

diversity. And which defies solution. The editors could have dealt more elaborately with the whole gamut of issues raised in these writings. And, the book could have been copy-edited with greater diligence.

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David Nunan, *Teaching English to Speakers of Other Languages: An Introduction*. New York and London: Routledge, 2015, Hardback ISBN: 978-1-138-82466-9

Teaching English to Speakers of Other Languages: An Introduction by David Nunan is a quintessential introductory book. It fills the void of a comprehensive, encompassing volume on and about the rudimentary stage of language-teaching. The book is interactive, lucid and vivid. The limpidity with which the writer addresses the issues of second language classroom teaching is worth mentioning.

Besides the Introduction and Glossary, the book is divided into 12 chapters. Each chapter starts with a *goal* followed by *introduction* to the chapter and the topic. Right after introduction is the classroom *vignette* section, which adds vivacity to the chapter and a reader is taken across different classroom settings. Vignette is followed by *issue in focus* section, which addresses the problems related to the topic. Next is the *key principles*, in which the author provides the important rules to be applied with a particular approach. The last two sections are *what teacher wants to know* and *small group discussion*, the former further clarifies the writer's view point on a particular approach as well as addressees the instructor's doubts; while in the latter the teacher involves the students in discussion by starting a conversation on the difficult areas by posing some questions about already discussed topics. The chapters end with a *summary* followed by *further reading*, and *references*.

As is evident the book is well planned and thought of. The reader will agree with it as s/he proceeds from the first chapter to the last one. Chapter 1 is 'Language Teaching Methodology'. This chapter lays the framework for the forthcoming chapters. It discusses methods such as Grammar-Translation, Audio Lingual, etc. and issues underpinning

these methods. Relatively new methods like Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) are elaborated. The writer encourages to evaluate these methods and devise one's own methodology as a language teacher works in varied classroom settings.

Chapter 2 is Learner-Centred Language Teaching. Nunan himself advocates the learner-centred approach. In this chapter the writer asseverates that the teacher should sensitize students about learning goals and provide them enough independence to make decisions in their own learning process. He is quite aware of the challenges this approach puts before the teachers, so his focal point here is on 'negotiated learning', i.e. negotiation between the teacher's expertise and student's preferences, which makes the core of Learner-Centred Language Teaching approach.

Chapter 3, 4, 5 and 6 talk about the macro skills for learning the second language, they are Listening, Speaking, Reading and Writing (LSRW). All four skills in these four chapters are compared and contrasted.

The focus in Chapter 3 is top down and bottom up processing where he discusses the input of the given language and its inference. He later talks about how background knowledge helps us learn a language. The writer also clarifies issues like comprehensible input and $i+1$ and elaborates on background knowledge and scaffolding in small group discussion.

Chapter 4 'Speaking' distinguishes between reproductive and creative speech, focuses on finding the information gap, avoiding errors and encourages students to generate 'real conversation'.

In Chapter 5 entitled 'Reading', the writer introduces three models of reading- Top down, Bottom-up and Interactive reading; and two functions- Reading for communicative purposes and Reading for educational purposes. To enhance reading skills, the writer assigns tasks. For teachers extensive reading, intensive reading and graphic organizer is explained.

Chapter 6 is Writing, which also serves the real and educational purpose. Peer review process is introduced to students. Here the writer aptly addresses controversies around writing as a process and product. The chapter ends on the small group discussion on 'contrastive rhetoric' which is very essential to understand the process of writing in a second language.

After introducing the micro skills, the author introduces Intonation

pattern, Lexical items and Grammar of the second language. The writer has devoted three chapters for this. Chapter 7 'Pronunciation' avoiding many other technical terms, talks mainly about segmental and suprasegmental phonology. 'The role of stress' to elicit right information in the second language is shown by providing many examples.

Chapter 8 'Vocabulary' talks about the role of vocabulary to communicate in a new language. Nunan stresses that content word and function word cannot be taught in isolation and also that knowing a word consists of knowing it with all its elements.

Chapter 9 'Grammar' introduces us to some of the basics but fundamental approaches of grammar, i.e. descriptive and prescriptive grammar, deductive and inductive grammar. In his key principle the writer emphasizes to teach grammatical form vs communicative function, procedural vs declarative knowledge. The writer further elaborates on functional grammar and creative language use. He also differentiates between conscious and subconscious acquisition.

Chapter 10 'Discourse' defines discourse in relation to the context. Exchange structure analysis and concepts of adjacency pairs is elaborated for teachers to make them better understand the topic. And towards the end, there is a discussion on what teachers 'do with language in the classroom' context.

Chapter 11 'Learning Styles and Strategies' elaborates on the relationship between learning style and strategies, how a 'good language learner' uses them more aptly than the 'poor' language learners. The writer introduces his own categories for learning language. The chapter ends with affective issues that can be addressed while learning a new language.

Finally, in Chapter 12 'Assessment', the writer talks about both formal and informal assessment of students in the class. He thinks it an ongoing process in a continuum. This chapter focuses on self and peer assessment and formative assessment and evaluation.

This book literally takes you to the classroom situation and tries to solve the problem right there. Nunan very aptly addresses the real time challenges and dilemmas the teacher could face in language class, at each stage of the learning process. Though through key principles the writer has tried to guide, what can be followed while teaching a class or curriculum, but he has given enough insight to teachers to decide

and devise for themselves. The book talks about teaching, methods, techniques, underlying principles and basic theories. This book is going to be a great help to the language teacher who is new to the field and certainly is a treat to read for even those who are not so new to the field. The book can be a useful resource for those (both learners and teachers alike) who are looking for an authentic guide for Second Language Classroom Teaching.

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Brian Tomlinson and Hitomi Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. New Jersey: Wiley & Sons Inc., 2018, ISBN: 9781119054771

Whenever we look for resources on materials development, it is difficult to find books which bring together theory and practice in an organic manner. This book does precisely that; it provides the practicality and accessibility which materials development guides possess (Tomlinson and Masuhara 2004) and the academic rigour of reports and research studies published in the field (Graton and Graves, 2014 and Harwood, 2014).

Tomlinson and Masuhara's book has three specific aims as explained in the preface. First is to help teachers, researchers, students, publishers and writers to know, understand and be constructively critical of what has been achieved to date; secondly to help them develop, adapt, use, publish, review and research materials on their own. Finally, they highlight that they want their strong opinions and approaches presented in the book to inspire readers to think independently and to develop and apply innovative approaches on their own.

These three aims seem to be very ambitious and that is the feeling you get when you read through the chapters. The book includes everything related to the theory and practice in materials development to date. Since it advocates that theory must inform practice and vice versa, each chapter includes a literature review which discusses all the major research trends in that theme. Each chapter ends with a section which includes recommendations from the authors followed by a 'What do you think?' section to encourage the readers to reflect on their own contexts. Some