
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.

Reviewed by Jyothis Josekutty

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 translingualism 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

the English language and language teaching can reinforce existing inequalities and prejudices against people who are marginalised in society. To address this problem, she considers the 'ethic of care' (Gilligan, 1982) as a framework for rethinking inclusion and practising social justice in English language education. In this introductory chapter, the editor calls for ongoing reflection, collaboration, and action to build a more caring, inclusive, and socially just TESOL (Teaching English to Speakers of Other Languages).

The first section of the volume, *Inclusive Language*, explores the ways in which translanguaging contests monolingual English-only ideologies and promotes inclusivity by valuing the learner's diverse linguistic repertoires. In the initial chapter of this section, Russell Aldersson shares his experience of how translanguaging can serve as an effective pedagogy for teaching English to deaf sign language users. A translanguaging space enables deaf learners to draw from all their linguistic and semiotic resources to create meaning, including sign language, English language, native language, gestures, enactments, and other semiotic resources. This approach not only supports language learning but also affirms learners' linguistic and cultural identities, thereby creating a safe and inclusive space.

Vera Busse and Katrin Peltzer, in the second chapter of this section, emphasise that translanguaging scaffolding is a promising strategy for language learning in classrooms with linguistically diverse migrant learners. This chapter also discusses the various challenges that can arise during its implementation in classrooms with migrant learners, such as the issues related to the stigma associated with migrant multilingualism, concerns about practical feasibility, and teachers' limited knowledge of their migrant students' native languages.

The theme of translanguaging is also explored in the final chapter of this section, authored by Taiko Aoki-Marcial, which demonstrates that retelling folklores using translanguaging methods and digital storytelling helps adult migrant and refugee learners develop English and digital literacy skills. By engaging with their traditional community stories (folklores, myths, and oral narratives) and native languages, learners strengthen their identities, cultural connections, and shift power dynamics from teachers to students.

The second section of the volume, 'Inclusive Teaching', focuses on

creating learning resources and environments that promote diversity and accessibility in English language education. The opening chapter in this section, by Kathryn Sidaway, presents an exploratory study investigating ESOL (English for Speakers of Other Languages) teachers' perspectives on accessibility in online learning during the Covid-19 pandemic. The chapter concludes that accessibility in online ESOL depends on the interplay of various factors such as technology, personal circumstances, and teacher support.

The second chapter, contributed by Angelos Bolas, addresses the representation of LGBTQI+ identities in English language teaching practices and calls for a shift from simple inclusion to a diversity-focused approach. He critiques current teaching practices for offering only limited representations of gender diversity and also warns that uncritical inclusive content can unintentionally reinforce exclusion and stereotypes. Instead, Bolas advocates for pedagogical practices that encourage students to value and coexist with diversity.

Helga Dorner and Emese Schiller, in the final chapter of this section, investigate how senior learners can develop autonomy in learning English as a Foreign Language (EFL). The chapter underscores that senior learners are not a homogeneous group of learners, and hence, learning strategies should be tailored according to their individual needs. Using a pilot study with twenty-five senior learners, the authors illustrate that one-to-one counselling is an effective intervention for developing learner autonomy in senior learners.

The third section of the volume, 'Teaching Inclusion', emphasises the importance of equipping teachers with knowledge, confidence, and strategies to respond to the diverse needs of learners and to make classrooms more inclusive. The initial chapter, by Joelma Santos, presents insights from the Black Matters Matter (BMM) project in Brazil, which revealed that teachers lacked formal training and confidence to handle sensitive racial topics. The chapter conveys that by adopting Black authors' works, designing inclusive materials, and encouraging discussions about race, teachers can transform English classrooms into spaces for anti-racist education.

In this section, the second chapter by Fatima Reszczynski, presents a qualitative study of ESOL teachers, showing that many teachers lack the training to meet the needs of learners affected by trauma. Teachers

often feel emotionally burdened and overwhelmed when working with traumatised learners. Hence, the chapter argues for targeted reform in ESOL teacher education, providing specialised training that prepares teachers to meet the needs of traumatised learners.

The concluding chapter, by Bimali Indrarathne, examines how Specific Learning Disabilities (SpLDs), particularly dyslexia, impact the process of learning English as a second language. It also draws attention to broader issues that reduce support for children with dyslexia, such as limited teacher awareness, inadequate identification procedures and lack of resources. To address these concerns, the author emphasises the importance of teacher training programmes aimed at equipping teachers with practical strategies to identify and support learners with SpLDs.

Overall, the book provides an insightful exploration of how language practices, pedagogical approaches, and teacher training can help enhance diversity and inclusivity in English language education. As Dávila and Linares (2020) observe, 'power and privilege exist in all classrooms, and no classroom is always welcoming towards all students (p. 357). This book opens up a critical space to interrogate how the English language classrooms function as sites that reproduce hegemony and inequality, while also offering ways to reimagine them as means for advancing social justice, through the framework of the 'ethic of care' (Gilligan et al., 1982). According to Owens and Ennis (2005), 'The ability to enact an ethic of care in teaching should be an expectation of effective teachers' (p. 392). This book demonstrates how teachers can integrate a caring approach into English language classrooms to better support the needs of diverse learners. By drawing attention to marginalised groups often overlooked in TESOL literature, such as deaf learners, trauma survivors, elder citizens, and individuals with learning disabilities, the book expands the scope of inclusivity in meaningful ways and reinforces the value of care. Moreover, the book bridges the gap between theory and practice in inclusive education by combining theoretical insights with case studies and classroom strategies. Hence, the book is highly relevant to contemporary scholarship and practice as it situates English language education within the broader twenty-first-century debates on inclusivity, accessibility, care and social justice.

The book, however, also has a few limitations. Though the book focuses on inclusivity and accessibility in English language education, it does not adequately address inclusivity in certain important areas, such

as assessment and evaluation. At the structural level, the division of chapters into three distinct sections seems vague, as the concepts discussed across sections overlap significantly and do not fit neatly into separate categories. Despite these limitations, the work remains a valuable contribution to advancing inclusivity and diversity in English language education.

References

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Chip Heath & Dan Heath (2007). *Made to Stick: Why Some Ideas Survive and Others Die*. Random House, pages 336, ISBN: 978-1-4000-6428-1, Rs. 699.

Reviewed by Sajit M. Mathews

Chip and Dan Heath's seminal work, *Made to Stick: Why Some Ideas Survive and Others Die*, offers a practical framework to design episodes of communication that are "understood and remembered, and have a lasting impact". The book might seem like a guide for managers and marketers. But it holds profound and actionable insights for every communicator including us English language teachers, researchers, and students across all academic fields. The book became an instant success because the authors successfully reverse-engineered the attributes of