

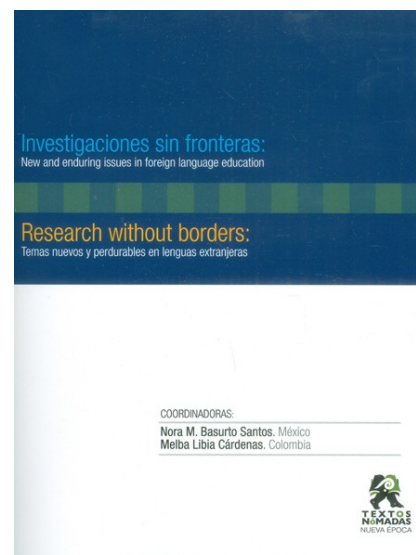
Book review

Investigaciones sin fronteras: New and enduring issues in foreign language education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras

Edited by Nora M. Basurto Santos & Melba Libia Cárdenas, Xalapa, Veracruz: Universidad Veracruzana, 2016, Pp 375, ISBN: 9786075024530.

Investigaciones sin fronteras: New and enduring issues in foreign language education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras is a compilation of research work in the field of foreign languages internationally by Nora Basurto Santos and Melba Lidia Cárdenas from the Universidad de Veracruz collection of Textos Nomadas Nueva Epoca Education Series. Departing from the premise of promoting the dissemination of research in the field of foreign languages internationally, the authors present a variety of research accounts resulting from the collaborative work of the Language School at the Universidad Veracruzana and the Department of Foreign Languages at the Universidad Nacional de Colombia, Bogotá. In order to accomplish this, several academic events and research activities have been done. One clear instance of this is the International Colloquium on Research in Foreign Languages (CIILE) that has become the principal forum to gather future teachers, professors from various education levels and teacher trainers committed to systematising their experiences and inquiries through research projects in the areas of foreign languages and applied linguistics and whose venue alternates between Colombia and Mexico. Besides, the research Groups “Foreign Languages and Research” (LEXI, in Spanish), “Professors of English as a Foreign Language” (PROFILE, for its initials in Spanish) at the Universidad Nacional de Colombia and the Research Group “Foreign Languages in the Public Education System in Mexico”, at the Universidad Veracruzana, have worked hand in hand to fulfil these activities.

Hence, this book includes eighteen works, eight of which are written in Spanish and ten in English, by academics from Brazil, Colombia, Korea, the United States, England and



Mexico. All these researchers are interested in strengthening the academic community and advancing research in the areas of teaching foreign languages and teacher development. As will be reviewed, their topics deal with the development of research competence, pedagogical and curricular concerns, initial English language teacher education and definition and implementation of linguistic policies, among other topics.

After the preface, the book is divided into six sections thematically organised: Collaborative Work, Research Practices and Approaches, Language Policies, Alternatives to Foster Language Learning, Curricular Issues in Foreign Languages, and Facets of the Teaching Profession.

The first section, *Collaborative Work*, consists of three works: The role of community explorations in developing meaningful curriculum, Collaborative writing process through and e-portfolio and Engaging EFL learners at college level through community-based pedagogy. They all reflect the role of the learning communities to reach goals at the curricular and pedagogic levels.

There is also a section covering *Research Practices and Approaches*, where the authors recognise the importance of reviewing, contrasting and expanding knowledge in this arena. The three chapters of this section deal with the use of cognitive interviews in the investigation of critical incidents, the observation of teachers in the classroom and the need for a re-evaluation, and the possibilities that software provides for the study of interactive patterns.

The third section entitled *Language Policies* analyses three investigations. The first addresses the topic of English as a global language and its relationship with universities' objectives of internationalization. The second focuses on the topic of linguistic autonomy in immigrant adults in France and the third follows the path of planning and policy in foreign languages in a historic period of the Mexican public education system.

The section *Options to Enhance Language Learning* includes four chapters that deal with the role of decision-making and agency as alternatives to foster the participation of university students in a literature course, technology and open educational resources for teaching Spanish. It also works on the ideological component of learning English and the pedagogical implications that derive from the study of cultural competence, in order to make the learning of languages-cultures possible.

In section five, *Curricular Issues in Foreign Languages*, the authors present two texts concerning the curricular course of studies and the role that the Spanish textbook plays in the development of students.

Finally, section six *Facets of the Teaching Profession*, is dedicated to the trajectories and functions of the language professors. One of the works makes references to the identity formation and the decision to become an English teacher in Mexico. The other one characterises the Spanish as a foreign language professor in the Colombian context. Lastly,

we can learn about the use of notes or commentaries as a tool for cultural mediation in teaching translation.

Overall this book represents a relevant theoretical contribution to an understanding of research in foreign languages. In it, readers can recognise both that research in foreign languages is constantly developing and that, although the concerns of the researchers are focused on diverse contexts, they agree in essence.

Undoubtedly, every section of this book confirms not only that the number of professionals in the area of foreign languages and applied linguistics who are capable of doing research is becoming greater and stronger but also that it is a growing concern at the graduate and undergraduate level. It is the intention of the book to foster the development of research abilities which are nowadays considered essential for the teaching profession.

Precise and revealing, this selection of papers shows current concerns in the complexity of teaching and learning foreign languages internationally. Besides, the fact that some of the works are written in English and some others in Spanish widens the scope and provides multiplicity of visions and perspectives to approach foreign languages in terms of policies, curriculum design and teaching contexts. *Investigaciones sin fronteras: New and enduring issues in Foreign Language Education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras* showcases examples of international perspectives on partnering research, curriculum and practice in diverse contexts and will serve as starting point for researchers as well as being of interest to curriculum developers, teachers and students.

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