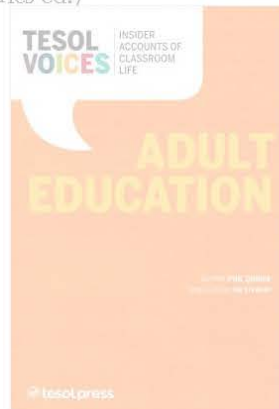


specific context of the New York education system, the project results are applicable worldwide. The real strength of the book lies in its ability to provide an ideal mix of (existing and new) theory and practice, allowing both novice and expert readers to develop a deeper understanding of translanguaging pedagogies and find solutions for the everyday challenges we encounter in our increasingly multilingual classrooms.

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TESOL Voices: Adult Education

Phil Quirke (ed.) and Tim Stewart (series ed.)
TESOL Press 2017
114 pages
ISBN: 978-1-94-279975-7



In this volume dedicated to adult education, readers gain insight into community, course planning and linguistic factors that influence the learning and teaching experience. These represent the three sections into which the 14 chapters are divided. Throughout the book, the reader learns how applying Indigenous perspectives can create a safe space for learning or how theatre and improvisation can spark discussion on current issues. Additionally, various instructional approaches, like Suggestopedia or CALL, are explored in depth.

The chapters present classroom research with students and teachers as participants incorporating authentic student voices; for instance, in Chapter 2, Rob Sheppard writes about expanding a community-based ESOL programme with the help of volunteers and local organisations. A new, flexible, and volunteer-based programme is developed to meet the demand for higher levels of learning not covered by the existing programme. This model involves three volunteer instructors team-teaching an additional level of six hours of instruction, while sharing administrative records and syllabus documents on a Cloud-based platform. While the chapter details the administrative and instructional challenges and solutions of the model, it also includes students' comments on the effectiveness of the programme and their suggestions for improvement. In fact, student feedback was taken into account when improving the model, in order to have each volunteer focus on a specific language area in their lesson. This illustrates not just how students' voices are used in narrative inquiry, but also how they drive reflection and change.

In Chapter 7, Michael Winans writes about setting high expectations in the writing class, while his student, Ginger Chiu, adds her own views on this approach. This chapter reads as a dialogue between student and teacher and it shows how a student's reflections can facilitate those of the instructor. Through the student's experience, the reader gains an understanding of how incorporating high expectations into process-writing tools and activities, such as rubrics and peer feedback, can help students accomplish their goals outside the classroom.

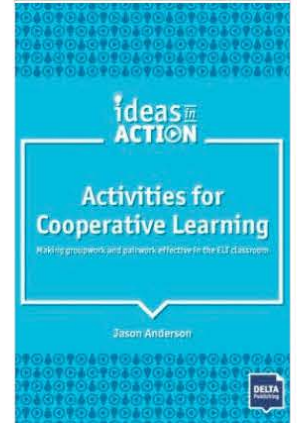
These two chapters illustrate varying degrees of participation by students and teacher-researchers and provide different models for action research and participative inquiry. This, apart from a context- and content-specific approach to language teaching, is what makes the book an informative and interesting read for

teachers, teacher-researchers and managers.

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Activities for Cooperative Learning: Making Groupwork and Pairwork Effective in the ELT Classroom

Jason Anderson
Delta Publishing 2019
140 pages
ISBN: 978-3-12-501734-4



Collaborative learning is a marvellous instructional tool which allows students to learn to solve problems together, and Jason Anderson has provided teachers with quality activities for cooperative learning in the classroom. Each activity in the teacher's notes includes preparation, procedure and extension ideas. Anderson supports the theory with practical strategies that can be implemented immediately.

This is a resource book in which the chapters are ordered thematically in eight units. For those who are new to cooperative learning, Unit 0 provides an introduction, while Unit 1 presents micro-strategies and tools. Units 2 to 8 describe traditional cooperative learning strategies. This set-up allows teachers to go directly to the sections and tasks that attract them most.

The author hopes that readers will manage to adapt the material to their own classrooms. After examining many of the activities in the book, I believe that teachers are given sufficient guidelines to be able to use the ones based on their students' needs. The instructions are very clear and straightforward, and all the activities are easy to organise.

Unit 8, 'Flipped cooperative learning', is of special interest to many teachers, since the flipped classroom concept is gaining popularity in many schools and universities worldwide. These activities have been designed for students to do research at home prior to coming to class the next day, while more class time is devoted to interaction and putting their research into practice.

One activity that I have used in my International Relations class, which my students really enjoyed, was a pairwork jigsaw: 'A day in the life of...'. This activity worked well because it deals with poverty and wealth and how our perceptions of both are blurred when we read about someone's daily routine without any descriptive adjectives.

All in all, Anderson provides an excellent balance of activities for the four language skills and at all levels. The author has made a special effort to provide varied and engaging tasks which can easily be incorporated in all types of classroom settings, from language schools to universities. This book is of special interest to novice teachers who would like to learn how to implement cooperative learning into their classrooms.

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