

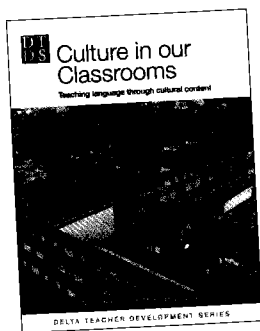
for teacher) then Game (20–30) minutes. Grammar: ‘that’ or ‘those’ (15 minutes), etc. Furthermore, the worksheets are clearly defined and have a purposeful outcome that the students can achieve with confidence.

Although I generally prefer coloured glossy texts, these are black and white. However, since they are meant to accompany the *Oxford Picture Dictionary*, there is enough flair and visual stimulation to enrich the overall experience for each lesson.

This resource is well worth purchasing for yourself or your school. My students appreciate the straightforward, practical lessons that develop their self-assurance. *Canadian Language Basics Volume B* provides the necessary skills for students as they integrate into Canadian life. It could easily be adapted for other English speaking countries.

Colleen Swinemar

*EFL Teacher, Halifax, Canada
colleenswords@hotmail.com*



**Culture in our Classrooms:
Teaching language through
cultural content**

Gill Johnson and Mario Rinvoluceri
Delta Publishing 2010
104 pages
ISBN: 978 1 905085 21 7

Culture in our Classrooms is part of a groundbreaking new series from Delta Publishing that promotes both student and teacher development. For language students, the book offers a dynamic array of classroom activities in which self-reflection is the primary method of understanding. Teachers will find detailed explanations and theories of culture as well as a teacher development portion with practical exercises designed to improve skills in the cultural classroom.

In terms of structure, the book opens with a concise, yet dense, section that outlines current theories and definitions of culture as they relate to language, values and behaviours. Included are page references to relevant lessons in the book where specific theories can quickly be explored for use in the classroom.

The next section of the book is devoted solely to individual lesson plans. These lessons are broken down into four sub-sections, each one emphasising a different facet of cultural analysis. First is a chapter on activating cultural awareness where students open their eyes to different understandings of cultural norms. Next, they learn to analyse language in the context of cultural background. In part three, students begin to construct frameworks with which they can learn to become objective in their observations of culture. The last chapter in this section contains region-specific material which allows students to explore British culture and attempt to understand it from a new, in-depth perspective.

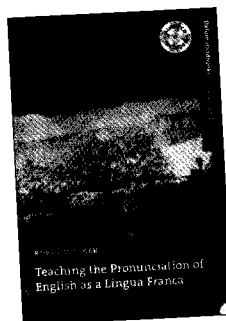
The final part of the book is aimed squarely at teacher development. It is also broken down into four topics: observation, listening, rapport building, and empathy with each chapter detailing a functional set of exercises for use in staff meetings or team-building workshops. Participants focus on resisting judgement and learn to observe and listen objectively while also building trust in the classroom.

In writing *Culture in our Classrooms*, Johnson and Rinvoluceri have designed a wonderful book that emphasises practicality when teaching culture. They provide clear, succinct reasoning for their approach, activities that are student-centered and call for very little preparation on

the part of the teacher, and plenty of opportunities for teacher development. Teachers seeking effective ways to explore cultural content in the modern classroom are sure to find this book an essential asset.

Chris Williams

*Professor of English, Honam University, South Korea
ccwilliamsut@gmail.com*



**Teaching the Pronunciation of
English as a Lingua Franca**

Robin Walker
Oxford University Press 2010
224 pages.
ISBN 978 0 19 442200 0

Teaching the Pronunciation of English as a Lingua Franca is an eminently practical handbook which details contents, methods and

goals of English pronunciation courses that serve international users. The first three chapters review the changing role of international English, the components of the Lingua Franca Core (LFC), and arguments for and against teaching English as a lingua franca (ELF). The next three chapters address classroom applications. Chapter four presents techniques and materials, chapter five discusses pronunciation issues arising for speakers of ten typologically diverse languages (e.g. Arabic, Chinese, Greek, Japanese) and chapter six offers a three-phase syllabus integration of ELF pronunciation, and suggestions for diagnostic and achievement testing. Summaries and further readings, organised by topic, conclude each chapter.

The book includes a CD comprising twenty tracks with spontaneous conversations and ten tracks with ELF readings of a paragraph. There are CD transcripts, notes on the elicitation paragraph, a glossary, bibliography and index.

Robin Walker's insights are that international languages have no foreign users and, refreshingly, that language learners also have native competence in at least one language. Walker does assume that individual learners are monolinguals, and uses the word 'bilingual', which is not defined, to mean a 'proficient user of two languages'. Nevertheless, he makes it clear that learners' languages are necessary and active players in the learning process, instead of obstacles or models of what should be removed from English accents. His methodology strikes a sensible balance among proposals that are traditionally seen as incompatible, highlighting what works in practice instead of what pleases theoretical stances about learning.

To the charge that LFC choices entail simplification of English, Walker counters the reductionist 'one-size-fits-all' standards that characterise mainstream pronunciation teaching. Other misconceptions surrounding the LFC, for example, the myth that accent variability hinders intelligibility are dealt with as lucidly. Teachers' accents, native and non-native, play a role too. The author proposes that accommodation to learner and teacher accent variability, starting in the classroom, is the key to international intelligibility.

This book makes ELF pronunciation work. Teachers and learners can only benefit from intelligible pronunciation building which starts from where they are, and clarifies what is being taught, how and why.

Madalena Cruz-Ferreira

*Independent scholar, Singapore.
madalena@beingmultilingual.com*