

As the identities and the factors that influence these are context-bound and hence cannot be generalized, the book provides a template of how identities can be presented as a whole (multidimensional). It is useful for academicians whose interest lies in narrative inquiry, language teacher identity, JTE program, native language speakers in EFL/ESL contexts and Team teaching.

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Barkhuizen, G., & Strauss, P., *Communicating Identities*. Routledge, 2020, 286 pp., £29.59 (Paperback), ISBN 9781138295520 (pbk), ISBN 9781315100630 (ebk)

Reviewed by Mir Md. Fazle Rabbi

If you want to incorporate identity as a topic in your classroom teaching, then *Communicating Identities* is the right choice for you. Along with a basic understanding of research and theory on language learner and language teacher identity, this handbook offers collaborative and pragmatic classroom activities that motivate students to communicate on different facets of their identities. It also paves the way for teachers to carry out exploratory action research on the identities of language learners and language teachers.

The contents of the book form a circular shape delineated in four parts: From Research to Implications, From Implications to Application, From Application to Implementation, and finally, From Implementation to Research. Part 1 introduces the concepts of learner and teacher identities throwing light on the previous studies. Part 2 offers identity-oriented activities that teachers can apply in the classroom. Part 3 suggests how the activities can be executed within the context of the language curriculum. In Part 4, the authors propose ways of exploring the language teacher's professional practices as a reflective practitioner and researcher for the betterment of the teaching-learning enterprise.

The authors conceptualize language learner and language teacher identity in the first part of the book. They rightly point out, “By learning a language, people change who they are. Language learners construct new identities as they learn” (p. 1). According to Norton (2013), the identity of a language learner refers to the learner’s understanding of a) his or her relationship with the world, b) how that relationship is developed across time and space, c) possibilities for the future, d) position in the inequitable social structures, e) everyday social interactions, f) negotiating and constructing identities through language, and g) opportunity to speak the language in a social context. On the other hand, as Barkhuizen (2017, p. 4) suggests, “Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical—they are both inside the teacher and outside in the social, material, and technological world”. Since the learners’ and teachers’ identities evolve over time depending on the contexts, in the second part the authors identify four facets of identity: reflexing, projecting, recognizing, and imagining. Each facet offers 12 activities that can be used to engage learners in reflecting on their identities. To elaborate, reflexing-identity activities inspire learners to communicate about their inner selves; projecting-identity activities focus on possible approaches of representing learners’ identities publicly; recognizing-identity activities highlight the probable ways in which others perceive learners; and finally, the imagining-identity activities deal with the ways learners can imagine themselves in other places, times, and imagined communities. Each activity is structured in the same manner. First, it introduces some background information about the identity-related content of the activity. Second, it describes the specific aims, appropriate level, required materials, preparation of the lesson, and estimated time to complete the activity. Third, a box provides the activity’s focus on language practice: which skills are covered and how the learners are supposed to do the activity. Fourth, it provides a detailed procedure to execute the activity in the class. And finally, each activity offers a section on teacher reflection which gives the language teacher the opportunity to reflect on his or her professional identity. In the third part of the book, the authors propose ways to incorporate the activities into the language curriculum. The activities provided in Part 2 are segments of the planned curriculum which the teachers are expected to turn into teachable units or instructional curriculum. For this, the teachers should plan activities, and as part of the planning they should know who the students are, their proficiency

level, their motivation to learn the language, and their cultural and religious backgrounds. However, after implementation, the teachers can find that not all the activities are equally successful. They should be eager to investigate what went wrong in the activity or what made the students less interested in it. Therefore, the teacher reflection part, given after each activity, should be filled up by the teachers to bring out their own creativity to make changes in the activities. In the last part of the book, the authors introduce the concept of exploratory action research. The question may arise, what should the teachers explore? To answer this, the authors suggest, “exploratory action research aims to blend the research processes into regular classroom practice as much as possible, so as not to place too much burden on you as a busy teacher” (p. 242). Teachers can select their research topics from their reflections on classroom experiences that are manageable, urgent, significant, and engaging. Apart from that, the activities in part two and the post-activity teacher reflections can also provide some topics for exploratory research. The authors emphasize narrative inquiry as a form of data collection that makes use of stories to comprehend the perceptions of the people sharing the stories. Finally, the research findings can be shared among other teachers by writing a book chapter, presenting a paper or poster at a conference, or presenting a report at a school workshop.

Research and Resources in Language Teaching is a book series that aims to convert current research into practice and this book has successfully kept pace with the series’ predominant objective. *Communicating Identities* is an easy-to-read book for pre-service and in-service teachers to be used as classroom material on language learner identity. There is a scope for the users to cater to the prescribed activities to their individual contexts with creativity. Apart from enabling students to reflect on their identities, this handbook provides an opportunity for teachers to ponder over teacher identity. Moreover, this book is a guideline for exploratory action research for teacher researchers with numerous possible research topics and is highly recommended for professional learning communities, teacher trainers, and teachers who intend to make language learning an engaging experience for learners by communicating identities.

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