Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York, NY: Routledge.

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Teaching English to Speakers of other Languages: An Introduction is an outstanding book written in the realm of language teaching methodologies. The book, in 12 chapters, is useful for learners and educators, particularly novice and inexperienced instructors.

In this book, chapters are structured in a similar format. Each chapter includes the following sections: Goals, Introduction, Vignette, Issue in Focus, Key Principles, What Teachers Want to Know, Small Group Discussion, Summary, Further Reading, and References.

Opening the book with an "Introduction," Nunan explores the acronyms in the area of Teaching English to Speakers of Other Languages (TESOL). The author believes that the foundation of the TESOL association marked the onset of changes that led to the emergence of the acronym *TEGCOM* (Teaching English for Global Communication), as an alternative to TESOL.

In Chapter 1, "Language Teaching Methodology," Nunan addresses different issues related to the chapter title, such as teaching and learning methods, techniques, and procedures. The author considers teaching methodology to be one of the subcomponents of curriculum development, along with syllabus design and evaluation. Previously, Nunan (1988) in *Syllabus Design* had commented on this issue.

In Chapter 2, "Learner-Centered Language Teaching," Nunan defines the concept of learner-centeredness and illustrates the benefits of negotiated learning with respect to his own experience as a teacher.

Chapters 3 to 6 deal with the instruction of four macro skills that have been addressed by Nunan and other scholars as well (Brown, 2007; Chastain, 2007; Nunan, 2001). Describing the role of listening, speaking, reading, and writing in second language learning, Nunan explains how the four macro skills can be divided into two groups: aural/visual and productive/receptive. Chapters 7 to 10 focus on teaching four language sub-skills—pronunciation, grammar, vocabulary, and discourse—and explain that macro skills and sub-skills should not be taught separately or in isolation.

Chapter 11, "Learning Styles and Strategies," aptly addresses learning styles and strategies related to language learning. In chapter 12, "Assessment," Nunan discusses concepts related to the domain of language assessment. The chapter begins with an elaboration on the differences between assessment and evaluation. In what follows, the author explains the differences between assessment for learning (formative assessment) and assessment of learning (summative assessment).

As Nunan suggests, this book can be read at different levels by different groups of readers: English as a second/foreign language learners, prospective or experienced instructors, and senior or junior researchers.

Among the most notable elements of the book are the citations by Burns and Beatty that are presented after the cover page. Burns indicates that the work takes readers into the classroom contexts, enabling them to reflect on teaching theories and practices. Beatty also declares that the book provides a "fresh look at the craft of TESOL" aimed at novice teachers (p. i).

Since this volume is an introductory book, readers should have little to no difficulty understanding the content. One of the merits of the book is that complex theories and research results are discussed in a clear and comprehensive way. Since Nunan is best known for his theoretical and empirical contribution to second language instruction, especially in the areas of learner-centered education and task-based language teaching, readers can follow his earlier and forthcoming works to gain comprehensive insights.

One of the most striking aspects of this book is that there is coherence among the materials discussed in the chapters (Chapters 2 to 9). Another positive feature of this book is the Vignette section included in each chapter, which provides a clear picture of the issue under discussion.

The formatting and structure of this book seem similar to those of other significant books in the field, which helps give the reader a sense of coherence (see, for e.g., Chastain, 2007; Nunan, 2001). Of course, some might present a counterargument to this point, claiming that this book could follow a different path for presenting its content. Naturally, different scholars can have different ideas about the underlying structure of the book. Despite structural similarities to other books, one point that distinguishes Nunan's book from other similar works is its potential to make the material accessible to any type of newcomer to the field.

With regard to Nunan's book, two suggestions might be made. First, throughout the book, prominent scholars in the field (Brown, 2007; Celce-Murcia, 2006; Chastain, 2007) contribute to the body of knowledge about language teaching theories and practices. The ideas of these authors often support each other and rarely does it happen that a reader finds contradictions. We suggest that authors of current state-of-the-art books, such as this one, could add a chapter arguing for and/or against the ideas and research of others, highlighting both overlapping and distinguishable parts.

A second suggestion is regarding the need to include additional new findings in the field to augment the book's already relevant material. For example, informing readers comprehensively about the innovations of Computer Assisted Language Learning (CALL) in English as a second/foreign language contexts and the way modern teaching/learning is affected by technology would be very illuminating.

Overall, Nunan's work can be considered a cutting-edge book for those who wish to enrich their knowledge of language teaching/learning theories and practices. Well-organized books like this one can prepare newcomers to the field to grasp more sophisticated issues in the future.

References

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