Reviews

***Being and Becoming a Speaker of Japanese: An Autoethnographic Account*. Andrea Simon-Maeda. Bristol, UK: Multilingual Matters, 2011. vii + 166 pp.**

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In contrast to the cognitivist foundations of much of the SLA research that goes on in Japan, Simon-Maeda's theorising is based soundly on the notion that language use and language learning (being and becoming a speaker of Japanese) cannot be understood apart from social activity. Since engaging in any discourse involves entering into a community of practice, language learning involves developing new linguistic identities and becoming part of new societal discourses. The book is an autoethnographic narrative of her 35 years' experience as an American living in Japan and the process of identity reconstruction which that has entailed. It's a fascinating book both as a scholarly look at the nature of language learning and as a documentation of the human experience of living across two or more cultures.

The book is divided into two parts: an overview of the theory underlying autoethnography, with a narrative inquiry approach to understanding language learning; and a longer section discussing Simon-Maeda's actual experiences in a variety of settings from family to work. As she points out, though, the nature of this kind of qualitative research is such that the telling of the story is neither strictly chronological nor wholly separated from the theoretical discussion. This makes the book both easier and more difficult to get to grips with than would be, say, an experiment-based text. Whereas an experimental study can be grasped by a judicious skimming of the main sections and a quick survey of the conclusions, this book requires a somewhat deeper reading. On the other hand, it is easy to read in the same way

as a good novel where the story, whether chronologically organized or not, carries the reader along and acts at various points as a hook for the writer's comments and analysis.

This is a brave book. Simon-Maeda is not afraid to describe situations that characterise her in what some might consider an unflattering light. Like many immigrants, particularly from English-speaking or Western European cultures, she is aware that despite considerable time living in Japan she retains significant L2 dysfluencies which compromise her efforts to become "a legitimate member of mainstream Japanese society" (p. 32), and this is perhaps one of the key themes of the book. Although for a foreign-born adult becoming a member of a society is not easy anywhere, Japanese society is widely seen as particularly difficult to enter into. In addition to the social barriers, some deliberately erected and some unconsciously so, that separate Japanese from non-Japanese, the *kanji* (Chinese character)-based writing system presents a substantial linguistic challenge to all but the most determined.

Simon-Maeda does a good job of delineating both types and of giving body to the picture by showing how these barriers take on different forms according to one's non-Japanese identity. For instance, immigrants from other East Asian cultures have experiences quite different from those of immigrants from Western cultures. Westerners, regardless of their actual linguistic and cultural assimilation, are often seen as irremediably outsiders, with correspondingly low expectations of adjusting to Japanese social mores. Immigrants from neighbouring countries, on the other hand, are more likely to feel that expectations of them are impracticably high, and that they are often seen as having a duty to assimilate, while in fact even their best efforts to do so are condemned to failure.

Some of the experiences that exemplify the existence of barriers could easily be mistaken for kindnesses, but Simon-Maeda points out that even these come with a sense of discomfort. For instance, when she receives excessive praise for her Japanese abilities, even after having exchanged only the most banal of greetings, an example of what have recently been called "microaggressions," (Arudo, 2012), she realises that the perlocutionary effect is to position her on the periphery of society rather than as an ordinary member.

This is not to say that the book is in any way a complaint about Japanese society. Simon-Maeda's specific experience is based in Japan, but the core concern of the book is not Japanese culture per se, but crossing cultures in general. The intent is clearly to document the complexity of the process

of entering into another culture, forging new linguistic and socio-linguistic identities, and becoming part of and in turn becoming co-creator of an array of discourse communities. In the world of language learning and teaching where test scores are often given great prominence, this is a highly worthwhile project. Simon-Maeda herself notes her own experience of taking and passing the top level of one of the Japanese language tests, but this is buried in a larger discussion of the complexity of the notion of proficiency.

In Simon-Maeda's sense, proficiency is tied up ineluctably with the various communities of practice that make up her social environment. Proficiency as a member of the kindergarten and school mothers' group is different from proficiency as a university professor. Proficiency as a woman in Japan is quite different from what it would entail as a man. And of course there are communities of practice within communities of practice. So being a professor in the community of faculty meetings entails different skills and ways of interacting from being a professor in the community of the classroom.

In short, this book is a timely and valuable contribution to understanding the essentially social characteristic of learning a language and becoming a participant in a language community.

Reference

Arudo, D. (2012, May 1). Yes, I can use chopsticks: The everyday 'microaggressions' that grind us down. (Just Be Cause column) *Japan Times*. Retrieved from http://www.japantimes.co.jp/text/fl20120501ad.html

Understanding Language Through Humor. Stanley Dubinsky & Chris Holcomb. Cambridge: Cambridge University Press, 2011. ix + 202 pp.

Reviewed by
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Few of us can remember the first meaningful word or phrase we ever uttered. Yet as adults, largely without ever being explicitly instructed, most of us possess a fully developed understanding of how to make language. Perhaps the same could be said for our experience with making puns or getting jokes.

When it comes to talking about how language *works*, though, we may be at a loss for words. Students of elementary linguistics at university can have difficulty making connections between the decontextualized jargon given them in class and the linguistic acts they have been performing almost unconsciously for most of their lives. So says the back cover of *Understanding Language Through Humor*. The goal of this book is to help linguistics students grasp one pervading human system, language, by cranking it through another, humor. By illustrating linguistic concepts with jokes, Dubinsky and Holcomb believe that students, in *getting* the jokes, will likely also *get* the concepts in question.

This book is intended to be a supplement to an introductory course in linguistics; "this is not a textbook per se" (p. 3). While it seems to target university students in the United States, as a supplemental text it offers challenging and rewarding material for advanced EFL learners interested in getting at culture through language study. For the most part the book is organized in order of increasing linguistic complexity, starting with manipulation at the phonemic or phonological level (*Keep your hens off me!*) and moving up to the discourse level (*A priest, a rabbi, and a minister walk into a bar. The bartender says, "Is this some kind of joke?"*). The final chapters are variations on previously covered material, albeit from slightly different perspectives such as language variation, cross-cultural communication, and language prescriptivism.

Early on there is much that should be familiar to EFL instructors, in both content and jokes. To illustrate phoneme and grapheme arbitrariness, a classic joke outlining the steps of English spelling reform appears, in which the "reformed" language at the end of the joke is almost unreadable. Phonological phenomena like puns, spoonerisms, and mondegreens (humorously misheard song lyrics) are also treated. The book's analysis at these fundamental linguistic levels may seem a bit drawn out to instructors, but it is thorough, adequately covering what may be the most universal and easy to understand forms of linguistic humor.

Once Dubinsky and Holcomb move up to "conversational principles" and the "structure of discourse," their discussion becomes particularly beneficial for those who wish to use this text in an EFL setting. The authors use many examples from *Seinfeld* and other popular American comedy programs to demonstrate the ways in which conversational style, pragmatic intent, and shared culture can enhance the humor of the things people say. It is in these chapters, also, that the authors delve into taboo topics and the cultural

boundaries of humor. A skilled and patient EFL teacher can possibly use these chapters to help students define the near-mythical "American joke."

However, the book's narrow sampling of humor limits its effectiveness. There are many references to American figures of limited global import such as politicians and radio personalities. The majority of cartoons used as material, such as *Far Side*, *Dilbert*, *B.C.*, and *Peanuts*, originate in the USA. In many cases the joke mechanisms are language-oriented enough for readers anywhere to capture how the humor works (and if they don't, a detailed exegesis typically follows). But nearly as often there are sociocultural refer-ents underlying the jokes as much as the language does. For instance, when a phonemic ambiguity joke refers to the "Independent's/Independence Day" of an obscure American politician who had severed ties with his party back in 2001 (p. 33), one has to wonder why a more generic example couldn't have been used.

While this book may be charting new territory with its dedicated goal of mixing linguistics study with humor, it is not necessarily the first to step in that direction. Blake's *Playing With Words* (2007), for example, is not a lin-guistics primer as Dubinsky and Holcomb's text is, but some of its chapters on lexicon, puns, grammar, and context manage to demonstrate linguistic fundamentals with humor in much the same way, with what seems to be a far more diverse set of resources. Another recent example is *Structural Ambiguity in English* (Oaks, 2010). This is also far from being a primer, but it is an extensive catalogue of humorous usage of certain types of grammatical ambiguity. It demonstrates the vast pool of material available to illustrate how one narrow linguistic phenomenon can be turned to humorous ends. In comparison with the resources compiled in these works, Dubinsky and Holcomb's sampling seems somewhat thin.

This thinness becomes more apparent in the final few chapters, which begin to sound redundant. For example, while a chapter on first language acquisition may seem fitting (*Kids say the darndest things*), it is handled in a way that renders much of it indistinguishable from other chapters. Comics such as *Family Circus* and *Calvin and Hobbes*, which create humor from young people's unusual language use, are already well represented elsewhere in the book, and the grammar explanations in the chapter seem similar to those glossed over earlier under structural ambiguity. It all could have been said in one chapter or the other, not stretched over both.

Understanding Language Through Humor fulfills its proposed goal of supplementing a course on linguistics with humorous examples. However,

it seems to have picked a narrower audience than it needed to. The lack of diversity and general appeal in its examples gives it a somewhat repetitive and parochial feel. However, for students of (American) English, this book provides more than enough material to make language learning fun and to blend it well with the study of popular culture.

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An Introduction to Irish English. Carolina P. Amador-Moreno. London: Equinox, 2010. xi +191 pp.

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"Come here till I talk to you" would not pass a test of grammatical accuracy, but to an Irish person would sound utterly natural. Similarly, the naturalized use of long vowels in words such as *school* [sku:wl] and *main* [mei:jən] would probably horrify received-pronunciation purists, yet would pass unnoticed in a conversation between two Dublin people. The traditional emphasis in ELT on *Standard English* has implied that examples like the above are instances of "imperfect" English, and are often treated by teachers, if at all, as mere examples of dialect. However, Hughes, Trudgill, and Watt (2005) have estimated that even in England itself, only about 5% of the population speak standard English. Concentrating on this variety of English means that learners are in essence studying a minority language. As a result, there has been a growing recognition of the importance of World Englishes and the necessity for both EFL teachers and students to be exposed to, and have an understanding of, nonstandard varieties of English.

Irish English (IrE) has a special place within World Englishes, not only for being the first example of colonial English, but also because of its subsequent influence on other varieties of English around the world. Amador-Moreno's

excellent book on the historical development and contemporary use of IrE shows how current examples of nonstandard varieties of English such as Singlish and Nigerian Pidgin have, in fact, a linguistic precedent stretching back over 800 years.

The book is divided into nine chapters that cover the main linguistic and sociolinguistic features of IrE. Each chapter begins with a brief preview of the main topics to be covered and ends with a summary along with comprehensive suggestions for further reading. In addition, there are reader activities proposed throughout each chapter along with suggested explanations. A particularly helpful aspect of the book is the use of online resources, essential for understanding the distinct phonetic features of IrE. A complete list of bibliographical references and an index is provided at the end of the book, though the latter tends more towards names than categories.

Chapter 1 begins with a general introductory overview of IrE, helpfully distinguishing it from similar terms like Hiberno-English and Anglo-Irish. Given that much of IrE is concerned with matters of pronunciation, the chapter also includes clear definitions of such important concepts as dialect, accent, and variety.

The second chapter provides a necessarily abridged account of the history of English in Ireland since its initial introduction with the arrival of Anglo-Normans in the mid-12th century. As Amador-Moreno makes clear, any account of the development of English in Ireland must also be an account of the decline of Gaelic as the vernacular Irish language. In this respect, the plantations of the 15th and 16th centuries marked a distinct turning point. Subsequent closer political control by England, a series of devastating famines, and mass emigration accelerated the decline of Irish (Gaelic) and the ascendency of English. Conversely, the migration of a large number of by then predominantly English-speaking Irish to British colonies had a distinct influence on the varieties of English spoken there. Traces of the linguistic influence of IrE can be found in the contemporary English spoken in parts of Britain, the United States, Canada, Australia, New Zealand, and the Caribbean.

The next three chapters are concerned with the linguistic features of IrE, respectively grammar, vocabulary, and sounds. Although Amador-Moreno does provide plentiful and useful examples of each of these features, there is an unstated presupposition that the reader has both a basic understanding of the Irish (Gaelic) language and a grounding in linguistics. For instance, in Chapter 3 we have an explanation of how *will* is often used instead of *shall* in contexts where the speaker is showing hospitality (*Will I get you*

something?). Amador-Moreno makes the plausible case that such a feature is derived from the Irish *An bhfuil tú* which is also used in the context of offering, but few readers who are not familiar with Irish, perhaps, would realize that *will* and *bhfuil* sound the same. Similarly, in her discussion of the combination of the preposition *in* with the pronoun *it (Let's open the bottle, for the day that's in it)*, she explains how this feature "is a direct translation of the Irish synthetic form *ann* (i.e., the Irish preposition *i* + the third person masculine singular of the pronoun)" (p. 46). This is correct, but readers without a working knowledge of the Irish language are liable to feel a bit lost in these sections.

In Chapter 6, the book examines fictional representations of IrE—in novels, plays, films, television drama, stand-up comedy, and advertising. This is a lot of ground to cover and Amador-Moreno tries admirably, her discussion encompassing everything from Elizabethan drama to television adverts for beer. Inevitably, there are omissions and perhaps a little too much foregrounding of favorites. Thus repeated mention is made of the somewhat obscure early 20th-century Donegal writer Patrick MacGill, yet no space is found for either Samuel Beckett or Flann O'Brien. Similarly, in her treatment of cinema she highlights the use of IrE in the film *Small Engine Repair*, yet almost perversely ignores more notable (and known) examples such as *My Left Foot* or *Angela's Ashes*.

The following chapter is a wonderfully stimulating examination of discourse pragmatics in IrE. What may be of particular interest to readers based in Japan is that IrE shares with the Japanese language an ingrained avoidance of directness. This is a form of politeness, a discourse strategy that serves to maintain the self-esteem of the speaker and listener, ensuring that communication proceeds harmoniously. A good example of this is the widespread use of understatement amongst Irish people. Thus, the common response by an Irish person to the greeting *How are you?* is not *I'm fine*, but something more self-effacing along the lines of *Not too bad, Not the worst,* or *Can't complain*. Conversely, where IrE differs noticeably from Japanese discourse pragmatics is in its complete lack of any social class markers akin to *keigo*. Despite, or perhaps because of, a long history of English colonial rule, Ireland never developed a formal social class system. The result is that people tend to relate to each other as equals in a rather familiar way without implying any lack of respect in their language choices. This absence of overt linguistic markers can be disconcerting for Japanese learners of English studying in Ireland, where they may struggle to acquire the more subtle pragmatic competence required to display politeness or deference in IrE.

Chapter 8 deals with the usefulness of corpora for the study of IrE and suggests a number of methods and resources researchers can draw upon in compiling or analyzing a concordance of words or grammatical structures specific to IrE. Such corpora could then be used to compare and contrast various linguistic features with other varieties of English. Appending the chapter is a useful list of existing online corpora of IrE, which can be easily accessed by the interested reader.

The final chapter is also the shortest, only seven pages long, which is a pity as its focus—the implications of IrE for teaching EFL—warrants a fuller discussion. As students from my own institute can testify, foreign learners of English who visit or study in Ireland are often taken aback at the initially alarming difference between what they have studied in the classroom and the pronunciation, grammatical constructions, vocabulary, and pragmatic features of the English they encounter in Ireland. There is an increasing recognition of the different varieties of English but awareness alone is not enough; also required is a corresponding pedagogical change in how English is taught, particularly in compulsory formal education, where the emphasis still remains on standard English. Such a change could usefully introduce students to texts, both aural and written, in nonstandard English and help develop their awareness of linguistic and pragmatic differences along with the associated cultural factors that influence such varieties.

Amador-Moreno's book is an accomplished introduction to the oldest example of what Hickey (2004) calls "transported" English. It is written in a clear and engaging style, and for the most part achieves the often difficult balance between introductory clarity and expository depth. I would particularly recommend it as a supplementary reader for any course concerned with the study of World Englishes. Finally, the book is also, in its quiet, understated way, a welcome plea for linguistic and cultural diversity: for maintaining and encouraging the range of dialects, vocabularies, grammars, discourses, and all the other linguistic ingredients that enable the rich variety of Englishes around the world to grow and flourish.

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***Language Policy in Japan: The Challenge of Change*. Nanette Gottlieb. Cambridge: Cambridge University Press, 2012. xiv + 207 pp.**

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The last few years have seen a burgeoning of influential multidisciplinary works that deal with the changing linguistic ecology of Japan (e.g., Heinrich & Galan, 2011; Seargeant, 2011; Willis & Murphy-Shigematsu, 2008). Exploring the interplay between globalization, migration, and ethnicity, contributions such as these have highlighted a dismantling of the modernist myth of Japan as a monolingual, monocultural nation-state and have offered more accurate accounts of Japan's contemporary linguistic and ethnic landscape. Gottlieb's *Language Policy in Japan: The Challenge of Change* should quite rightly be seen as an original, skillfully crafted addition to this emerging body of literature.

Chapter 1, entitled "Language Policy, Planning, and Ideology," effectively sets out the central arguments of the book. Gottlieb posits that the ramifications of two significant changes to Japanese society over the last three decades—1) migration-induced multilingualism and 2) electronically mediated changes to the literary practices of Japanese—have thrown up particular challenges for Japan's language policymakers. Gottlieb argues that an erroneous but "strongly entrenched and overarching language ideology . . . [retaining] a lingering belief that Japan is monolingual" (p. 6) has called for two very different responses to these challenges. She maintains that while language policy designed to address the growing language needs of migrants has been slow, fragmented, localized, and bottom up, language policy dealing with changing practices brought about by increased computer use and the proliferation of cell phones has been unified and decisive—a top down, centrally-planned, coordinated response at the national level.

The second chapter, "The Needs of Language Migrants," canvasses the complexities associated with meeting the linguistic needs of migrants from a variety of contexts. Gottlieb first outlines some of the difficulties faced by migrant children and children of migrants in their attempts to integrate into the Japanese public school system, as well as the social consequences that frequently result in instances where these attempts are unsuccessful. She

also takes up some of the issues faced by adult migrants who want to learn Japanese and contextualizes the role of the volunteer language instructors assisting them. In particular, issues faced by non-Japanese spouses of Japanese citizens, foreign nurses, and daycare workers, as well as foreign defendants caught in the Japanese judicial system are examined. In summarizing the progress that has been made in recent years, this informative chapter concludes with the following caveat: "While language planning which takes into account the needs of migrant children in Japanese schools and of their parents outside them makes perfect sense to those children and their families, it must also make sense to the Japanese mainstream" (p. 62).

Chapter 3, "Foreign Languages Other than English in Education and the Community," argues that, far from being "foreign," several languages spoken in Japan need to be more fully recognized as *community languages*, that is, languages that "are used by citizens within a polity" (p. 68; see also Clyne, 1991). Such a view is contrasted with the pervasive three-tiered conceptualization of languages that permeates language policy in Japan: "the national language, English as an international language, and other 'foreign' languages, which . . . [are] sidelined in the school system" (p. 68).

"Technology and Language Policy Change" is the title of Chapter 4. Here, Gottlieb describes the common belief that the use of *kanji* is in a state of decline, something that is often attributed to the expanded use of television and other media diffused online and through cell phones. Gottlieb convincingly argues that while there are indeed noticeable orthographic changes to the way Japanese is being written online—the so-called *gyarumoji* "writing conventions used by a particular subculture of rebellious young women known as *kogaru*" (p. 109) providing perhaps the most illustrative example—such language play should not be interpreted as evidence of language *midare* (disorder/decline), but rather as a manifestation of "a confident mastery of the accepted literary conventions . . . [permitting] expertly playful departures from such norms rather than any attempt to replace them" (p. 114). The chapter also provides a detailed account of the processes that led to the creation of the 2010 Revised List of Kanji for General Use (*Kaitei Jōyō Kanji Hyō*).

Chapter 5, "National Language Policy and an Internationalising Community," effectively draws the main arguments of the book together. Gottlieb's realistic summation of the state of language policy reform in Japan paints a somewhat bleak, though not altogether pessimistic, picture. Change, she argues, is often slow and tortuous, but it is coming nonetheless. Such a situation, she writes:

> reflects the fact that Japan, only now beginning to acknowledge that foreign workers have become part of the permanent landscape, has not yet done the language policy work necessary to deal with multilingualism in its communities by providing adequate opportunities to study the host country's language as a nationally sponsored and well integrated enterprise. Policies or discussion documents which mention language training have been orientated to the labour market and to the smooth running of local communities on an ad hoc basis and lack a general overview of national needs in this area. (p. 133)

The book concludes by summarizing the challenge of change facing language policymakers in Japan: "The dominant narrative in this process may be summed up as one of hovering between loss and gain: loss of the comfort of homogeneity as assumed shared heritage balanced against the economic and cultural gain from the presence of foreign residents in local communities" (p. 162).

Language Policy in Japan is an informative, accessible account of the fluid challenges facing language policymakers in Japan. It will be of interest to a wide range of scholars—most notably from the fields of applied linguistics and Japanese studies. It could conceivably also be introduced as a graduate text, both in Japan and elsewhere, and as such is highly recommended.

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Teaching and Researching Motivation. 2nd ed. Zoltan Dörnyei & Ema Ushioda. Edinburgh, Scotland: Pearson, 2011. xiii + 326 pp.

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In recent years, motivation has been actively researched, with studies focusing on Japanese contexts becoming more increasingly available in journal articles and conference presentations. *Teaching and Researching Motivation* is a resource for teachers and researchers who seek a solid foundation of knowledge about motivation and motivation studies. After having postulated the process-oriented motivation theory 20 years ago, in this second edition, coauthored with Ushioda, Dörnyei proclaims a shift in perspectives on motivation. This expanded view combines the learner's ideal vision of the self and the surrounding social context, and identifies these as crucial factors that scaffold or affect learner motivation. The book consists of four sections in which are discussed motivation in psychology, motivation for learning a foreign language, strategies and approaches to enhance motivation, and methods and types of research in motivation. Throughout these sections, the authors review past literature in depth, thereby formulating a set of guiding principles to be applied by the readers. As such, the book serves as a comprehensive guide for inquiry and research into the current sociodynamic perspectives underpinning motivation.

Section 1 consists of four chapters. Chapter 1 begins with a brief introduction to commonly agreed concepts of motivation and then proposes a paradigm shift toward the current sociodynamic perspectives, thereby directing readers beyond the past linear models. In Chapter 2 the authors look at motivation within general learning theories in psychology and present prominent motivation theories comprehensively, starting from expectancy value theories, goal theories, and self-determination theories. Finally, the discussion reaches the point of social contexts that influence motivation, which is a key concept proposed in the later chapters.

In Chapter 3 motivation in relation to second language learning is discussed. The authors describe four distinct stages in the history of motivation theory: the *social psychological* period, the *cognitive-situated* period, the *process-oriented* period, and the current *sociodynamic perspective.* In the so-

cial psychological period, Gardner's *integrative orientation* and *instrumental orientation* played a prominent role. Then in the cognitive-situated period, motivation theories were expanded by combining perspectives from learners, the learning context, and language, within which key enquiries included self-determination theory, autonomy theory, and task motivation theory. In the process-oriented period, motivation was conceptualized as a dynamically changing process, which involved time sequence and learner experience; here inquiry expanded across phases from initiating action to postactional, and the focus moved to the changes in learner motivation during the course of learning. Thus, the authors highlight the need for qualitative research to examine reflectively the inner changes in learner motivation, thereby avoiding a view of motivation based on cause-effect linear models that simply predict learning outcomes from entry levels of motivation. The chapter closes with a discussion of the diminishing role of integrative motivation, shortly touching on the English as a lingua franca movement around the world.

In Chapter 4 the authors elaborate further on the current sociodynamic perspectives: Ushioda's person-in-context relational view and Dörnyei's L2 Motivational Self System. Both emphasize the crucial role of the surrounding social context in constructing learning experience and the learner's ideal future self. Also considered are learner motivation with the components of *the complex dynamic system,* which involves motivation, cognition, and emotion. The system is further broken down into *interest*, *motivational flow*, *motivational task processing*, and *future self-guides*, all of which are crucial to generate enjoyment of learning and active engagement toward the goal of learning.

In Section 2, Chapters 5 to 7, motivation in second language learning contexts is discussed. Chapter 5 illuminates motivational strategies with step-by-step motivational practices, namely task procedures, goal settings, and the creation of learner-relevant materials. Although the authors propose a wide range of approaches, they conclude that the best motivation-sensitive approach is one in which the teacher communicates with learners personally and helps them find their own goals by presenting appropriate tasks in a cozy atmosphere.

In Chapter 6 demotivating influences are looked at. The authors generalize from past investigative studies that, not surprisingly, one of the most demotivating factors is brought on by immediate interactions with teachers. The authors conclude that whether students encounter disorganized instruction, inappropriate materials, or even dissatisfaction with progress, they perceive demotivating factors to be attributable to teachers. In Chapter

7 the authors look at protecting teacher motivation and propose necessary measures, which include protecting teacher autonomy from educational constraints, developing sufficient self-efficacy, and offering career advancement paths. They touch upon the relationship between teacher motivation and student motivation, as well as teacher enthusiasm and student enthusiasm, and discuss how these relationships may function reciprocally in ongoing interactions and impact further on motivation.

In Sections 3 and 4, Chapters 8 through 11, methods and designs for researching motivation along with useful resources are described. Chapter 8 provides general directions for motivation study and explains the main research methods, namely quantitative, qualitative, and mixed methods research, along with the strengths and weaknesses of each. In Chapter 9 the authors discuss types of research design with samples of past research methods, whose results, we find, have positive correlation with the aforementioned discussions about the complex dynamic system. Finally, the authors emphasize the need for multiple focuses, including "(a) focus on 'attractors,' (b) focus on context, (c) focus on change rather than variables, and (d) focus on qualitative system modeling" (p. 246), which are recurrently stated themes throughout the sections. Chapters 10 and 11 offer resources and sample questions used for questionnaires and surveys.

The authors state that researching motivation can be a challenging task. Because of its abstract, unobservable "mental processes," it is neither linear nor is it a cause and effect phenomenon. Rather, motivation should be seen as multiple dimensions of constructs and dynamically changing systems over time. Despite the complexity of the constructs of motivation, the book elaborates on each facet comprehensively, weaves them together, and guides readers with a helpful map for researching the abstract concepts. One limitation might be a lack of research that can be generalized to predict common trajectories of "mental processes" in the authors' complex dynamic system and this new paradigm. However, all in all, the book would serve as a good textbook for graduate students to establish fundamental knowledge on motivation. In addition, as I seek to adopt the components of the complex dynamic system when planning my own lessons, I would say that the book is helpful not only for protecting student motivation but also for avoiding demotivating influences for learners and teachers alike.

Intercultural Interactions in Business and Management. Rita Salvi & Hiromasa Tanaka (Eds.). Bern, Switzerland: Peter Lang, 2011. 304 pp.

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Writing of the move in social sciences away from theories of structural determination and towards the situation-first approaches of ethnomethodology and conversation analysis, Heritage (2001) notes that "talk-in-interaction . . . is the fundamental resource through which the business of all societies is managed, their cultures are transmitted, the identities of their participants are affirmed, and their social structures are reproduced" (p. 47). *Intercultural Interactions in Business and Management* is likewise inclined—if we widen the notion of *talk* to all forms of transient communication (websites, brochures, etc.)—and focused on situated acts of communication. Thus, there are refreshingly few statistics of worldwide trends in aggregate and few categorisations of the world into circles or dichotomies; the focus is on the situations.

The collection of papers is drawn from a 2010 conference of the European Society for the Study of English, with the objective "not to emphasize contrasts, . . . [but to] promote mutual understanding, arising from awareness about different norms of communication" (p. 14). Further, the focus is on the specific and timely: In the Foreword, Francesca Bargiela-Chiappini calls for more studies that are situated in present-day workspaces, with a preferable emphasis on East Asia, around which the business world has recently been "re-centring" (p. 9). It is also stated in the foreword and introduction and on the back cover that the role of English as a lingua franca (ELF) is a main concern of the book.

The book is divided into two parts, the first dealing with (one-way) written genres and the second with interactions (mostly spoken, but including email). The opening paper by Rita Salvi functions as a survey of the literature and is an exception to the interaction-focus of the volume as a whole. The chapter is helpful in referencing many of the frameworks and definitions that have informed studies for the past decades, but it does not successfully tie them together to show how they contribute to an integrated understanding of intercultural professional communication. Salvi then appends to this an exploration of the genre of the chart in business communication.

Following are a series of rigorous studies, using corpus-based and multimodal methodologies, describing the genres and discursive practices of company brochures and websites. The contributions by Winnie Cheng and Judith Turnbull investigate the word frequencies, common collocations, and semantic patterning of company promotional material (engineering company brochures and the Unilever regional websites, respectively). Turnbull adds to this an examination of the most frequent words in context and a multimodal analysis of how the composition of the website contributes to its message. Daniela Cesiri provides a keyword analysis, followed by design and content analyses, of Nestlé and Kraft websites. Next, Cristina Gatti, with a corpus of 25 company websites in the Baltic region, focuses her analysis on "culturally-entrenched representational modalities," drawing on the framework of Halliday's (1985) functional grammar, and finding that even among cultures that are commonly understood as a cultural monolith, there are differences in the typical process types used to encode and represent events and relations.

The findings of these studies seem reliable but are often uninteresting: of engineering brochures, "the distinctive phraseological patterns of business and professional English . . . convey meanings that are specific to both the discipline and the communicative patterns of the genre, which are different to general English" (p. 68). Or, when they hold interest, it is often in relation to something that is not quite the stated focus of the volume: the variation in corporate message for different local settings (e.g., the Nigerian Unilever website having a unique concern with employee relations, which may indicate something about Unilever in Nigeria but not about the use of English in intercultural interactions), or the citation of culturally-filtered semiotic resources (i.e., grammar) in Gatti's study.

Olga Denti and Michela Giordano, in their contribution, approach the topic at the higher level of the activity, investigating the intercultural issues involved in the modes of communication that online dispute resolution systems (in the UK, Ireland, and India) impose on users. Their findings confirm that dimensions of difference such as time orientation and power distance play a role, but they also note that the differences are not as astounding as expected, with the features of two sides of a dichotomy (e.g., high-context vs. low-context) intermingling.

The chapters in the first half of the book, concentrating on the written mode and presenting in most cases instances of one-way communication, create the impression that the senders of messages are able to maintain control over content, genre, and discursive practices, with any interactive feedback being

remote, indirect, and weak in effect. However, as the focus switches to spoken interactions in the second half, local practices are seen to have more power. Shanta Nair-Venugopal makes this point explicitly, observing that trainers in a Malaysian company "reproduce and replicate the language structures that trainees produce" (p. 168), downshifting in register and mixing language in order to facilitate the training session, and in so doing subvert the stated language policies that assert, unrealistically, that English is the working language. Janet Bowker, also in the Malaysian context, employing an ethnographic and conversation analysis (CA) approach, found that foreign expert consultants and their audiences, even though they attempted to express solidarity and deference in their use of hedges and use or non-use of pronouns, were at odds due to the mismatch in their perceptions of social distance and relative power inherent in the situation. Thus, this became another site of contestation, with the *bald on-record* statements of the Malaysian audience forcing the experts to retreat. On the other hand, another study in the CA framework, by Vittoria Grassi, demonstrates that a high level of collaborative interaction-management was brought about in an Australian workplace by diminishing power differences by similar means (hedging, casual discourse particles, and humour), reinforcing the idea that politeness strategies are only partially effective, and that background perceptions of relative power and privilege are a greater determining factor in achieving collaboration.

Cast amid these cases involving power differentials, Hiromasa Tanaka's contribution, examining the discourse strategies of a Japanese business-woman and her Indian partners, reveals several strategies that facilitate relatively power-neutral intercultural ELF communication. In his data, these strategies include, along with much conscious repetition, a tolerance for white lies and even a concession in a negotiation. Tanaka interprets the concession as having a motivation similar to Firth's (1996) *let-it [the miscommunication]-pass strategy*—"to avoid difficult discussion that might be too much burden for participants with limited linguistic resources" (p. 224)—a broad interpretation that bleakly suggests that much intercultural communication might falter in a fog of incompetence.

Franca Poppi follows with a study of corporate email communication, from Japan and China to Italy, which shows mixed adoption of local versus global practices in the greetings, closings, and requesting moves in the messages. Finally, Vanessa Leonardi and Irina Khoutyz explore the link between business discourse and language teaching, focusing on contrastive *small talk* practices and strategies for successful engagement in this important stage of the business interaction.

The papers in this volume are most promising in the initial pages where the theoretical framework is expounded and the research questions are posed. But, as every investigator of interactions in authentic settings knows, one cannot ensure that the data collected will supply answers to one's questions, and that is also a source of disappointment here. At least one study including data which turned out not to be an appropriate example of the phenomenon under investigation. Other studies also failed to yield the intended discoveries, yet this is instructive in several cases, including Nair-Venugopal's paper, which encourages the suspicion that the prevalence of English as a worldwide workplace language is overstated. And at times, the interpretations are a stretch, such as when two instances of charts published in different years are used to infer a trend in the use of charts in business communication.

Overall, while the studies in the book do not lead to many groundbreaking insights, they do succeed in confirming and documenting many features of intercultural business communication practice, and in disconfirming a few commonly held assumptions. Personally, I found the studies useful mostly in suggesting new avenues of analysis for my own research, and of intrinsic interest purely because they grapple with instances of real, situated business communication, which was what the collection set out to do.

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