

BOOK REVIEW

INNOVATION IN ENGLISH LANGUAGE TEACHING AND LEARNING: THE TURKISH PERSPECTIVE

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The book offers a perspective on the application of innovation in teaching English in Turkey, the country with incredible strides in science and technology, centered between Europe and Asia. There is a combination of European and Asian cultures in the Islamic area. Presentation of English teaching in the context of Turkey is a remarkable breakthrough in the management of education.

The book consists of a total of eight parts. The editor who collected the eight articles arranged the articles in a sequence of views from a general perspective to a specific viewpoint.

Chapter One presents a picture of Turkey with advancements in science and technology, along with its adaptation of English language instruction of the English language curriculum in Turkey. Another innovative form of English learning management is the innovation of teaching English based on the cultural content of the

Turkish native language and culture. The chapter demonstrates how advanced technology is but learning English through multiculturalism is an important part of language learning.

The aforementioned conclusion made by the author is rational, as there is a lot of research supporting the idea that culture affects the use of language, such as Greey's research (1994) and Kuo & Lai (2006) who proposed that in order to help students overcome the differences in culture, language teachers should pay more attention to the diversity of cultures, recognize key cultural elements in every aspect while developing a language curriculum and apply effective teaching strategies to learning activities.

Chapter Two discusses the trend of teaching English via the Turkish e-learning system, which is divided into three main mainstream languages: the organization of forums where teachers hold discussions using English; full

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distance instruction through e-learning by the instructor himself/herself; or the use of a company service that teaches English (called virtual classrooms) and web or CD-ROMs for specific purposes, such as improving reading skills and developing writing skills. The chapter demonstrates the advancement of the use of technology in teaching English in Turkey prior to the COVID-19 outbreak, highlighting the modernization of education in Turkey.

In this chapter, the CD-ROM device mentioned by the author is no longer used, although the CD-ROM-based approach (Nott et al., 2000) is now used as an application to learn a foreign language instead, which is in line with the use of materials to teach English as a foreign language. As found by Alqahtani (2019), most modern English language teachers are now consciously implementing a variety of technical aids designed to promote the efficient delivery of teaching. Current research, therefore, addresses different aspects of the technology used in English teaching by designing groundbreaking curricula that will take advantage of recent scientific and technical advances and equip instructors with technological skills to ensure effective and quality delivery of subjects, provide technical media, such as audio-visual and modern technical programs and to develop student-teacher platforms that maximize positive language learning outcomes.

Chapter Three discusses feedback provision to learners, both traditional feedback and new feedback, depending on how the instructor adapts the feedback method to make the learners feel engaged.

The main goal of all English language teachers is to provide feedback to learners to maximize the benefits of the learner's language. Feedback is inseparable from evaluation (Hyland, 2006); and in a rough classification, the feedback has two forms: formal and informal.

Klimovaa (2015) pointed out that formal feedback is sought by a teacher's institution to discover the quality of education in a given institution, while informal feedback is usually collected by a teacher in order to detect student difficulties in the learning process and to reflect on his teaching practices and approaches at the same time. Both can be done either on a continuous basis or at the end of the semester. However, the author realizes the importance of feedback, so feedback is in focus in the Chapter Three.

Chapter Four deals with English learning strategies that are not necessarily the only one method. Those who learn English effectively often use a range of language learning methods. This is in line with the finding of Oxford (2003) with a definition that learning strategies refer to a set of strategies used by individuals to gain control over their own learning process.

The author writes about learning strategies in terms of the role of learners who need to identify appropriate strategies for themselves, but today a lot of research provides a new perspective on teaching as a facilitator with the need to provide and suggest learning strategies to English learners as a foreign language (Brophy, 2004; Montaña-González, 2017).

Chapter Five addresses a strategy called think-aloud with a teacher as a mentor. Research findings have shown that reading practice using this approach is one of the most efficient reading strategies. The author of the book has not explained the origin of this technique but talks about the effect of using the technique to practice reading. In a nutshell, this technique has been employed in language teaching scenario since 1984. Afflerbach and Johnston (1984) laid the basis for the creation of the Think-Aloud Approach, first as a means of assessing the process of cognitive reading, allowing teachers and learners to work

together. As with the author of the study, other research findings revealed that this technique significantly improves reading and discipline in learners (Wade, 1990; Ward & Traweek, 1993; McKeown & Gentilucci, 2007).

In Chapter Six, the author presents the use of feedback from learners to adjust the contents and methods of teaching English, especially in the English course for specific purposes.

Basturkmen (2018) says that the need analysis of learners is a key **process** of developing English for specific purposes to ensure that the profession can meet the needs of the learner. However, the vision of the course provider should cooperate with the need analysis (Kardijan, 2017; Sánchez-López, 2019).

Chapter Seven provides a new perspective on learning English that is not just focused on grammar, vocabulary, sentence structure, or paragraph writing, but also focuses on learning of language techniques appropriate for the language, or linguistics called Rhetoric Style, which is not very much found in the teaching of English in other countries. Since research has shown that the rhetorical technique affects the language literacy process. Bialystok and Poarch (2014) and Pawlak & Aronin (2014) explored how the rhetoric of thought permeated the mechanism of language acquisition. The cognitive process of people who learn a second language is more complex than the mother tongue. The fact that the author has raised this issue is a very interesting new perspective.

The final chapter deals with teaching English in Turkey, which focuses on language training for students, until each learner can demonstrate their language potential.

The highlight of this book is the combination of traditional English teaching (e.g., repetitive reading after an instructor) and modern form (e.g., the use of e-learning technology). The book also points out that innovations in English teaching are not necessarily technology.

The integration of the native language culture with the culture of Turkey can lead to a new language learning innovation or even the integration of linguistic knowledge, such as the Rhetoric Style with grammar and sentence structure and produce innovations in English learning that impact learners.

This study addresses several results, implication, and potential future directions for higher education blended learning (BL) in a world where information communication technologies (ICTs) are increasingly interacting with each other. In consideration of effectiveness, the author argues that BL combines access, success, and students' perception of their learning environments.

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