

## A book review of

Snow, D., & Campbell, M.A. (2017). *More than a native speaker: An introduction to teaching English abroad* (3rd ed.). TESOL Press.

# Navigating the multifaceted terrain of English language teaching abroad

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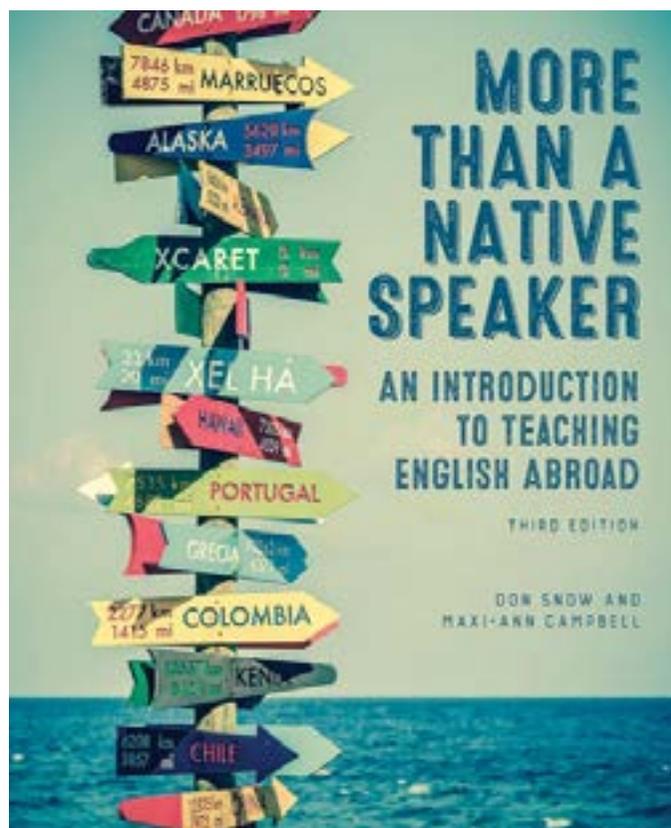
Teaching English as a second or foreign language has become an increasingly global endeavor, with educators from diverse linguistic and cultural backgrounds seeking an adventure in the vibrant landscape of language education. In this dynamic environment, *More Than a Native Speaker: An Introduction to Teaching English Abroad* by Don Snow and Maxi-Ann Campbell emerges as a creative guidebook, empowering aspiring and seasoned educators alike with the essential knowledge, skills, and insights to navigate the multifaceted terrain of English language teaching (ELT) abroad. In this review, I discuss the pages of this comprehensive volume, highlighting its theoretical foundations, practical applications, and significance in the environment of international education.

At its core, *More Than a Native Speaker* incorporates pedagogical beliefs founded in inclusivity, cultural sensitivity, and pedagogical efficacy. Snow and Campbell convey their experience and insights, offering a complex perspective on the skills need to teach English in diverse cultural and linguistic contexts. Through their collaborative effort, the third edition of this creative text undergoes a change incorporating contemporary research, innovative pedagogies, and reflective practices that relate to the ever-changing needs of teachers and educators worldwide.

The book is structured into three interrelated sections, each discussing distinct areas of English language teaching abroad while creating coherence and continuity in instructional practice. The first section, Foundations of English Language Teaching, serves as a conceptual scaffold, explaining the theoretical foundations and pedagogical principles that support effective language instruction. Snow and Campbell navigate through the pedagogical landscape, drawing upon foundational theories such as communicative language teaching, task-based instruction, and intercultural competence to inform instructional decision-making. By foregrounding the importance of learner-centeredness, communicative

competence, and cultural responsiveness, they advocate for a holistic approach that respects the diverse linguistic, cultural, and cognitive backgrounds of language learners.

Building upon this theoretical foundation, the second section, Practical Approaches to English Language Teaching, delves into the pragmatic aspects of language instruction, offering a variety of strategies, techniques, and activities to scaffold the teaching process. Snow and Campbell adopt a hands-on approach, guiding teachers and educators through the repetitive process of lesson planning, materials development, and classroom management. From communicative language



activities to project-based learning tasks, the book includes a broad spectrum of pedagogical approaches that cater to the multifaceted needs and preferences of diverse learners. Moreover, the inclusion of authentic classroom scenarios, reflective exercises, and practical tips enriches the pedagogical discourse, encouraging active engagement and critical reflection.

The final section, *Professional Development and Beyond*, overcomes some of the traditional limits of instructional practice, emphasizing the dynamic interplay between theory and practice in the professional development of English teachers and educators. Snow and Campbell stress the importance of continuous professional growth as a booster for instructional efficacy and career advancement. By engaging in reflective practice, peer collaboration, and ongoing professional development activities, teachers and educators are empowered to refine their instructional practices, address emerging challenges, and gain on professional opportunities in the global ELT market.

One of the prominent features of *More Than a Native Speaker* lies in its inclusivity and accessibility. While grounded in theory, the book avoids jargon, rendering complex concepts intelligible to novice teachers and educators and seasoned practitioners alike. Moreover, the incorporation of diverse voices, perspectives, and instructional contexts enriches the pedagogical discourse, encouraging a sense of inclusivity and cultural responsiveness.

In addition to its theoretical and practical dimensions, *More Than a Native Speaker* incorporates a global perspective, going beyond cultural and linguistic boundaries. Snow and Campbell's insights are enriched by their cross-cultural experiences and collaborations, offering a nuanced understanding of English language teaching practices in diverse sociolinguistic contexts. By giving emphasis to cultural sensitivity, equity, and social justice, they make an argument for inclusive pedagogical practices that honor the diverse linguistic, cultural, and socioeconomic backgrounds of learners worldwide.

One specific example of social justice the authors describe is their emphasis on the importance of culturally responsive teaching. The authors stress the need for English language teachers to recognize the diverse cultural backgrounds of their students and to value students' identities, experiences, and knowledge. They encourage teachers to move beyond a "one-size-fits-all" approach and adapt their teaching methods to be more responsive to the cultural contexts of their students, contributing to a more just and equitable learning environment.

Furthermore, the collaborative effort by Snow and Campbell enhances the comprehensiveness and depth of the volume. Their combined knowledge in language education, intercultural communication, and teacher training enhances the discourse with different perspectives and insights. Through careful editing and organization, they ensure the coherence and cohesion of the volume, consolidating its position as an original resource in the field of English language teaching abroad.

While *More Than a Native Speaker* represents an original and creative contribution to the pedagogical literature, it is not without of limitations. The dynamics of language teaching and learning require continual updates and adaptations to reflect emerging trends. While the book remains relevant, future revisions or supplementary resources may be needed to address developments in online learning and digital teaching tools, particularly in the post-pandemic era. Educators must remain flexible and adapt the book's insights to their specific teaching contexts.

In conclusion, *More Than a Native Speaker* stands as a beacon offering a comprehensive synthesis of theory, practice, and reflection. Snow and Campbell's knowledge, coupled with their editorial skills, unite to create an original resource that goes beyond disciplinary boundaries and cultural diverseness. As English teachers and educators navigate the dynamic environment of international education, their work serves as a source of inspiration towards more inclusive, effective, and transformative language instruction

## REFERENCES

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