iRecall Journal: An Indonesian Journal for Language Learning and Teaching
ISSN: (Print) | ISSN: 3025-938X (Online)
Volume: 03, No: 02, July – December 2025

The Indonesian Researcher for Language Learning and Teaching
https://journal.irecall.id/index.php/IrecallJournal

Mental Health in English Language Education write

By Christian Ludwig, Theresa Summer, Maria Eisenmann, Daniel Becker, Nadine Krüger

Rosyid Akhul Muslim[a,*]

[a,*]Nahdlatul Ulama University of Yogyakarta, Indonesia
akhulrosyid@gmail.com
* Corresponding author, akhulrosyid@gmail.com

APA Citation:
Muslim, R. A. (2025). Book Review: Mental Health in English Language Education write . *iRecall Journal, 3*(2), 33-37.

Received 22/07/2025

Received in revised form 01/12/2025

Accepted 31/12/2025

Book Title: Mental Health in English Language Education write

Author: Christian Ludwig, Theresa Summer, Maria Eisenmann, Daniel Becker, Nadine Krüger

Publisher: Narr Francke Attempto Verlag

Year of Publication: 2024

Pages: 257 pp.

ISBN: 978-3-381-11461-0

Prices:
Hardback: 46,99 € (hardback)

Mental Health in English Language Education write

Christian Ludwig, Theresa Summer, Maria Eisenmann, Daniel Becker, Nadine Krüger

The book Studies in English Language Teaching: Mental Health in English Language Education was written to help with the growing number of mental health problems among young people and how they affect their education. This book gives teachers the tools they need to talk about mental health in English classes. It does this by using ideas from psychology, education, and cultural studies. It does this by considering schools as important places to spread the word and offer aid. It talks about how learning English can help people understand mental health issues from a variety of cultural, linguistic, and literary points of view. The book gives helpful tips, teaching materials, and a multidisciplinary way to break down the stigma around mental health issues in light of today's problems, such as the effects of digital media, climate worry, gender issues, and academic stress. The book's purpose is to give teachers the tools they need to help kids with mental health difficulties by using theory, real-life examples, and research.

In English class, students learn about mental health. It talks about how teaching students about mental health in English lessons might help them with their mental health by lowering stigma and raising awareness. The book discusses about several ways to talk about mental health using cultural, linguistic, and literary contexts. It also talks on problems that people have now, like how digital media impacts them, anxiety about climate change, and pressure from society. It gives teachers ideas from theory, examples from real life, and useful techniques to teach that will aid their students' mental health the greatest.

The book offers you everything you need to know about how to make online courses that are easy to find, fun, and interesting. It starts by talking about how online learning has changed during and after the pandemic and how important it is for everyone to be able to use it. The book has two parts. The first chapter talks about how to make it easy for everyone to go to school and how to deal with legal issues like observing copyright rules. The second half talks about strategies to teach that get students involved and work for a lot of different kinds of students. It stresses how important it is to create resources that show cultural and social diversity, make sure that everyone can access them, manage workloads to minimize burnout, and hire

new ways to teach, such flipped and hybrid classrooms. This book will be very beneficial for teachers who want to create courteous and useful online learning places. It uses real-life examples and is mostly about ethics.

This book has both real-life and theoretical advice on how to make online learning spaces that are welcoming, enjoyable, and simple for all students to use. It starts by talking about how the pandemic changed online learning and how vital it is to build learning spaces that work for students from all backgrounds. The book has two parts. The first chapter talks about ways to make it easier to get to and comprehend the legal problems that come up while using assets, such as licenses and copyright. It also talks on how to educate, focusing on how important it is to combine social, cognitive, and teaching presences to make classrooms more inviting. There are important tools and ideas for creating courses that emphasize equality and diversity, make learning more fun, and keep workloads fair to help prevent burnout. The book is mostly about ideas, but it also gives teachers examples of how they may apply them to help them learn how to make online courses that get students to participate and use resources responsibly.

The biggest problem with Creating Inclusive and Engaging Online Courses: A Teaching Guide is that it doesn't back up its ideas with significant research. The book includes useful ideas and advice, but it doesn't always give real-life examples to back them up. For example, when the book talks about how social, cognitive, and teaching presences effect learning, it mostly talks about how important teaching presence is and doesn't show any research that contrasts how social and cognitive dimensions contribute. The examples and uses are also all from the U.S., so persons from different cultures or schools may need to make a lot of changes. This limit makes it less likely that all of its strategies will work for everyone.

It gives teachers solid ideas for how to make online classes that are interesting, easy to use, and available to everyone. The book talks about how important it is to be fair, understand differences, and consider about moral issues when making a path. For example, it talks about how to make items that are helpful to people from different cultures, social classes, and skills while still following copyright laws. It also looks into new ways to teach, like flipped and hybrid classrooms, to make learning more fun. There are also helpful tips, tools, and examples in the book that show how to make inclusive practices work. This can help teachers create online learning spaces that are fair and work well.

places. These features make it extremely helpful for teachers who want to modify

the way they teach and make sure that all of their students can enjoy and learn from theirclasses.

This book is for anyone who builds or enhances online learning environments, such as teachers and instructional designers. This is particularly helpful for teachers, school leaders, and politicians who want to design digital courses that are engaging, easy to use, and open to everyone. There are helpful advice and moral questions in the book that can help teachers meet the needs of all their students, stay within the law, and try out new approaches of teaching. Most of the concepts and resources come from schools in the United States, although they can also be used in schools in other countries. This is a great resource for teachers who want to change the way they teach online.