

Reviews

***LETs and NESTs: Voices, Views and Vignettes.* Fiona Copland, Sue Garton, and Steve Mann (Eds). London, England: British Council, 2016. 266 pp.**

Reviewed by

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LETs and NESTs: Voices, Views and Vignettes presents the issues associated with local English teachers (LETs) and native English-speaking teachers (NESTs). NESTs are often teachers who come from “inner circle” countries such as the United States, United Kingdom, Australia, and Canada. As the editors state on page 6, these are most often the type of teachers that employers in the ESL industry have in mind when they advertise teaching positions. Native speakers are often viewed as the authentic embodiment of the standard language (Creese, Blackledge, & Takhi, 2014). The editors also present the issue of native-speakerism (p. 11), which is the common misconception shared by EFL employers around the world that the ideal English teacher is a native speaker. However, a noteworthy addition by Damian J. Rivers in Chapter 4 points out that native-speakerism provides an unfair advantage during recruitment but then a disadvantage after recruitment in the form of limited professional development and policy contribution (pp. 71-73). Moreover, this volume also demonstrates, with firsthand examples, that the situation surrounding LETs and NESTs is changing.

The authors in this edited anthology focus their contributions for the most part on empirical studies in their investigations of both classroom teaching and LET-NEST interactions outside the classroom (e.g., office management issues and socializing). The aim is to provide readers with a contemporary insight into the LET/NEST world in order to uncover current issues. There are several examples of team teaching, LET and ALT (assistant language teacher) interactions, and LET and NEST collaboration. The chap-

ters contain writings from both emerging and well-established researchers who highlight these LET and NEST issues. Chapters 1, 2, and 6 cover team teaching in Japan, Hong Kong, and Korea. Chapters 3 and 5 examine the issue of NESTs and NNESTs (nonnative English-speaking teachers). Chapter 7 gives an overview of EFL and NEST schemes in Europe and Asia. Chapter 8 explores the government initiative in Taiwan to develop English-language skills in the country. Chapter 9 contains cases of team teaching in three different Korean primary schools, which the author uses to provide a better understanding of the interpersonal relationships between LETs and NESTs, focusing especially on issues of differences in power. Chapter 10 has a similar focus but uses research from Vietnamese tertiary institutions. Chapter 11 presents the case of an NNEST and her team-teaching experiences at Japanese primary schools as part of a new government scheme. Chapter 12 examines the factors that foster or inhibit collaboration between local and foreign teachers (including NNESTs) in Hong Kong. In this chapter, Mary Shepard Wong, Icy Lee, and Andy Gao argue that the dominance of NESTs in TESOL is declining due to the increase of NNESTs (p. 211). Chapter 13 considers the value of identity and inequality in the terms *native speaker* and *nonnative speaker*, where author Eljee Javier challenges these distinctions by looking at the role visible ethnic-minority NESTs play in TESOL. The final chapter has a collection of short essays from a number of prominent scholars of native-speakerism who provide recommendations and direction for future research in this field.

The book is accompanied by two separate appendices. One is titled “Investigating NEST Schemes Around the World: Supporting NEST/LET Collaborative Practices” (Copland, Davis, Garton, & Mann, 2016a). In this piece, the authors explore the government programmes in EFL education and observe the interactions between NESTs and LETs. It concludes with recommendations on how to improve these relationships and the quality of the programmes. The second appendix is titled “Materials: Developing Collaborative Practice Between LETs and NESTs” (Copland, Davis, Garton, & Mann, 2016b). This supplement introduces materials to foster the cooperation and understanding between LETs and NESTs and includes ideas and tasks to develop collaboration. For example, there are questionnaires for LETs and NESTs to fill out to see how they manage classrooms or to compare classroom cultures.

Acronyms are used frequently in this book and are a convenient way to introduce the topics in each chapter; for example, the relationship between ALTs or JETs (teachers on the Japan Exchange and Teaching Programme)

and LETs. NNESTs are another topic, although, as the editors suggest, this may carry a negative meaning because of its use of *non*, which can denote a negative or lack of ability (p. 7). Even though NNESTs may be from “outer circle” countries where English has come to play a second language role in a multilingual setting, such as Singapore, Malaysia, Nigeria, India, and the West Indies, this negative bias is said to prevail. However, the editors also mention a paper by Medgyes (1992) who argued that NNESTs are able to be as successful as NESTs because of certain advantages they have, such as the ability to anticipate learner problems and act as a model of a successful learner of English (p. 12). Furthermore, as Adriana González and Enric Llurda explain, there are significantly more people who have learned English as a foreign language than people who have learned it as their first language (p. 91).

The chapters are well researched and many utilize interviews with LETs and NESTs that delve into the relationships between LETs and NESTs and how each are treated in the workplace. Observational data is also used to illustrate these situations. For example, Chapter 6 includes perspectives from native speakers on co-teaching. The chapters focus on government EFL schemes in several different Asian countries, namely Japan, Taiwan, South Korea, and Hong Kong, with even one case in Brunei. Some chapters also focus on cultural biases and provide recommendations on how to cope with them. The final chapter is a particularly valuable resource and an important summary that outlines the issues and gives recommendations and guidance for future research.

I believe the strength of this book lies in its research methodology. NESTs and LETs were interviewed and observed. The interviews and observations were thorough and are supported with other research data. Chapter 11 is especially memorable because it contains an autoethnography of a bicultural and bilingual ALT in Japan through which the author, Chiyuki Yanase, makes a strong case for the use of the L1 in the classroom. Although it is not the focus of this book to address the L1 use issue, it is prominently featured in many of the chapters. The interviews, observations, and other research methods utilized let the reader evaluate the relationships of LETs and NESTs and how they cooperated (or in some cases failed to cooperate) with each other.

I would like to have seen more concern with what role language and culture play in the collaborative efforts between LETs and NESTs. Language and culture are mentioned in several of the chapters in passing, but their role as a potential obstacle in the collaboration between LETs and NESTs warrants a more thorough investigation. Chapter 2, however, contains several

interesting examples of language and culture barriers. For example, in one interview, an LET claimed that because the NEST at her school understood Hong Kong school culture, they had a good working relationship. Meanwhile, another LET lamented over having to exclude the NEST from school activities and meetings because of the language barrier. This issue of language and culture could be further investigated in subsequent research.

Overall, I found this book enlightening. It is somewhat encouraging that my experiences as an ALT in Japan are also fairly common in other Asian countries. However, the reader will see that further work is required if governments are serious about English language education in their countries. This book and the supplements are relevant to scholars studying team teaching between LETs and NESTs and, tangentially, also to those who are interested in the role of the L1 in the classroom. Scholars could use this book as a good starting point for examining a team-teaching issue more closely. Teachers considering a career in ESL education would also benefit from reading this book as a preview to various international teaching contexts. Finally, government and educational administrators would possibly benefit the most because they may not be aware of the situation in their schools or may only be aware of one side of the story.

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***Making and Using Word Lists for Language Learning and Testing.* I. S. P. Nation. Philadelphia, PA: John Benjamins, 2016. xiv + 210 pp.**

Reviewed by
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In this book, Paul Nation explains how to create word lists from English language corpora, although the same principles could be used to design word lists in other languages. Even though the book is divided into five sections, these are subsumed into two main topics: (a) defining what constitutes a word and (b) constructing a word list from a corpus. Under this division, the book can be understood as consisting of a focus on theory (Chapters 1 to 9) followed by a focus on practice (Chapters 10 to 16). Despite the title, using word lists is the topic of the final chapter only.

As Nation states in the introduction, this book is not an introductory resource regarding the study of vocabulary. It is assumed the reader will already be familiar with vocabulary acquisition in a foreign language and be convinced of the importance of incorporating vocabulary instruction into language courses, areas covered in a previous work (Nation, 2013; see also Schmitt, 2010). Nonetheless, both the overall structure of the book and the format of the individual chapters are extremely well organised, making it easy to read from cover to cover or to use as a reference to find specific information. Reader-friendliness is further increased by the abundance of subheadings and the bullet-point lists of recommendations ending most chapters, which combine a helpful summary with reinforcement of the main points.

In the introduction, Nation not only specifies his aims but also signals his assumptions for the book: That it is a guide primarily for receptive vocabulary knowledge and that it is based on a view of words as single word units with single meanings (excluding homonyms, which have two independent meanings that chanced to converge on the same word form). The reader is not often explicitly reminded of these assumptions later in the book, although they are of paramount importance in assessing the claims made throughout.

After a brief historical overview of word lists, Nation devotes significant space in the first half of the book to describing the theoretical issues in determining what counts as a single word. A naïve reader may think this is an easy matter, but the clear and detailed description of the problems and

choices involved should convince otherwise. In particular, Nation provides a thorough review of the important debate about which unit to use in counting words: type, lemma, or word family.

In his discussion of different senses of the same word form (polysemy), Nation clearly favours treating words as having one core meaning extended into multiple related senses, rather than as having multiple meanings that require separation. In doing so, he possibly underestimates the comprehension problems this can cause foreign language learners, particularly as he ignores metaphorical extensions. As an example, this assumes a learner who knows the noun *tail* can successfully decode the verb *tail* in context. Although he notes that different senses of a word are often translated into distinct words in other languages, he declares that learning a foreign language is about learning “how experience is classified differently in different languages” (p. 52), without acknowledging that this is probably one of the most difficult aspects of foreign language learning (Hendrickson, Kachergis, Fausey, & Goldstone, 2012; see also Pavlenko, 2014, Chapters 2 & 8 in particular).

In fairness to Nation, his reasoning in electing to minimise the issue of polysemy when creating word lists probably has a practical basis. As he states, the computer programmes currently available for extracting word frequency information from corpora are not very good at distinguishing homonyms or proper nouns from common nouns with the same form or at dealing with orthographical errors and alternative spellings (including hyphenated versus unhyphenated compounds). Thus, apart from increasing the many challenges of defining what constitutes a word, admitting polysemy would cause substantial, and at least for the time being, insurmountable problems for building a computer programme that can recognise such distinctions.

In the second half of the book, Nation describes the practicalities of choosing a corpus and constructing word lists from it. He highlights the considerations involved in deciding which corpus to use to create a word list, especially the corpus design and the purpose of the list, as well as the importance of calculating both word frequency and range to determine usefulness for learners. However, he does not assume the reader necessarily intends to make a word list; instead he describes and compares the most well-known and commonly used lists that have been compiled, including specialized lists. He provides an extended explanation and critique of his own BNC/COCA headword lists containing only the headwords of the 25,000 word families (available to download from his webpage: <http://www.victoria>).

ac.nz/lals/about/staff/paul-nation). In his discussions, he also reminds the reader of the subjective decisions and human input that go into making a word list—not everything is best decided by a computer programme.

Before the brief summary of how word lists can be used in teaching and testing that concludes this book, Nation includes a chapter written by Thi Ngoc Yen Dang and Stuart Webb. This is a research report on creating an essential word list for beginners. Although it differs in style from the rest of the book, it does not feel out of place but rather provides an interesting case study exemplifying the preceding chapters. It also introduces a newer word list that could be of particular use to teachers of beginner- to intermediate-level students (CEFR A1 to B1). In sum, the chapters making up the practice-oriented half of this book are testimony to the years Nation has spent working in this field and the achievements and contributions he and his peers have made.

Nation provides a succinct and accessible description of making word lists for English language teaching, a task that he makes appear easy due to his extensive research and expertise in this area. His humility as a scholar is also refreshingly apparent in his full acknowledgement of others' contributions to the field and his own past errors, his unpretentious writing style, and the accreditation of his PhD students as coauthors whose research informed his ideas in several chapters. For any educator who wishes to learn about using corpora and making word lists, this book is both an invaluable guide and a pleasurable read.

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Exploring Psychology in Language Learning and Teaching.
Marion Williams, Sarah Mercer, and Stephen Ryan. Oxford,
England: Oxford University Press, 2015. ix + 171pp.

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It's the end of the summer semester, post-examination. The stress has taken a toll on students, and in some cases on their personal relationships. It's hot, and the sounds of construction are painfully loud through the open windows of the classroom. You've been looking forward to these final classes as a chance to unwind together and look to the future, but the lesson is falling flat. You're probably wondering what's going wrong, and what you can do about it.

This is the scenario that opens Chapter 1 of *Exploring Psychology in Language Learning and Teaching*. It is a story heard in staff rooms the world over, and it illustrates the power individual and group psychology can have to make or break a lesson. Like others in the Oxford Handbooks for Language Teachers series, this book is designed to bridge theory and practice, giving practical classroom examples to contextualize psychological theory along with reflection activities aimed at deepening understanding of student and teacher beliefs.

In Chapter 1, the authors trace major developments in the field of psychology and how they have affected pedagogical beliefs and practice. Behaviourist approaches, largely based on research conducted on animals, saw learning in terms of response to stimuli; these led to the adoption of the audiolingual method in language teaching, with its emphasis on repetition or substitution. Cognitive psychology shed greater light on mental processes, emphasizing strategies and personalization in language learning. In the 1960s, humanistic scholars stressed the role played by learners' emotions and beliefs. Sociocultural theorists considered the force exerted on the individual by other people, institutions, and cultural beliefs and highlighted the benefits of supportive collaboration with the teacher and other learners. The chapter ends with a consideration of emerging fields in psychology, which stress the dynamic and complex relationships between individuals and their contexts.

In Chapter 2, the authors turn their attention to the role of groups and contexts and how teachers can bring out the best in their classes. The authors caution against overgeneralization when considering cultural values, stressing instead the “nested systems” (Davis & Sumara, 2006), such as nation, community, class at school, and family, that make up individual identity. They urge sensitivity to our own cultural lens as well as that of students and the promotion of open dialogue about students’ own perspectives. They also discuss the locus of power within the classroom, considering different leadership styles adopted by teachers and the social nature of learner autonomy.

The topic of Chapter 3 is the self and what teachers can do to encourage a “healthy but realistic” (p. 58) sense of self in learners. Identity is complex, and some more global parts of the self may be resistant to change. The authors stress, however, that teachers can foster positive self-efficacy by teaching students strategies, challenging negative beliefs, and encouraging the belief that students can succeed through their own efforts.

In Chapter 4, the authors consider different types of beliefs: what constitutes knowledge, implicit beliefs about how able we are to develop our skills (what Dweck [2006] calls a “growth mindset,” as opposed to a “fixed mindset”), and how we explain success and failure in our learning. They also stress that teachers should be aware of their own beliefs and the influence these can have on our methodology and feedback.

The focus in Chapter 5 is on anxiety and affect. The writers provide insights from neuroscience about how our brains evaluate events and argue that emotions can override other cognitive processes in ways that are difficult for teachers to predict. They then suggest techniques that teachers might use to encourage positive emotional outlooks in students, for example, through helping learners to work to their strengths or through creating opportunities to engage with meaningful issues beyond the classroom.

In Chapter 6, the writers explore theories of motivation and the unpredictable ways in which individual motivation may change over time. Williams, Mercer, and Ryan emphasize the importance of understanding learners’ goals and frustrations without attempting to force the learners in directions contrary to where they want to go. As in previous chapters, the authors also turn the lens on teachers, arguing that when we feel competent, autonomous, and comfortable in our teaching context, we can best convey this enthusiasm to our students.

In Chapter 7, the focus is on the actions students take while learning, in particular self-regulation—the ways students manage their own learning. One way in which students can consciously control their learning is by using

strategies, and the authors provide a number of real student examples to illustrate how personal and creative these can be. They argue that awareness of strategies and a metacognitive understanding of the learning process are vital to successful language learning and have a major impact on students' sense of competence and agency in learning.

The concluding chapter brings together the aspects of psychology considered in each of the chapters of the book and introduces the concept of "L2 willingness to communicate" (MacIntyre, Dörnyei, Clément, & Noels, 1998) to illustrate how all the concepts presented in the book can influence communication behavior. Williams, Mercer, and Ryan argue that as teachers, we should neither oversimplify nor feel overwhelmed by the burden of understanding our students and their needs. Instead, we should provide opportunities for learners to communicate who they are, to make choices, and to become aware of themselves as learners, while promoting a positive group dynamic and reducing anxiety in the classroom.

In *Exploring Psychology in Language Learning and Teaching*, the authors do not claim to offer definitive answers to our classroom dilemmas; rather, they argue persuasively that the interactions between aspects of individual psychology and between individuals as members of groups are complex and unpredictable. In that sense there are no definitive answers. Our job as teachers is to educate ourselves, to reflect on experience and theory, and to remain open to what learners themselves have to say. This book is an excellent starting point for teachers at any level, offering concise explanations and realistic suggestions supported by relevant examples and reflection activities throughout. Practitioners hoping to do further research will also benefit from its extensive citations and references, and for teacher trainers, the online resources on the Oxford University Press companion website provide links to related discussion questions and supplementary activities.

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***Complexity in Classroom Foreign Language Learning Motivation: A Practitioner's Perspective from Japan.* Richard J. Sampson. Bristol, England: Multilingual Matters, 2016. xi + 227 pp.**

Reviewed by
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Second language learning motivation has been a topic widely investigated and discussed by researchers and teachers alike. Richard Sampson's previous research into Japanese EFL classroom motivation and student attitudes (see Sampson 2010, 2012) inspired him to conduct the yearlong research project that resulted in *Complexity in Classroom Foreign Language Learning Motivation*. Sampson conducted five action research cycles and used his own journal entries, student journals, and survey data to address the main aims of his book, which are "(i) to gain a clearer picture of the ways in which self-concept affects language learner motivation; (ii) to explore the ways in which teacher-instigated change action might affect students' motivation; and (iii) to generate a more complex, holistic understanding of dynamic motivation in the class group" (p. 5). According to Sampson, the narrative-based approach of how he came to understand language motivation in his classroom adds to previous research like that of Miyahara (2015) that used a narrative approach to tell the L2 identity stories of several students.

In Chapter 1, the author explains what inspired him to conduct the research, states the aims of the book, briefly introduces the reader to complex systems theory, and provides the layout of the chapters that follow. After the introduction, the book is split into three parts. The layout used by the author allows readers to easily choose the sections that appeal to them.

Part 1, "成長 – *seichou* – growth," contains four chapters. In Chapter 2, "Groundings from Foreign Language Learning Motivation Research in Japan," the author provides a detailed narrative of the motivation literature unique to the Japanese EFL context. In Chapter 3, "A Move to Socio-dynamic Motivation," the literature surrounding Dörnyei's (2009) L2 Motivational Self System is explored, with emphasis on possible-self theory. By stating that current literature regarding EFL students in Japan fails to "consider in any depth the interplay between these learner-internal and -external influences" (p. 35), the author identifies a hole in the literature that he hopes to

fill. The author adds that the research on this topic has been mostly quantitative and does “not describe adequately the subjective understandings of the dynamic processes involved in language learning motivation” (p. 35). Chapter 4, “Research Design,” begins with a philosophical discussion of and introduction to action research and complex systems theory. The chapter concludes with the study design and data collection methods. Chapter 5, “Action Research Narrative,” provides a chronological narrative of the five classroom-based action research cycles implemented over the academic year. This chapter would be of specific interest to language teachers as the narrative details how students responded to specific lessons and activities in the classroom.

Part 2, “再見 – *saiken* – re-view,” begins with Chapter 6, “Revisiting Complex Systems Theory,” which introduces the reader to complex systems theory, its terms, and how it can be used to help understand classroom language-learning motivation. In Chapter 7, “Class Group as an Open System,” Sampson discusses how systems outside the classroom can affect the motivation of learners inside the classroom and also ways that learners bring themselves into the classroom. Some specific examples discussed include students’ past experiences in the language classroom, changing relationships among students, and students’ hobbies outside the classroom. In Chapter 8, “Co-adaptation Between Self and Environment,” the author continues to draw on complex systems theory to discuss three nested motivational states (English use, interaction, and realisations) that he found to be coadaptive with parts of the L2 Motivational Self System. Using complex systems theory to analyze the interaction between nested motivational states and the L2 Motivational Self System provides a “realistic vision of the interaction between self and environment in classroom language learning” (p. 123). In Chapter 9, “Motivational Phase-shifts and Self-organisation Across the Class Group,” Sampson analyzes how certain transitions in the classroom, such as new types of lessons and class groups, can bring about motivational changes not only in individuals but also within the class system as a whole. In the final chapter of Part 2, “Novel Motivational Emergence in the Class Group,” the author continues to draw on complex systems theory when he seeks to understand the final motivational emergence of his class by analyzing interactions in the class over the final 6 weeks.

Part 3, “相互 – *sougo* – reciprocity,” consists of two chapters. In Chapter 11, “The Landscape of Classroom Motivation,” the author draws on his findings to suggest a way to better theorize motivation in the language classroom. His theory is founded on self-ideas, perceptions of experiences, and the class

environment. In the final chapter, "Conclusion and Iteration," the author discusses possible pedagogical implications for the classroom along with the methodological strengths and weaknesses of his research that can inform future studies into second language learning motivation.

This book is not a step-by-step guide to increase L2 motivation in the classroom nor is it a manual of classroom activities and lessons to increase L2 motivation. However, the appendix includes the activities that were assigned to the students and the author discusses how certain lessons affected the L2 motivation of students. These resources may be of particular interest to those educators who have similar teaching contexts.

Although the book reads as if the author intended the target audience to be academics with an advanced knowledge of complex systems theory, I believe that the way the research was carried out makes it valuable for classroom teachers and action researchers. One of the greatest strengths of this book is the way the author uses journal entries from everyone involved in the learning process to provide an in-depth look into how specific activities, events, perceptions, and experiences have an impact on L2 learning motivation. Although no two learners or groups of students are the same, educators with students of a similar age will find that the journal entries provide valuable insight into what their own students may be experiencing or thinking.

The author's use of complex systems theory as a way to help understand the motivation of his class over a yearlong course is a valuable addition to the foreign language learning motivation literature. I recommend this book to anyone who wishes to learn more about classroom language learning motivation, especially in the Japanese context.

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***Educating Second Language Teachers*. Donald Freeman.
Oxford, England: Oxford University Press, 2016. xxi + 290 pp.**

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In this significant book, Donald Freeman sets forth his extensive knowledge and expertise regarding the challenge of educating second language teachers. In four major parts, Freeman (1) describes the ways language teacher education differs from other kinds of teacher education; (2) discusses three major views about how people learn language teaching; (3) examines the mental processes of thinking, knowing, and reflecting about teaching; and (4) introduces a design theory for teacher education.

Design theory stands as the main feature of the book, and with it, Freeman provides a conceptual framework for thinking about language teacher education. He sets this framework within sociocultural theory, where student teachers work through social processes to make sense of the culture of teaching. However, readers will not find practical tools about methods, techniques, and activities for educating teachers. Rather, they will find conceptual tools for making sense of teacher education.

In *Educating Second Language Teachers*, Freeman advocates a descriptive or nonprescriptive approach to language teacher education. That is, he does not prescribe what ought to be. Though some educators may disagree with this descriptive approach, Freeman argues that as teacher educators, we do not prescribe what teachers should study or know. When we prescribe, we limit what is valuable and effective; we esteem one way of teaching over others. Instead, Freeman describes a social process in which teacher educators provide their students with “tools and opportunities to use them” (p. 229).

It must be emphasized that Freeman does not speak of practical or material tools. Rather, he opens a box of conceptual tools—metatools—which he also calls *social facts*. For example, some teachers may employ a technique called presentation, practice, and production (PPP). When teachers use PPP in a lesson, it is just a practical tool, but PPP becomes a conceptual tool or social fact when teachers explain it, use language about it, create verbal plans to use it, or discuss and evaluate its use. Thus, teachers use these conceptual tools as social facts to make sense of teaching.

From Freeman's perspective, teachers call on these social facts in community, which expresses itself in two ways: through activity and through explanation. In the *community of activity*, teachers do all the visible actions connected with teaching, and when doing practice teaching, student teachers act as if they are teachers as they rehearse for the future. In the *community of explanation*, teachers and student teachers think, talk, and write about their actions, with the goal of making their actions intelligible and meaningful.

Freeman suggests a nuance to explanation that he calls *articulation*. As students practice teaching, they act as if they belong to the community, but they often explain social facts in fuzzy and imprecise ways. For Freeman, this fuzziness is not explanation, but articulation. When student teachers begin to explain social facts well, their articulations become explanations. Freeman says that student teachers tend to explain social facts imprecisely, but as they grow, they explain them with more accuracy. By giving feedback, teacher educators can help student teachers learn to explain better, thus enabling them to fully enter the teaching community.

In the first three parts of the book, Freeman takes us on a grand and masterful tour of second language education, covering abstract and philosophical sociocultural theory and significant historical developments in the field. Teacher educators at universities will find this helpful, especially if they value educational theory and philosophy, but short-term trainers and workshop leaders may find these ideas less useful. In the culminating fourth part of the book, which may be the most beneficial section, Freeman introduces his design theory for teacher education. He says that "the central process in the design theory is how articulation becomes explanation" (p. 261).

Each part of the book gives a wealth of information, but there is one major problem. Though Freeman demonstrates a masterful understanding of the philosophy, history, and practice of second language teacher education, he often writes in academese, a style that is "a betrayal to our calling to enhance the spread of knowledge" (Pinker, 2014b, para. 61). These are strong words, but maybe we can blame the abstract nature of the subject for sowing the confusion. Even Freeman admits that social theory is wordy and complex. As a result, readers for whom English is a second and foreign language may get lost in the book's thick abstraction. Simply put, the book reads harder than necessary. For example, in a typical passage, we can see the problem of long nominalizations, which Sword (2016) dubbed as zombie nouns because they suck the action and vitality out of writing:

Pluralization refers to the ways in which the *unitary view of language teaching knowledge* was both broadened and specialized with these different roles in diverse work environments. *Diversification of uses of teaching knowledge* drove pluralization in how that knowledge was defined and articulated. (p. 194, italics added)

Sword (2016), Williams (2009), and Pinker (2014a) all told us how to fix this problem. As a minimal first step, we make subjects actors, and we put actions in verbs (not hiding actions in nominalizations). However, Freeman often presents actorless sentences of 20-25 words with zombie-noun subjects, which readers must hold in working memory until the verb appears at sentence end. Many readers will need to reread these complex sentences because they place a heavy tax on mental computational resources (see Gibson, 1998).

Some readers may respond, “Book reviews should focus on ideas, not writing style.” However, on the back flap, the eminent author Jack Richards endorses Freeman’s book as an “invaluable resource for teachers, teacher educators, and researchers.” In essence, this is true, yet it may not be good buying advice for some would-be readers because many of the book’s most salient points are often buried in obscure layers of academese. Researchers, teacher educators, and teachers may be able to dig up the treasures in this book, and it would be worth the effort, but some of them may find the digging rather hard, especially those who do not have a sufficient level of English or patience.

Thus, despite the masterful account of second language education in an important theoretical work that targets all kinds of language teaching professionals, this book may be best suited for learned scholars who can decipher academese. The rest of us will have to wait for the succinct, stylish, and more straightforward version.

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***Linguanomics: What Is the Market Potential of Multilingualism?*
Gabrielle Hogan-Brun. London, England: Bloomsbury, 2017.
xiii + 168 pp.**

Reviewed by

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The title of Gabrielle Hogan-Brun's book starts with a newly coined portmanteau: an innovative example of linguistic blending whereby words from two distinct languages are merged—the Latin word for *language* and the English word *economics*—to denote a recently emerging interdisciplinary field dedicated to examining “the relationship between economic and linguistic variables” (p. 153). Given the linguistic makeup of *linguanomics*, it may come as no surprise that the focus of the book is on multilingualism from the perspective of economics. In the current era of globalization, contact between people of different cultural and linguistic backgrounds has become increasingly common. Under such circumstances, questioning the market value of languages other than English—the language most commonly associated with current globalization practices (Dewey, 2007)—is pertinent. Thus, Hogan-Brun's venture—as she herself is multilingual (see Assimil, 2017)—seems to be timely and highly relevant for everyone affected by the presence of multilingualism, be it through a workplace, organization, or country.

As the author explains in the Afterword, the purpose behind writing the book was to draw readers' attention to how the operation of societies, at both the organizational and the individual levels, is interwoven with lan-

guages and what the economic consequences are. The book is intended to be practical, that is, the emphasis is on the application of theory into practice. The practice-oriented approach is achieved via two aspects. First, we are given numerous illustrative examples of the market value multilingualism can have from a wide range of contexts. Second, we are invited to uncover our own attitudes and express our opinions about the economic aspects of languages as the writer raises several questions but remains objective when—or if—she answers them. Therefore, the reader should not expect clear-cut answers to questions, such as what value is associated with a particular language or what foreign language one should choose to learn for securing a high-paying job in the future, as these questions are context dependent. Rather, the book should be seen as “a source of ideas” (p. 130) to help broaden one’s perspectives on the globalized world as well as prompt further thinking or even research about one’s context and its characteristics.

The contents of the book are organized in a logical and reader-friendly manner, and the author—despite the complexity of the two fields in question (i.e., languages and economics)—manages to maintain a clear, easily comprehensible style, all of which make the reading a joyful and engaging experience. The book starts with a short lead-in section, in which the reader is given a few glimpses of how the relationship between languages and economics correlates with our everyday lives. Here, the two fundamental ideas of the book are also formulated: “languages have market value” and “language skills should be seen as assets” (p. xiii). The rest of the work is divided into five chapters. The aforementioned ideas are studied from various angles, which means that other fields, such as history, marketing, business, or education, are also reflected in the discussion. A reader accustomed to more academic pieces of writing may be surprised to notice that no references are cited within the main text. One can gain access to the sources used only by consulting a separate References section at the end of the book. In a similar vein, in the absence of footnotes or end-of-chapter notes, one is left with an extensive Notes section after the main text, which can detract from the reading experience. However, both of these shortcomings can be justified given the practical approach of the book. Finally, the inclusion of a short Glossary and an Index must be praised for further enhancing the usefulness of the work.

Quite aptly, the first of the five chapters begins with a historical overview of cross-cultural trading, highlighting the fact that achieving success in business between different nations has always been contingent on the effective use of languages and communication skills, although what counts as effective has been subject to change over time and space. In the second chapter, the

focus is shifted to the present era and the economic consequences of making choices about the use of languages at the governmental and organizational levels. Recurring countries and organizational bases in the discussion include Canada, Switzerland, and the European Union, but a broad range of settings are mentioned (e.g., Peru, Kenya, Japan, and New Zealand). As throughout the book, here the author also aims to provide a comprehensive account, and we are reminded that language policies are often established at the expense of minor languages. Moving on with the issues of language diversity and decision making, the next chapter is dedicated to how the presence of multiple languages is managed in a wide range of contexts (e.g., telemedicine, aviation, and maritime industries) for the sake of minimizing the occurrence of miscommunication. There is considerable examination of how multilingual skills are promoted within the education sector (ranging from primary to tertiary levels), and thus, how countries—from the Americas to Europe and Africa to Asia and Australia—seek to invest in their citizens through language education. In the fourth chapter, the author assesses the benefits of learning additional languages, pinpointing the growing need for multilingual speakers in the global economy. The economic prospects of people competent in multiple languages are further explored in the final chapter of the book: Hogan-Brun envisages the diversification of the world economy in terms of *linguistic commodities*, that is, languages with a superior value in the global market, as a possible scenario for the future.

Although it is clear that the aim of the author was to provide a practical account by putting some theoretical concepts into practice, it might have been reasonable to include an introductory chapter on the field of language economics (for an overview, see Grin, 2003). This would have afforded a better opportunity for the reader to follow the discussion in a well-oriented manner. A more thorough introduction to some linguistics- and economics-related theoretical concepts—such as globalization, linguistic diversity, language commodification, or multilingual competence—could also have been included because they form the basis for the discussion. The brief glossary will probably not satisfy the needs of those readers who are looking for a more scholarly handbook on language economics. On a similar note, more enthusiastic readers might wish for the expansion of some parts of the book: Issues raised concerning education or technology are areas that would benefit from more attention, considering their crucial links to the topic in question.

All things considered, Hogan-Brun's book *Linguanomics: What is the Market Potential of Multilingualism?* can be regarded as an impactful and

practical introduction to language economics considered from the perspective of multilingualism. After finishing the book, the reader is equipped with a new lens with which they are able to see the market value of languages in a global economy-driven world more clearly. Another merit of the book is the author's objectivity, by which the reader is invited to participate in the discussion. Given the relevance of the book's topic and the approach adopted, it is recommended not just to those with basic interests in the fields of economics or languages, but to everyone who seeks some new perspectives related to the current, interconnected state of the world.

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***Reflective Practice as Professional Development: Experiences of Teachers of English in Japan.* Atsuko Watanabe. Bristol, England: Multilingual Matters, 2016. ix + 190 pp.**

Reviewed by

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Although reflective practice (RP) has become a standard component of many teacher education and professional development programs, it has also come under critique for lacking definition and methodological rigor. Mann and Walsh (2013) argued that for RP to fulfill its potential in professional education, it needs to be reformed as a more rigorously data-driven process. These changes in practice should include a greater focus on spoken, collaborative processes of reflection and the use of data from a wider range of contexts. It is only through such refocusing of RP that it can become an

evidence-based process that informs practitioners beyond the individual case. The publication of Atsuko Watanabe's *Reflective Practice as Professional Development* makes an important contribution to meeting the goals set by Mann and Walsh. Following a brief overview of the text, the bulk of this review will focus on those contributions.

Watanabe's book presents a multiple-case study regarding the impact of three "reflective interventions" (journaling, focus group interviews, and individual interviews; p. 17) on the professional development of seven Japanese English teachers. The overall goal of the study was to explore the value of RP as a form of professional development for teachers in the Japanese context. The first three chapters provide background to the study, including reviews of relevant literature on RP and an exploration of issues. Chapter 4 introduces the reflective continuum, Watanabe's conceptualization of reflection as a recursive process involving five major forms of reflection: description, reconfirmation, *hansei*, reinterpretation, and awareness. *Hansei* is a form of "self-critical reflection" commonly practiced in schools and workplaces in Japan, in which a person acknowledges some fault and pledges to improve (p. 27). This is usually seen as a negative, problem-focused process rather than a developmental one. Chapters 5 and 6 cover the analyses of data from novice and experienced teachers respectively, focusing on changes in teacher identity arising from RP. Chapter 7 presents analyses of the development of teacher cognition—the mental resources and processes underlying teacher thought and decision making (see Borg, 2006)—in each participant. Chapter 8 highlights the value of the reflective interventions, focusing on the challenges of using them and on the differences among the participants in the individual interviews. The concluding chapter presents implications for using RP for professional development in Japan, including a reconceptualization of teacher development as "repertoire expansion," which Watanabe characterizes as the expansion of a teacher's "expert cognition and their professional identity in ways that allow them to be more versatile in a wider variety of contexts" (p. 167). In this view, the source of development is seen as internal to each teacher, arising from their unique experiences, and providing "not just model solutions to problems, but a more integrated sense of how to grow as a teacher" (p. 169).

Watanabe's study clearly illustrates the impact of context on RP. Watanabe designed her study taking into account key Japanese concepts including *honne* ("one's real intent") and *tatemae* ("one's public front"; p. 27) as well as *hansei*. Her selection of reflective interventions and the ways in which individual and focus group interviews were carried out were intended to

create environments in which participants could express *honne* and in which reflection would not necessarily carry the negative connotations of *hansei*. However, as Watanabe acknowledges, in the final analysis, “it was not possible . . . to truly know if the data represents *honne* or *tatemae*” (pp. 166-167) and that what might be more important is how the interventions gave the participants the opportunity to determine “what they *wanted* to say rather than what they were expected to say” (p. 167; italics original). Moreover, *hansei* came to be seen by Watanabe as a necessary stage of the reflective continuum for her participants because of how embedded it was in their experiences, ultimately granting them “autonomy in their journey towards embracing reflective practice” (p. 167).

Another Japanese cultural concept that emerged as a significant influence on RP over the course of the study was *kotodama*, a Shintoist concept that posits that “verbalisation of inner thoughts leads to mystical power” (p. 34). The presence of the words in the world may bring about unwanted outcomes or create situations in which the speaker cannot act constructively. This understanding shapes linguistic avoidance practices in certain Japanese contexts. Watanabe found that this concept may have influenced what some of her participants choose to write in their journals, avoiding topics that they felt unable to take any constructive action on. As Watanabe notes, RP as a Western practice might see topic choice in reflection as “value free” (p. 35), but such a stance might not hold true for Japanese teachers.

Watanabe’s data collection methods, especially the focus group and individual interviews, provide a rich grounding for her analyses of spoken language data that arise in collaborative contexts, as Mann and Walsh (2013) called for. In her data collection process, Watanabe included three focus group interviews in order to create a less isolating environment for the participants, one in which they might be more likely to express *honne* with peers than they would with the researcher in individual interviews, and to “give them a forum to debrief each other” (p. 19) regarding their participation in the research. There were also six monthly, open-ended, individual interviews with each participant that were intended to help Watanabe “get to know [the participants] better and the views they expressed” (p. 20) more directly than through the journals.

Watanabe also used both of these interventions to invite greater collaboration with her participants and give them greater voice in the outcomes of the study. Two of the three focus group interviews included time spent reflecting on participation in the study. The fifth of the six individual interviews was built around participants’ identification of reflective themes

through a review of previous interview transcripts. In their final journal entry, participants were also asked to reread their journal entries and identify reflective themes for use in Watanabe's analysis.

Extended samples of interaction between Watanabe and the participants in the individual interviews are provided throughout the text as support for the analysis and show how Watanabe as researcher took on a mentoring role, especially for the novice participants. This use of the data allows readers to see RP in action. It is unfortunate that similar extended samples of the interactions among participants in the focus group interviews are not provided. This lack may be a result of Watanabe's focus on the participants as separate cases in her analysis. However, providing such data might have allowed readers to see more clearly how peer collaboration played a role in each participant's professional development.

Watanabe critiques current models of RP for seeing development as linear, culminating in a level of criticality. She presents her reflective continuum as an alternative, recursive model of development with multiple points of access and no defined end point. As such, her model resembles more open-ended approaches to RP, such as double-looped learning (Argyris & Schon, 1974). This conceptualization of RP, supported by data showing the differences among her participants in their development, may be a more accurate representation of how RP works in the real world.

Overall, *Reflective Practice as Professional Development* should be recommended to anyone with an interest in RP, especially in carrying out RP as an evidence-based practice. Watanabe's detailed presentation of her cases and data collection procedures as well as the rich contextualization of the entire study and focus on open-ended professional development will provide a model for future research in RP that can only make the achievement of Mann and Walsh's (2013) goal for the field more likely.

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