



Menard-Warwick, Julia (2013). *English Language Teachers on the Discursive Faultlines: Identities, Ideologies and Pedagogies*. Bristol, Multilingual Matters. viii + 233 pages. ISBN 978-1-78309-109-6.

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*English Language Teachers on the Discursive Faultlines: Identities, Ideologies and Pedagogies*, offers an insightful analysis from a research study conducted with English language teachers, both as a foreign and second language (EFL/ESL). The researcher and author of the book, Julia Menard-Warwick, is an associate professor of Linguistics at the University of California Davis, USA. Menard-Warwick conducted interviews and class observations in classrooms at a northern-Chilean university and at several northern-Californian community colleges and schools from 2005 to 2006. With the premise that “every instance of language use and language teaching is intrinsically historical,” the author embarks in a study of EFL/ESL teachers’ lives, identities, ideologies and pedagogies shaped by the historical contexts in which they are immersed (Menard-Warwick, 2013: 2). Data presented throughout the book guide the reader to understand the position that English Language Teaching (ELT) has in Chile and California and by extension internationally. The narrative analysis of participants’ stories, also considered co-constructed discourses situated in a specific place in history, reveal the study’s main concepts, i.e., *EFL/ESL social contexts, discursive ‘faultlines’ and teachers voices in ELT* (Menard-Warwick, 2013: 3).

Markee (2000) recognizes the relevance of five factors on global ELT: the influence of cultural views on language, dispositions to particular kinds of teaching and learning, explicit and implicit language policies and educational and institutional policies, and economic and demographic factors (Pennycook, 2014; Phillipson, 1992, 2009). Based on a strong relationship between English language dominance and its educational promotion, the debate about the consequences of ELT’s dissemination in the world has been followed by researchers and theorists in the last thirty years (Graddol, 1997; Pennycook, 2010, 2014; Phillipson, 1992, 2009; Yano, 2001). In this study, Menard-Warwick (2013) invites EFL and

ESL teachers to participate in this international debate, since it is the teachers who mediate the messages transmitted in English in their different classroom contexts.

English speaking countries' language policies have funded and promoted ELT worldwide based on market demands on English as the language to support technological progress and scientific and educational development and prosperity (Phillipson, 1992, 2009; Yano, 2001). English is also considered an agent containing and spreading English speaking countries' cultures, institutional organizations and ways of thinking, as well as promoting itself as a political and economic commodity (Markee, 2000; Pennycook, 2014; Phillipson, 1992, 2009; Yano, 2001).

In this particular case, Menard-Warwick (2009, 2013) proposes an analysis of English language discourse as it is produced in the "faultlines," both geographical and metaphorical. "Discursive faultlines," defined as areas of linguistic and cultural difference or misunderstanding evident in classroom interactions (Kramsch, 1993), occur in English teaching and learning in international contexts (Menard-Warwick, 2009). Moreover, issues pertaining to the broader sociohistorical contexts in which EFL/ESL classes occur have influenced linguistic and cultural identities of EFL/ESL teachers in Chile and California in particular, but also worldwide (Menard-Warwick, 2013). Consequently, the dichotomy between "non-native-English-speaking-teachers" and "native-English-speaking-teachers" as explained by Braine (2013) needs to be overcome, especially according to Menard-Warwick (2013), who focuses on teachers' personal experiences influencing their professional lives, as well as on teachers' voices when they articulate diverse concerns.

Each chapter introduces a comparative discussion about EFL/ESL teachers' perspectives on "language ideologies, linguistic and cultural identities and cultural pedagogies," in both purposefully chosen geographic locations (Menard-Warwick, 2013: 27). These educational settings present "discursive conflicts" regarding English instruction and the role of the language in society. Chapters one and two set up the whole research study framework. Connections between teachers' identities and the socio-historical contexts in which they live and work are presented in chapter one, whereas the theoretical framework is included in the second chapter. The author explains the influences received from van Dijk (1998), Fairclough (1992) and Bakhtin (1981, 1984, 1986) in her analysis of language(s), discourse(s) and ideology (ideologies). The concept of "ideology" and the connections existing between teachers' beliefs and perceptions are explained within relations of power between social groups (Menard-Warwick, 2013: 2).

Chapter 3 reports about language ideologies as they appear in English language teaching (ELT) in the northern regions of Chile and California, where the study was conducted, whereas chapter 4 deals with teachers' representations of their own cultural identities. Chapter 5 explains the process of intercultural identity development presented through life histories and the analysis of internet conversation exchanges between prospective educators in both settings. In chapter 6, the author analyses different approaches to teaching

culture as they are mentioned by the teachers in interviews and observed in classes. Finally, chapter 7 summarizes the whole data analysis updating the historical content of the research to the moment of the book publication. The summary includes the connections of all the factors discussed in the chapters, namely teachers' life histories and their choices in cultural and linguistic pedagogies. Finally, the researcher draws on implications for cultural pedagogy to be applied in teacher education programs (Menard-Warwick, 2013: 28).

Menard-Warwick's (2013) book derives its value from providing a forum and a voice for communication to the vast community of EFL/ESL teachers worldwide who will identify themselves with the teachers offering their testimonies in these pages and find out the value that there is in speaking up and reflecting about their profession and their needs, without disregarding their students. Among the most important findings, the author discusses how EFL/ESL teachers' identities and pedagogical decisions with respect to the English language are influenced by the status and role the language plays in society.

According to Bakhtin (1981) authoritative discourses support the position of English as the language of economic and societal progress worldwide, and teachers in the contexts studied receive the influence from these discourses (Bakhtin, 1981; Menard-Warwick, 2013). Teachers evaluate the benefits of knowing English (to belong to an "elite" in Chile or to the "mainstream" in California) while they become aware that there are not immediate economic benefits deriving from such knowledge (Menard-Warwick, 2013).

Having reflected upon the book's content for several years, Menard-Warwick concludes her work by connecting findings with pedagogical implications focused on cultural pedagogy (Menard-Warwick, 2013). The development of cultural pedagogy in teacher education programs can help EFL/ESL teachers, students and texts, access dialogic interactions about cultural contents developed in materials and classrooms. At the same time, teachers and students can raise their awareness towards interculturality and mutual understanding among cultures, and help to build a concept of culture that is not 'static' or 'fixed' but characterized by 'tension' and 'change' (Menard-Warwick, 2013).

Teachers and learners need to undergo a process of understanding cultural issues from multiple perspectives stressing the value of dialogue and listening. Both in EFL/ESL classrooms and in teacher education programs, teachers and students need to analyze abstract categories and basic features of culture to discover controversial topics such as colonialism as it is featured in English textbooks. Thus, transnational dialogue between "individuals, communities and nations" is fundamental to overcome inequities and guarantee maximal cultural understanding (Menard-Warwick, 2013: 199).

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