
BOOK REVIEW

Ann-Marie Hunter (Ed.) (2024). *Diversity and Inclusion in English Language Education: Supporting Learning Through Research and Practice*. Routledge, pages xvii+ 230, ISBN 9781003258865 (e-book), Rs. 2,188.

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The volume *Diversity and Inclusion in English Language Education: Supporting Learning Through Research and Practice*, edited by Ann-Marie Hunter and published by Routledge in 2024, provides a detailed exploration of the concept of inclusivity in English Language Education (ELE). The book examines how language practices, teaching methods, and teacher preparation can create equitable learning environments for students from diverse backgrounds. It shows that inclusive English language education is a transformative practice that not only facilitates language learning but also helps to affirm learner identities, cultivate a sense of belonging, and create democratic learning spaces. Thus, the book shows how the principles of social justice can be integrated into English language teaching.

The edited volume opens with an introduction by the editor, followed by nine chapters written by researchers from diverse fields of study. The chapters address the concept of inclusive practices in relation to varied contexts such as race, gender, disability, nationality, socio-economic status, and age, thereby bringing together a wide range of voices and perspectives. The book is thematically arranged into three sections, each consisting of three chapters. The first section, titled 'Inclusive Language', examines inclusive language practices, particularly focusing on translanguaging as a caring approach that affirms learner identities. The second section, 'Inclusive Teaching', explores inclusive teaching practices aimed at enhancing diversity and accessibility for different learners. The third section, 'Teaching Inclusion' discusses how teachers can be better prepared through training and institutional support to ensure inclusivity in language education. Taken together, these sections illustrate how inclusivity can be enhanced through language, pedagogy, and teacher training in English language education.

In the introductory chapter, the editor Ann-Marie Hunter notes that