Reviews

The Handbook of Language Teaching. Michael H. Long and Catherine J. Doughty (Eds.). Oxford: Wiley-Blackwell, 2009. xix + 801 pp.

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Every year, volumes are published that presume to be the sort that researcher-practitioners will regularly consult for years to come. To this end, *The Handbook of Language Teaching* largely succeeds. Editors Michael Long and Catherine Doughty, whose previous *Handbook of Second Language Acquisition* (2003) is already a standard in the field, have managed to cover a wide range of issues pertinent to language teaching in a concise, practical, and generally accessible manner.

The Handbook of Language Teaching is, as befits its subject, quite broad in scope. Therefore, readers may benefit from considering possible maps for their journeys through the volume, using either those provided by the sections and chapters, or making their own way through the subject index.

For those looking for general introductions, the book is conveniently categorized into seven content areas (social, political, and educational contexts; the psycholinguistic underpinnings of language learning; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation). Many of the 39 chapters simply provide an overview of the topic; these would be a convenient first step on an investigatory journey and could also provide useful comparisons for more knowledgeable readers. For instance, in "Investigating the Effects and Effectiveness of L2 Instruction," De Graff and Housen look at research issues in SLA regarding the role of instruction in language learning, consider the

investigative methods, and make suggestions for future pedagogically oriented research. While admitting the inconclusiveness of current research on what teaching methods, if any, lead to the best learner outcomes, this chapter clearly describes the arguments for and against whether L2 knowledge is best gained explicitly or implicitly. It also explains why there are no clear answers regarding what makes linguistic structures more or less teachable.

Some of the overviews discuss research areas related to language teaching about which little credible research has been as yet published that is directly relevant to the field. In "The Language Learning Brain," Beretta questions whether one can speak of "neurolinguistics," as it presupposes a unified body of knowledge that does not yet exist. Simply put, we do not know enough about brains to accurately say what they do with language. Through a discussion of the empirical evidence that does exist, Beretta dismisses the notion that it is possible at our current levels of knowledge to speak of "brain-compatible language learning" in any credible sense.

Other readers may be making a quick foray into the book, looking for specific guides on how to make particular changes to their classes or programs. Answering such needs is a particular strength of this handbook, as many chapters provide explanatory demonstrations of principles or step-by-step guides that readers can readily take and apply to their own work. J. D. Brown's chapter on foreign and second language needs analysis, for example, simplifies and explains a considerable array of research on what a needs analysis entails, distilling 10 basic steps from the previous literature.

However, individual section or chapter headings may prove overly restrictive for those whose journeys take more meandering paths. For these readers, there is a comprehensive subject index in the back. While by no means a novel feature, this index is particularly useful in allowing the reader to examine common methods and concerns across content areas. For instance, a search under "task-based learning/teaching" leads to discussion in areas as diverse as CALL and pragmatics. Teacher-researchers interested in particular debates or currents within the field can chart their own courses via the index to gain a broader picture than a simple scan of the chapter headings would allow.

Of course, as is inevitable in any large, comprehensive collection on a topic as diverse and controversial as language teaching, there are bound to be aspects of the field that are not covered in sufficient detail. There is only one article specifically on testing, Kunnan and Jang's "Diagnostic Feedback in Language Assessment," though the topic is covered in part by other chapters in the "Teaching and Testing" section. The chapter by Crookes on "Radi-

cal Language Teaching" seems pressed for space as it uses the term "radical" to bridge a panoply of approaches, from Freierian, Marxist-rooted critical methods to feminist pedagogies.

Despite these shortcomings, this handbook serves to introduce and document the state of the art in language teaching at the beginning of the 21st century. In addition, though English is by far the most highly represented language in the volume, most chapters include research and discussion of pedagogical implications for other languages. For example, Koda's contribution on "Learning to Read in New Writing Systems" would be of special interest to both JSL teachers and European-language native speakers currently learning Japanese.

The Handbook of Language Teaching is a weighty volume in both content and price. Nevertheless, its encyclopedic treatment of issues in the field makes it worthy of perusal and, perhaps, purchase. Wiley-Blackwell generally releases paperback editions from its "Handbooks in Linguistics" series within 2 or 3 years after the hardcover is published. However, anyone interested in the state of the art in our field should page through the table of contents, index, and chapters. Readers starting or continuing journeys buffeted by the changing currents within language teaching will undoubtedly find this book to be a useful reference in their explorations.

Reference

Doughty, C., & Long, M. (Eds.). (2003). *The handbook of second language acquisition.* Oxford: Wiley-Blackwell.

Researching Collocations in Another Language: Multiple Interpretations. Andy Barfield and Henrik Gyllstad (Eds.). Basingstoke: Palgrave Macmillan, 2009. xix + 273 pp.

Reviewed by
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Collocation became something of a buzzword in language teaching in the 1990s. In recent years the idea has been less prominent, but research into L2 collocation has continued, and *Researching Collocations in Another Language: Multiple Interpretations* presents 12 studies from around the world. This is a carefully edited volume. In addition to a clear and useful introduction from the editors, Barfield and Gyllstad, the book's four equal sections (of three chapters) are each concluded by a commentary article by an established figure in the field before an excellent concluding article by Wray gives a wider perspective on the issues. It is very much a book rather than simply a collection of papers.

Section 1 looks at corpus research on L2 collocation. Groom (chapter 2) uses two sub-corpora from the Uppsala Student English Corpus to investigate the impact of time in an English-speaking environment on learners' use of collocations. Reppen (chapter 4) explores differences between two corpora of writing in English, by English L1 children and Navajo L1 children. The highlight in this section, though, is Lin and Adolphs's paper (chapter 3) on phonological coherence as a marker of formulaicity. Using a corpus of Chinese learners' speech, the researchers examine the extent to which the phrase *I don't know why* coincides with intonation unit boundaries. While the results are mixed, the study is unusual in that it focuses on spoken language, and more so in that the data were not elicited in an experimental setting. It thus serves as an interesting methodological model that future research can build on.

In Section 2, lexicographic and classroom materials research, Handl (chapter 6) investigates alternative ways that collocations dictionaries could organize and present their entries, and Jiang (chapter 8) discusses the response of Chinese learners to collocations-focused materials. Most interesting, however, is Komuro's study in chapter 7 of how Japanese learners actually use a collocations dictionary. Using both quantitative and qualitative data, Komuro reveals some of the difficulties learners face, in particular when collocations in the L2 are not structurally equivalent to those in the L1.

The book's third section deals with assessment of L2 collocation knowledge, with three studies on the evaluation and validity of new measurement instruments. Revier's CONTRIX (chapter 10) uses a sentence completion format. Eyckman's DISCO (chapter 11) has learners choosing the two actual collocations from among a set of three candidate strings. Gyllstad's COLLEX (chapter 12) similarly presents three candidate strings, but asks learners to choose the single collocation among them; while his COLLMATCH is a Yes/No format using verb + noun strings as items. All three studies discuss the motivations and the decisions involved in their instrument's construction, and present data from trials of the instruments. My disappointment with this section was that none of the studies really grapples with previous work on the testing of collocations. As the editors note in their introduction, there have been a number of instruments developed, and these three chapters certainly add to that body of work. However, what I feel would be more useful is direct comparisons of different measures. The fact that, as Shillaw (chapter 13) points out in his commentary, each measurement instrument defines collocation slightly differently certainly makes this difficult, but until different measures are compared, it is hard to see how the measurement of L2 collocation will move forward.

The final section of the book is on the learning of collocations. Ying and O'Neill (chapter 14) and Barfield (chapter 16) both use qualitative data and a longitudinal approach. The former investigate learners' reflections on a classroom approach focusing on awareness of the idea of collocation and on learning collocations themselves. The latter looks at how knowledge of collocations develops in parallel with learners' knowledge of an academic field and also at the learners' evolving methods of recording collocations. Peters, in chapter 15, examines the impact of instructions to learners. Given a reading task with both single words and collocations glossed, learners were told either (1) to focus on vocabulary, with the term being left undefined, or (2) specifically to focus on words and collocations. Surprisingly, given that Jiang (chapter 8), Ying and O'Neill (chapter 14), and Barfield (chapter 16) all report a strong tendency for learners to focus on single words, a subsequent test of the glossed items showed no differences between the two groups. Feedback from the participants showed that, despite the instructions, both groups had given attention to the collocations, something Peters ascribes to their advanced level. I think it would be interesting to repeat the experiment without glosses, in other words, to give learners a passage and ask them either to learn vocabulary from it or specifically tell them to look for both single words and collocations.

Looking over all 12 studies, one criticism is that many of them concentrate on the details of the experiments or procedures followed, but spend relatively little time discussing either the theoretical background to their work or the theoretical implications of it. It is to the book's credit that this point is actually made both by Henriksen and Stæhr in their commentary (chapter 17) and by Wray in her conclusion (chapter 18). The majority of the studies here are exploratory, but there are one or two that are very much limited pilot studies or very early reports of work in progress.

One of the book's strengths, in contrast, is that the subtitle is certainly apt, as multiple perspectives on the idea of collocation are provided. Barfield and Gyllstad's introduction highlights the two traditions in collocations research of frequency and phraseology, with most of the papers in this collection having a foot in both camps while leaning towards the former. Another tension clearly highlighted is between approaches that see collocation as a property of individual words and those that see collocations as lexical items in their own right and thus separate to an extent from the words that comprise them (an argument made most forcefully by Revier, in chapter 10). In her conclusion, Wray adds to the perspectives on display by viewing collocation as part of the broader phenomenon of formulaic language and by pointing out the need for connections to be made with researchers grappling with similar questions in areas such as artificial intelligence and communication disorders. It is a fitting end to a thought-provoking book that I would recommend to all those interested in collocation or formulaic language in general.

Global English Teaching and Teacher Education: Praxis and Possibility. Seran Dogancay-Aktuna and Joel Hardman (Eds.). Alexandria, VA: Teachers of English to Speakers of Other Languages, 2008. xxi + 198 pp.

Reviewed by
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Growing knowledge of World Englishes (WE) has resulted in the realization by an increasing number of teachers that there is no single English norm to be aimed at by language learners and at the same time, that nonnative teachers "should not be defined only in terms of their non-nativeness" (Matsuda, 2003, p. 725). It is not uncommon, however, to find English teachers who believe that there is a fixed, unmoving, and "correct" English, which their learners should be unfalteringly striving toward. While there is continuing resistance to the release of the ownership of English, many nonnative teachers suffer from a lack of confidence in that many seem to equate language teaching skills with language ability. If attitudes are to change, nonnative teachers will be the key catalysts in the process.

Global English Teaching and Teacher Education is a much-needed addition to an area that has only recently started to gain the attention it deserves. The intention of this book is to provide examples of how nonnative teachers are approaching the teaching of English in their local contexts and to investigate the attitudes of nonnative teachers and teachers-to-be toward English and English teaching. The book is divided into three distinct, yet related areas. It flows well, first introducing the problems of teachers and students not accepting a localized version of English, opting instead for an imagined ideal. The book then addresses issues related to the people who can be instrumental in overcoming these problems, and concludes by highlighting the ways in which nonnative teachers are adapting their teaching styles to their local contexts.

The first section of the book deals with resistance to local Englishes and may hold the most interest for students of WE. The first three chapters introduce three countries formally under British control: Pakistan, Sri Lanka, and Ghana. Although different in many ways, the teachers in these countries are often in opposition to local varieties of English, even though these varieties are currently used in everyday life. In chapter 1, Mahboob and Tallat

discover that the English being tested in schools in Pakistan is not the local version and suggest that what is missing among teachers in Pakistan is not necessarily language-related, but rather a lack of global experience and training in educational methodology. Gunesekera (chapter 2) discusses how in Sri Lanka a majority of city-based teachers refuse to acknowledge a local variety of Sri Lankan English, instead opting for an RP (Received Pronunciation) version of British English dating from the mid-1950s. The reality, however, is that many Sri Lankans, especially in rural areas, are using a local version. National listening tests, typically created by more liberal academics, are recorded in the local pronunciation, putting city-based students who have learned RP at a disadvantage. In chapter 3, Wu and VanderBroek describe how they employed a number of quantitative techniques to investigate Ghanaian English teachers' opinions; they found that while many of these teachers were aware of Ghanaian features of English, they nevertheless aspired to British norms. Each chapter in this section provides good examples of the local English and how a given mother tongue and English cross-pollinate each other. While these chapters may paint a rather negative picture of the conflict between competing versions of English, each outlines ways in which institutions may address the problems.

The second section, entitled "Changing Attitudes Toward English," is an investigation into the attitudes of nonnative teachers toward their English language ability. These chapters may be most useful for teacher-trainers and are particularly relevant to the Japanese EFL context. In chapter 4, Dogancay-Aktuna interviews in-service teachers, while Atay, in chapter 5, interviews teachers-in-training. Dogancay-Atkuna found that Turkish in-service teachers have great confidence in their abilities to teach English. The majority saw their nonnativeness as an advantage because of their status as role models for their students, their understanding of the local context, and their ability to use both the L1 and the L2. Atay, on the other hand, surveyed Turkish pre-service teachers and found quite the opposite. Perhaps due to a lack of experience, they were not confident that nonnative English speakers could be effective teachers.

The third and final section deals with classroom interaction that avoids formulaic approaches to teaching and is responsive to the needs of each group of students in India, South Korea, and Germany. The Indian and South Korean studies (chapters 7 and 8) support the use of code switching in the English classroom. For example, in chapter 7, Vaish gives examples of teachers in India who use code switching as part of their teaching methodology. Vaish explains that many teachers avoid using only the L2 due to

their particular situation and makes a case for an indirect method (i.e., the use of the L1 in the classroom). In chapter 8, Kang argues for the use of code switching in the Korean elementary school classroom, where teachers translate most of the English spoken back into Korean, even though this practice runs counter to government policy. This could be seen as an attempt to support grammar-translation at an early stage of learning in the face of more modern communicative approaches, but the author makes the point that language teaching needs to be situational, and theories and methods of language teaching cannot simply be transferred to any local situation.

Finally, in chapter 9, Erling presents the findings of a quantitative study which investigated German students' beliefs about which "English" they aim to master. Although a majority of students aligned themselves with the traditional American or British Englishes, over 30% showed no affinity to either. The author interprets this as evidence that students are "well aware of the global dimensions of the English language" (p. 159). Erling also sees this as evidence of a move away from teaching English within a given national cultural framework—in this case, as part of British culture. The author also suggests that some students see English becoming a "vehicle to express local identities" (p. 159). This supports what Crystal (1997) has suggested may happen in the future when it becomes the norm to have two forms of English: a simplified and culturally neutral international version for global contexts on one hand, and a localized version reflecting the particular culture and identity of the speaker on the other.

Global English Teaching and Teacher Education provides an optimistic look at the state of English teaching for nonnative speakers. It highlights the positive changes that are taking place in the attitudes of these teachers and shows them to be taking ownership of the language. It is essential and thought-provoking reading for anyone who trains nonnative teachers of English and for students of WE because of its insights into the contexts for teaching different Englishes around the globe. The book is a welcome and much needed addition to the WE literature.

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Vocabulary Matrix: Understanding, Learning, Teaching. Michael McCarthy, Anne O'Keeffe, and Steve Walsh. Hampshire, UK: Heinle, Cengage Learning, 2010. ix + 165 pp.

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In *Vocabulary Matrix*, McCarthy, O'Keeffe, and Walsh offer readers both theoretical and practical ideas to help them teach vocabulary more effectively in their L2 classrooms. Although the book is very thorough, its consistent organization helps readers familiarize themselves with important ideas of L2 vocabulary acquisition. Each chapter consists of three parts. Part A explains issues related to the topic; then the topic is investigated from two perspectives: the learner's and the teacher's in Parts B and C, respectively. Part C is particularly useful because practical ideas are sorted according to the students' L2 abilities. Moreover, each chapter includes examples and short tasks to raise awareness, and ends with a review section. Answers with the authors' comments and a useful glossary are provided at the end of the book.

The authors launch into this difficult task of teaching vocabulary in chapter 1 by focusing on word formation, including processes such as blending, clipping, initialism, and inflection. Chapter 2 follows with a focus on meanings of words such as denotations, connotations, and register.

Next, the authors shift their attention to word combinations. Chapter 3 looks at collocations, arguing that collocations lead to natural language use. Chapter 4 focuses on grammatical relationships of words, namely colligations. Two types of relationships are introduced in this chapter: paradigmatic relationships which look at words with similar meanings, and syntagmatic relationships which include collocations and colligations. Chapter 5 deals with multiword items such as compounds, prepositional phrases, phrasal verbs, and lexical chunks, while chapter 6 presents idioms, categorized according to their grammatical organization, frequency, whether they are fixed as a whole or partially fixed, and the type of meaning they have, transparent or nonliteral.

The authors then investigate L2 vocabulary in more depth in chapter 7, which deals with word relationships focusing on meaning. Knowing a word according to common sense relationships is not enough; students also need

to know homophones, homographs, and, especially, metaphors. Chapter 8 concentrates on how words are used in texts. The role of discourse analysis in studying longer, natural texts is explored with emphasis on cohesion, coherence, and the use of schemata. In chapter 9, L2 vocabulary acquisition is discussed. The mental lexicon, how the brain keeps vocabulary, is explained by metaphors based on theories of second language acquisition. Chapter 10 then discusses vocabulary in social contexts. We need to know that changes in the society lead to changes in vocabulary and recognize constraints in vocabulary use due to register and factors such as taboos, political correctness, and connotations. This chapter reminds us that sensitivity to using the language is a must since "the offence is in the ear and eye of the listener or reader" (p. 120).

We can understand what our students need to know in terms of L2 vocabulary by looking into native speakers' vocabulary knowledge. In the field of L2 vocabulary acquisition, individual words were the main focus until researchers such as Pawley and Syder (1983) began paying attention to fixed expressions. Native speakers not only know individual words, but also possess knowledge of how they are combined with other words to form longer phrases. Readers may recall Pawley and Syder's investigation of abilities of native speakers in which they discussed abilities such as *native-like accuracy*, *native-like fluency*, and *clause-chaining style*. Their work enabled Gass and Selinker (2001) to say "language learning is largely lexical learning" (p. 188). The advancement of technology has also brought about increased interest in word combinations, including "lexico-grammar" (DeCarrico & Larsen-Freeman, 2002).

Due to recent changes of our understanding of the nature of L2 vocabulary, chapters 3 to 6, which focus on word combinations, require careful reading. Especially important are chapters 3 and 4, where collocations and colligations are discussed. To introduce the concept of collocations in chapter 3, the authors ask us to distinguish word combinations that sound natural from those that sound unnatural. For example, although *strong* and *powerful* have a similar meaning, from choices such as *strong wind*, *strong car*, and *powerful car*, students should be able to identify the unnaturalness of *strong car*. There is no rationale for this perception—it is just intuitive, implicit knowledge of word combinations as used by native speakers. This instinct is the line between lower level and more advanced learners.

Chapter 4 focuses on colligations, the grammatical relationship of words. Those who have a knowledge of colligations can fill in the blanks of the following sentence: "Grace sat alone drinking _____ cup _____ tea _____ a chipped

mug" (p. 40). This requires not only vocabulary knowledge, but also grammatical knowledge. The authors stress that L2 vocabulary instruction includes not only learning meanings of new items, but also understanding the relationships of the items with hyponyms, subordinates, antonyms, synonyms, and cognates, and developing a knowledge of word combinations such as collocations and colligations. This is summed up nicely in chapter 10 as the authors argue that the teacher's goal is to help students become independent vocabulary learners, and that it is important to develop a depth of knowledge for the first 2,000 words rather than developing a breadth of knowledge.

Vocabulary Matrix is a concise but very informative book on L2 vocabulary acquisition. Although this book covers a wide variety of issues, readers do not need an extensive knowledge of TESOL to benefit from the ideas since theoretical explanations are kept short, and technical terms are clearly explained. Practical ideas for teaching vocabulary range from traditional exercises to new approaches using computers. Keeping a vocabulary notebook with the help of dictionaries, a rather traditional approach, is emphasized throughout the book. I believe this book serves as a good, practical reference book on teaching L2 vocabulary. I think it would be useful for all teachers who understand the importance of vocabulary in L2 acquisition and who are willing to improve their vocabulary teaching by incorporating ideas from the book into their own classroom approaches.

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Teaching Second Language Listening. Tony Lynch. Oxford: Oxford University Press, 2009. xix + 183 pp.

Reviewed by
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Listening is commonly identified as one of the four main language skills. However, developing the the ability to teach second language listening can be challenging for teachers. In *Teaching Second Language Listening*, Lynch provides guidance to designers and teachers of listening courses. From his own perspective as a second language listener, Lynch illustrates obstacles students face when learning to listen. As a second language teacher, he offers pedagogic recommendations that have proven worthwhile for him and his students.

As the title suggests, the book is targeted principally at those teaching second language listening. The book will most benefit those with little metaknowledge of the listening process or listening pedagogy. Those already familiar with the fundamental concepts may need to look hard for new information.

Teaching Second Language Listening is divided into four sections, the first of which is "Background Issues." This section recognizes the solid impact of technology on the teaching of listening. Chapter 1 discusses various mobile listening devices such as iPods and laptops that are now available. A theoretical progression including communication theory and information processing are outlined up to the more recent acceptance of social constructivism, which "emphasizes the place of the individual in a social environment" (p. 12). In chapter 2, Lynch details features of spoken output that may prove problematic to second language listeners. Aspects such as redundancy and nonverbal communication are noted as being of potential use to listeners. Brief reviews of research on speed and accent give teachers something to consider when selecting listening texts.

Part Two, "Listening Processes," looks at "Recognition," "Interpretation," and "Participation" (chapters 3-5). In "Recognition" (chapter 3), parts of Levelt's model of spoken communication (Levelt, 1993, as cited in Lynch, p. 30) are used to demonstrate the internal decoding and formulation of meaning that takes place during listening. These components are loosely linked to Anderson's notions of perception, parsing, and utilization (Anderson, 1985, as cited in Lynch, p. 32). Additionally, Lynch emphasizes the importance of raising students' awareness of connected speech. Research into lexical and

syntactic challenges facing listeners is also reported, leading to a conclusion that vocabulary is more helpful to L2 listeners than grammatical aptitude.

Chapter 4 moves on to discuss ways in which listeners interpret a speaker's message. Resources available to listeners such as background and sociocultural knowledge are highlighted. Lynch adopts a cautious tone when discussing the listening process, as research in this area continues to develop. Chapter 5 centers on two-way listening. Lynch offers what he calls a framework for participation within which the negotiation of meaning is stressed. In other words, listeners should have rights to interrupt, ask for clarification, and make other conversational modifications. Listening course designers and teachers are strongly encouraged to include more two-way listening activities in order to prepare students for real life. Lynch places so much emphasis on the teaching of two-way listening that one-way listening instruction receives little attention. Yet, many second language students need one-way listening skills to achieve high scores on internationally recognized tests of English listening such as the TOEIC and the TOEFL.

Part Three deals with listening pedagogy and materials. In chapter 6, the debatable topic of listening strategies and skills is presented. Lynch also ponders a fundamental question in recent pedagogical discussions: Can listening strategies be taught? The pros and cons of strategy training are covered and lead to a tentative stalemate regarding the effectiveness of teaching strategies. Practical steps for teaching listening strategies are included for the benefit of interested teachers.

Listening materials and tasks are explored in the next chapter. The recent history of listening materials development is considered, along with matters of evaluating, adapting, and grading tasks and texts. Both listening teachers and materials developers are prompted to go beyond literal comprehension and lead learners to interpretation, inference, and reaction. Though materials creation is mentioned, this area deserves more attention. Teachers may need guidance in transferring the theories and anecdotes described earlier in the book to their classrooms. A more developed section with a procedural "how to" outline would have helped to distinguish this book from other works on the subject.

The book's main original contribution comes in chapter 8, "Integrating Listening with the Other Skills." Useful subsections describe how listening can (and should) be linked to other language skills. Connecting listening to other skills rather than attempting to isolate it is a worthwhile endeavor and signifies the future of listening pedagogy. Lynch points to links between listening and reading comprehension as well as to the symbiotic relation-

ship between speaking and listening. Sample activities clearly reflect an integrated approach. Chapter 9 moves on to assessment. Typical complications in gauging listening abilities are detailed and alternative evaluation methods are presented.

The two chapters in Part Four examine listening outside the classroom in self-access centers (SAC) and the real world. Lynch believes that SAC activities need to be differentiated from in-class activities and should not merely replicate classroom practices. In addition, extensive listening is identified as not only advantageous for students but also as fertile ground for research. This section includes descriptions of three projects implemented to encourage student listening outside of school. A useful list of listening websites is provided as a resource for teachers and their students.

Readers will find that the strength of the book is in Lynch's breadth of coverage. Theories of listening and listening processes are linked to classroom approaches and techniques. Although several experts in the field have offered varying definitions of the term "listening" (see Hasan, 2000; Vandergrift, 1999), no definition is provided at the beginning of this book. By making explicit what "listening" means to him, Lynch could have been clearer about what exactly needs to be taught. While the book does not add to existing theories of listening, early chapters explain the background of listening comprehension in lay terms and can equip novice and experienced teachers with a better understanding of the subject. Throughout the book, Lynch describes aspects of conventional listening classes and offers alternatives in areas of approach, materials, and testing.

In the end, uncertainty remains about how best to teach second language listening. Lynch's work raises awareness of common pitfalls and provides sensible direction for teachers and course designers, but definitive results are not ensured. Those with little experience can quickly grasp some of the relevant issues related to the teaching of listening, while the book also provides more knowledgeable educators a perspective into current ideas about listening pedagogy.

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Second Language Learning and Identity: Cracking Metaphors in Ideological and Poetic Discourse in the Third Space. Mika Yoshimoto. Amherst, NY: Cambria Press, 2008. xv + 312 pp.

Reviewed by
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In the mosaic of social and human sciences, the issues of *identity* and *second language learning* have been thoroughly researched in two independent disciplines. However, it is not until recently that the significance of exploring the interconnection between second language learning and identity has been realized. Within this expanding discipline, researchers have been struggling to theorize the fluid, highly abstract characteristics of identity within the ongoing process of second language learning. *Second Language Learning and Identity: Cracking Metaphors in Ideological and Poetic Discourse in the Third Space* is an important contribution to the emerging literature on identity and language learning. Mika Yoshimoto's fresh, innovative, analytic approach, namely a combination of auto-ethnography and poetic discourse metaphors such as *haiku*, offers invaluable insights into English language learning experiences of Japanese women in Japan and in English-speaking contexts. She makes complex theoretical constructs such as identity and ideological discourse come alive for readers. She also challenges the reader to re-think language learning and language use from a broader and more political perspective.

The book is divided into three major parts: an introduction (chapters 1-3), analysis (chapters 4-6), and discussion (chapter 7). Chapter 1 offers a sensitive picture of the setting, touching on the author's motivation and desire for exploring the identity issue. Through a condensed autobiography delivered in the forms of haiku and narration, readers can trace Yoshimoto's own torture of being a female Japanese as well as an EFL scholar. In chapter 2, after casting a critical eye on a sizable body of literature on language and identity, Yoshimoto situates the study as data driven, interpretative, empirical research. In her qualitative research, she aims at understanding these three questions: "1) What does it mean for a Japanese woman to study English? 2) What stories of Japanese students emerge in in-between spaces? and 3) How do Japanese metaphors relate to Japanese women's identity construction?" (p. 57). Chapter 3, only seven pages in length, provides a brief

introduction to the other three participants in the analysis, Rie, Yoko, and Aya, and to the collected data.

Chapter 4, "Haiku/Emerging Self," contains two parallel parts: an explanation of haiku and the theme of emerging self. This chapter is somewhat confusing because the haiku part had already been mentioned in chapter 1, and the narration of self could have been combined with the three participants' stories in chapter 5.

Chapter 5 delves into the tapestry of the four participants' stories in learning English as a second language. Yoshimoto's use of haiku to theorize the themes that emerged is an innovative approach. The ambiguous poetic characteristic of haiku enables Yoshimoto to illustrate the implicit connection between the participants and the social context they live in, to maintain the fluid, highly abstract characteristics of identity, and to evoke the complexity of the relationship between identity construction and language learning. As an example, she subtitles Rie's story with "ゴム鞠は　変貌自在　強さ秘め" [translated as "Morphing rubber ball, moves anywhere gracefully, a secret mission"] (p. 78). Rie is compared to a moving, morphing rubber ball because of her elasticity in being able to adjust to different environments. However, as the metaphor conveys multiple connotations, it cannot always be interpreted in the same way. As Dey (1993) puts it, "metaphors can raise inappropriate as well as appropriate connotations, and so contribute to confusion rather than clarity" (p. 246). Though the poetry lines were enjoyable to read, I question how this vague sense of metaphor fits the rigorous requirements of an academic work.

Chapter 6 scrutinizes the impact of Japanese metaphors on Japanese women's identity construction. The participants' narrations work as compelling voices revealing how they have been influenced and constrained by the use of gender identity-related proverbs. Through carefully examining the social-ideological meaning of these proverbs, Yoshimoto asks that we seriously consider the impact and consequences of the language we use in our social communication.

Chapter 7, the final chapter, speculates on the central question of what it means for a Japanese woman to study English. The focus shifts from being a female EFL learner in Japan to being a Japanese ESL learner in an English-speaking country. Yoshimoto leads us from gender identity to linguistic identity. In her analysis, she shows how the participants suffer from, negotiate with, and finally triumph over assumptions about the English identity of nonnative speakers compared to native English speakers.

I recommend this book for three reasons. First, the sheer volume of empirical material that Yoshimoto has collected gives the book an aura of authority providing the reader with an understanding of the process of learning English for female Japanese learners in both Japanese and English-speaking contexts. Second, Yoshimoto's attempt to integrate the Japanese poetic writing style of haiku into a so-called western academic writing style provides a means of capturing the complicated relationship between identity and second language learning. Haiku is used beyond poetic style; it creates a space for Yoshimoto to appeal to the participants' desires, to publicize their thoughts in a comparatively implicit and secure way. Most importantly, this book encourages us to rethink and to react to the impact of the ideology conveyed through language use in our daily communication. For example, most women in Japan will feel proud by being praised "女らしい" (feminine), without critically thinking about the dominant ideology of "woman should be feminine." Yoshimoto notes, "I myself, and now Yoko, too, have found that when we go abroad, the Japanese ideal of beauty is not equivalent to the ideal of beauty in other places" (p. 101).

After reading the book, I felt as if, as a female EFL learner living in Japan, I had had a long conversation with Yoshimoto. I give my heartfelt thanks to her for sharing her struggles. I was inspired by her understanding of language learning, her courage to challenge the existing powerful stereotypes, her passion for life, and her compassion for humanity. Finally, when I closed the book, I imagined a butterfly flying toward the sky, the mellow sound of a flute echoing in my head. This book is like the deep red color of the kimono on the cover, which gives me a sense of maturity and peace.

Then I made my own haiku:

蚕まゆ、せみの抜け殻, 蝶の旅

Silkworm's cocoon, cicada's cast-off skin, journey to become a butterfly.

Reference

Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.