
Having more than ten years of teaching and research experience in TESOL at the tertiary level, we find the chapters in the book compelling and well-aligned, given their emphasis on pedagogical strategies and innovations in writing. We observed while teaching some well-known advanced-level EFL course books that most learners in our classes are experiencing difficulties in reading English texts and writing compositions and research articles. We have applied and implemented quite a few innovative approaches and strategies introduced in Reynolds’ and Teng’s book in teaching our classes. We aim to boost learners’ writing skills and enable them to write accurately and fluently, and publish their research articles in accredited outlets. However, success does not happen overnight, and we believe that the best view comes after the hardest climb.

Jenkins (2018) argued that “the English language education establishment has not so far caught up with global developments in English and continues to teach this lingua franca as if it was still primarily a traditional foreign language” (p. 65). By putting Jenkins’ stance at the forefront of our attention, we were looking for some innovative approaches in writing to replace with traditional approaches (e.g. product-oriented writing, the traditional paper-and-pencil mode in lieu of e-learning tool, teacher-based L2 writing classroom etc.). Not only does the book provide a thorough view of teaching English writing to Chinese speakers which can be implemented and operationalized in various context and domains, but also it underlines areas that existing research literature has not fully inspected.

The order of the chapters is categorized in various educational levels ranging from primary to postgraduate. Some chapters in the book are of assistance to promote the pedagogy of writing in our universities and language centers among instructors and learners. As a venue for the voices of writing teachers and scholars, the underlying objectives of the books are as follows. Primarily, it attempts to embolden EFL/ESL educators to utilize avant-garde approaches in writing. Additionally, it strives to enlighten educators and teachers-researchers with state-of-the-art writing notions. Fundamentally, it aims to innovate writing directions nationwide and worldwide in educational levels encountering multiple obstacles (e.g. disjuncture between classroom instruction and test requirements, large class size, lack of English writing proficiency, theme-based textbooks, etc.).

This exceptional anthology of studies hopes to promote worldwide and generalized comprehension of the innovated models by educators. The studies in the book aim to acquaint educators with the global practices of cutting-edge models in various contexts and cultures in EFL and ESL domains. To closely align with Jenkins’ observation, the book presses for an unprecedented step and grim determination to be taken when teaching writing in TESOL against traditional approaches. In a bid to arm writing instructors with innovative approaches, each chapter offers a range of examples with ingenious ways to boost the teaching of writing. It is implied that these practices and avant-garde strategies can be adapted and altered in different settings and contexts; and all teachers-researchers “must strive to integrate approaches with the aim of finding the most suitable combination for their targeted learners” (p. 266). By compiling a unique assembly of strategies and salient studies, the results of these surveys have made substantial contributions to the field of EFL/ESL writing to the often fruitful accounts of literature in L2 and EFL writing.

The book consists of nine qualitative methods and case-based models for teachers-researchers of various literacy practices. To us, this is an impressive book that deserves to be perused meticulously by educators and teachers-researchers. We believe that by the implementation of these innovative approaches in EFL and ESL writing classrooms, both educators and students can reap the substantial benefits in TESOL domains. This seminal volume will be of interest to ESL and EFL teachers-researchers as well as learners worldwide pursuing writing in EFL and ESL domains.

Structurally, the book is comprised of 11 chapters and covers leading-edge procedures as follows. There are nine case studies,