

further reading are included, followed by a list of online vocabulary learning and teaching resources in the appendix.

Marlise Horst's background as a language teacher educator is apparent in her narrative. The content is delivered in clear, accessible language. One of the greatest strengths of this work, and what sets it apart from other books on vocabulary learning, is the abundance of practical activities integrated into each chapter that make direct connections between lexical research and L2 pedagogy. These include hands-on practice with online tools and exercises that can be used in the classroom. Not to be overlooked is a wealth of additional resources found on the book's companion website: www.oup.com/elt/teacher/fovi. Here, Horst extends the discussion of topics covered in all five chapters with supplemental activities and questions for further reflection on best practices. *Focus on Vocabulary Learning* will serve as a valuable professional development resource for current primary and secondary educators. This book will also benefit undergraduate students preparing to become K-12 teachers as well as graduate students in educational research.

Brock Wojtalewicz

The Reviewer

Brock Wojtalewicz is an educational researcher and teaching trainer based in Calgary. His research interests include corpus linguistics, vocabulary development, and second language writing. He is currently a materials developer for the *Learning English with CBC* project.

World English 1 (2nd ed.)

Martin Milner

CENGAGE ELT, 2015, 167 pages, ISBN 978-1-285-84869-3 (paperback; publisher's list price \$52.00)

World English series is one of the latest teaching materials that skillfully weaves appealing authentic content into a well-organized structure. Presenting content from *National Geographic* and TED, the series offers an excellent selection of topics and mesmerizing pictures taken by professional *National Geographic* photographers. The most striking feature of this series is the emphasis put on different cultures and a variety of accents, which provide learners with a unique way of looking at the English language. The whole series consists of four different proficiency levels (i.e., intro, one, two, and three), and they are geared toward adult learners. The creators of the series utilized a "backward design" approach to map out the units and, thus, desired outcomes and goals, guiding the structure of all activities/tasks included in each unit. Besides, the student book comes with an online workbook and resources such as flashcards. Teachers can also access online teaching materials and

assessment tools, which could ease the burden on teachers as they plan their lessons.

In this review, I will be focusing solely on *World English 1*, which is the elementary (A1) level book. It is organized into 12 thematic units: *people, work-rest-play, going places, food, sports, destinations, communication, moving forward, types of clothing, lifestyles, achievements, and consequences*. The units incorporate a wide range of activities that aim to improve four main language skills (i.e., listening, speaking, reading, and writing). Each unit is divided into lessons that follow the same sequence throughout the book: *vocabulary and grammar, listening and pronunciation, language expansion, reading and writing, and video journal*.

Each lesson starts with a brief goal statement at the top of the page such as describing different occupations or giving advice on healthy habits. Vocabulary and grammar sections prepare learners for the upcoming activities and can be regarded as “consciousness-raising” or “focused” tasks (Ellis, 1997). Explicit grammar sections aid learners in better carrying out the tasks given in the communication sections. Nunan (2004) asserts that “meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings” (p. 4). Although one might expect this focus on grammar to be reflecting the linguistic features of World Englishes, this is not really the case in the book. However, listening and video sections consist of recordings of different people from all around the world, thereby exposing learners to different accents. Following that, learners practice pronunciation focusing on both segmental (e.g., verbs ending in “s” in Unit 2) and suprasegmental features (e.g., rising and falling intonation in Unit 9). Furthermore, learners are given a final task called “goal check,” which is usually a pair-work activity and placed at the very end of the lesson. Thanks to that, learners have a great opportunity to monitor their own progress and see if they have achieved the goal stated at the top of each lesson. Finally, learners watch a short documentary in the video journal section and complete the *before, while, and after you watch* activities. The topics are so unusual that learners are intrigued and motivated to learn more about them. For example, in the first unit, they learn about the last of the women divers on Jeju Island and listen to these women, some in their 80s, who dive under the sea to gather shellfish without the help of oxygen masks. After that, they discuss the jobs women and men do well by agreeing/disagreeing with each other in the communication section.

The topics covered in the units along with thought-provoking TED talks and videos lend themselves well to in-depth conversations and higher order thinking questions by drawing on learners’ funds of knowledge. The focus on different cultures and lifestyles could easily motivate learners to talk about their own cultures and help them see the differences and similarities across world cultures. Considering the urgent need for tolerance toward different ideologies, religions, and cultures in today’s world, *World English* series, in

general, does an amazing job by introducing learners to different ways of thinking and existing, thereby challenging the ethnocentric views of learners and leading to a “change from monocultural to intercultural competence” (Byram, 1991, p. 24). It could live up to its name even more if it also covered the linguistic variety of World Englishes, complementing the diversity in the video and listening sections. Still, magnificent pictures, real-life stories, and authentic videos in this series never cease to capture learners’ attention and to stimulate their interest. It can, therefore, be used both in English as a second language (ESL) and English as a foreign language (EFL) contexts to teach English for general purposes to adults who need both receptive and productive skills to communicate effectively.

Deniz Toker

The Reviewer

Deniz Toker has a BA in English Linguistics, an MA in Teaching English to students of other languages (TESOL), and a CELTA. He started teaching English as a foreign language (EFL) in Turkey. After that, he taught English as a second language (ESL) to refugees and immigrants in the United States for 2 years. He is currently teaching English in various contexts in Montreal, Canada. His main research interests lie in culturally responsive teaching and critical pedagogies for all language learners.

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