companion constructs including motivation, investment, and interest. They clarify that engagement is action, while motivation reflects intention or desire before action. Investment is the sociological equivalent of motivation, which hinges on the roles of power relations and learners’ social identities in L2 learning. In comparison, interest is more tied to specific targets such as a task or a topic. These are important conceptual understandings that lay down the foundation for entangling engagement from the broader spectrum of psychological and social factors commonly investigated in applied linguistics. This chapter ends with the authors’ proposal for a research agenda for L2 engagement.

In Chapter 3, Svalberg focuses on engagement with language (EWL), a domain-specific construct that highlights the learner being the agent and language being the object talked about in the learning process. She illustrates the use of language-related episodes (LREs) as manifestation of EWL based on an analytic framework for identifying what she proposed as the three dimensions of EWL: cognitive, affective, and social. Arguing that neither presentation–practice–production nor focus-on-form is sufficient to trigger elaborate EWL, Svalberg provides an insightful solution (a task package) that entails the combination of consciousness-raising task, confirmation (from the teacher), and communicative task.

In Chapter 4, Han and Gao first critically review learner engagement with written corrective feedback (WCF) explored in prior studies informed by L2 writing research, instructed SLA research, and educational research.