

JALT Journal

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Reviews

***Replication Research in Applied Linguistics*. Graeme Porte (Ed.).
Cambridge: Cambridge University Press, 2012. xiv + 286 pp.**

Reviewed by

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In the physical sciences, replication studies, which repeat a previous study exactly or with strictly controlled modifications, are highly valued because replication is seen as an essential process to evaluate the generalizability of the results of a study. However, replications are not held in such high regard in SLA research where, according to Porte, relatively little replication research has been conducted and published. This lack of enthusiasm for replications can be partly attributed to reservations by some researchers, such as Block (as cited by Charlene Polio on p. 50), about the suitability of replications in the domain of second language learning. However, in the Introduction, Porte maintains that a more influential factor inhibiting the acceptance of replications is the importance placed on *originality* in SLA research. In essence, replication research is philosophically perceived as being inferior to studies that claim to be original, innovative investigations (Valdman, 1993).

The first overall objective of *Replication Research in Applied Linguistics* is therefore to change negative attitudes so that replications are regarded as legitimate and vital contributions to SLA research. The second complementary objective is to present a practical framework for encouraging a wider understanding and dissemination of replication studies. To achieve these goals, specific reasons why journals, university promotion committees, and the general academic community tend to regard replications negatively are identified. In response, theoretical arguments and detailed practical guidelines are offered to encourage a reassessment of the value of replication research.

The book is divided into three parts containing a total of nine chapters written by a variety of authors. Each chapter begins with an introduction, which lays out the purpose of the chapter and the content areas to be discussed, and most conclude with a concise summary. I found both of these features to be very helpful in highlighting the focus of each chapter. In addition, references are provided at the end of each chapter, rather than combined into a potentially overwhelming collection at the end of the book.

Part I, "The case for replication studies," contains four chapters that offer a synthesis of perspectives to establish the theoretical basis for the central argument of the book. In the first chapter, "Why (or why not), when, and how to replicate research," Alison Mackey expands upon some of the main themes first introduced by Porte and then moves on to the critical issue of identifying features of previous studies which may or may not make them suitable candidates for replication.

In Chapter 2, Charlene Polio presents a detailed history and analysis of published studies in applied linguistics that claimed to be replications. Polio focuses on studies of written error correction and assesses the studies to determine whether they met the necessary requirements of a proper replication or fell short due to design or measurement flaws.

In the following chapter, Hossein Nassaji addresses misconceptions about using statistical significance tests in support of the generalizability of results. Nassaji calls for resampling of data through replications that use additional statistical measures, such as effect size, and even the somewhat controversial matter of internal replications by the original researcher.

In the final chapter of Part I, Luke Plonsky looks at meta-analysis, in which data from multiple replication studies are analyzed to determine generalizability. Plonsky includes an informative table of meta-analyses of several topics of interest to the practicing teacher, such as studies in corrective feedback and L2 strategy instruction, and a detailed instrument for evaluating the quality of L2 meta-analyses.

The two chapters in the second section of the book, "Replication studies in graduate programs," provide examples and models of how replication research can be integrated into instruction. In Chapter 5, Rebekha Abbuhl highlights practical skills such as critical reading instruction for evaluation of previous studies and a genre-based approach to writing to facilitate publication of a study. Chapter 6 focuses on a postgraduate research program at Swansea University. Tess Fitzpatrick first examines the use of replications to provide novice researchers with models to begin their own empirical studies quickly. She concludes by offering supervisors and students a general guide

for choosing, conducting, and publishing a replication study. An interesting feature of this chapter is the inclusion of extensive student comments about the value of replication studies in research training.

Part III, "Research studies in practice," contains three chapters that address replication studies in a holistic fashion. J. D. Brown begins his chapter, "Writing up a replication report," by looking at the structure and kinds of information that should be included in a replication study and how a replication may differ from the original study in research methods (e.g., quantitative or qualitative) or replication type (e.g., approximate or conceptual). Brown then uses this discussion as the framework for an in-depth analysis of a replication study of negotiation of meaning by Eckerth (2009). In a very entertaining twist in the format of the book, the reader is then able to read Eckerth's study in its entirety in the following chapter, which also includes comments on the replication by the author of the original study. This format added a very valuable, interactive aspect to the book, as Brown's guidance and framework gives the reader the tools for a "hands-on" (p. 195) experience of analyzing and evaluating a specific study.

The third chapter in this section by Susanne Rott looks at L2 vocabulary acquisition and provides an opportunity to apply the framework to a different replication study without the benefit of any specific prereading comments such as those made by Brown. I found this very enjoyable as I viewed it as a self-test of my analysis skills.

The book concludes with final comments by Porte that succinctly reiterate the main points made in the chapters in support of the philosophical justification and the means of effective implementation of replication research in applied linguistics. I would particularly recommend the book to inexperienced researchers in that it provides the framework to start a research project with a degree of confidence based on the chosen model. This is, of course, one of the central strengths of replications for research training as discussed in Part II. Additionally, as the author has achieved his aim of proposing a very comprehensive, convincing argument for the full acceptance of replication studies in applied linguistics, experienced researchers will find the book very instructive. Since replications are dependent on well-designed original studies which include sufficient information and data to enable replication, researchers might benefit by assessing both past and future studies with these factors in mind.

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***Agendas for Language Learning Research*. Lourdes Ortega, Alister Cumming, and Nick C. Ellis (Eds.). Malden, MA: John Wiley & Sons, 2013. vi + 215 pp.**

Reviewed by

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Language Learning has long been one of the premier journals in the field of SLA, and its importance shows no signs of diminishing given the quality of the research published in the journal and the researchers who make up its editorial board. The *Currents in Language Learning Series* is a biennial supplement to the journal, which was created to provide state-of-the-art overviews of important issues in the field and their applications to formal and informal first and second language acquisition. Articles in the supplement reflect a multidisciplinary perspective; this can easily be seen in the form of influences from diverse fields such as linguistics, psychology, sociology, and cognitive neuroscience. The first publication in the series, *Agendas for Language Learning Research* is an outstanding collection of articles written by editorial board members and editors of *Language Learning*.

The genesis of the articles is worthy of emulation, as the authors first met at an invitational conference where they made presentations. The presentations were followed by interactions among the authors that led to revisions of their early manuscripts. External reviewers and the journal editors then provided further feedback to the authors, and the resulting manuscripts make up the contents of this publication. One significant benefit of beginning with the conference is that a full set of podcasts of the talks the authors gave is available on the *Language Learning* website. I found listening to the podcasts illuminating, as they changed my perceptions of the information in the articles in subtle and significant ways.

The publication is made up of 10 articles. In the opening article, Ortega discusses progress in the field of SLA by delineating four major trends that have taken place over the past 15 years and then by arguing that the broadening of the field through what she calls *transdisciplinarity*, “the proclivity to pursue and generate knowledge that can be seen as relevant across many disciplinary boundaries” (p. 6), has made it increasingly informative to researchers in related fields. For instance, she notes that influences from SLA are found in leading journals in the fields of psycholinguistics and bilingualism. In the following article, Ellis, Matthew Brook O’Donnell, and Ute Römer describe ways in which usage-based, statistical learning, which involves cognitive abilities such as the acquisition of prototypes and a sensitivity to semantic and syntactic usage patterns, potentially contributes to and explains adult foreign language acquisition. Their view of language acquisition is strongly cognitive, as they propose that language learning is based on the same cognitive processes that apply to other forms of human learning and that language acquisition is the product of the complex, emergentist processes that occur in many natural phenomena. Robert DeKeyser focuses on one of the key issues in the field of language acquisition, the effect of age. DeKeyser explains why the issue is important, discusses conceptual and methodological problems that have plagued research in this area, and then provides concrete suggestions for moving forward with research on the effects of age. Kathleen Bardovi-Harlig discusses what she calls *acquisitional pragmatics*, or the development of pragmatic competence. She suggests five areas for future research, including the measurement of change in pragmatic competence over time and the interface of linguistic knowledge and pragmatic development. Scott Jarvis writes about measuring lexical diversity in learner speech and writing, an area that is but one aspect of the most vibrant research areas in the field: second language lexical acquisition. Jarvis argues that linguists should adopt the more theoretical approach used by ecologists and develop mathematical models that permit more accurate estimates of lexical diversity. Diane Larsen-Freeman takes up a topic that has been largely neglected in the field of SLA: transfer of learning. She provides an informative review of research conducted outside of the field of SLA on transfer of learning and then reframes the concept of transfer by partially relying on complex systems theory. Cumming concerns himself with the development of academic literacy among learners from diverse cultures by considering how language, literacy, and culture interact in second language classrooms, while in a related article on the acquisition of academic language proficiency, Mary Schleppegrell emphasizes the importance of meaningful interactions among learners, explicit attention to linguistic form, and the

teaching of metalanguage. Schleppegrell's approach is situated within what has been termed the social turn (Block, 2003) in SLA. Richard Young and Alice Astarita consider the role of the social environment as viewed through Practice Theory, a philosophical and methodological framework based on the ideas of postmodern thinkers such as Bourdieu and Foucault. Their goal is to move toward so-called "alternative approaches to SLA" by emphasizing the sociocultural context that learners bring to the task of language acquisition. In the final article in the volume, John Schumann discusses 11 strategies humans have developed to deal with the difficulties associated with adult second language acquisition. He then considers evolutionary reasons for why adults encounter these difficulties.

The strengths of this volume are many. Readers will encounter new ideas and get a glimpse of directions the field might move toward in the next few years. The breadth of the approaches to investigating SLA used by the authors is impressive, and to a degree, the articles in this volume represent many of the most important strands of thought moving in the field of SLA at present. However, like articles in *Language Learning*, understanding those in *Agendas for Language Learning Research* often requires knowledge of statistics, an appreciation for the scientific method, some knowledge of research outside of the field of SLA, and an understanding of a wide range of technical terminology. In addition, the papers are written by researchers for researchers; for this reason, practicing foreign language teachers will find little they can use in terms of pedagogical practice.

The authors of the papers are at the top of their profession and their writing is therefore dense, often abstract and theoretical, and for the most part, they have adopted a strongly scientific approach to studying and talking about SLA. These characteristics make the articles challenging to understand; however, for persons wishing to learn about cutting-edge research in the field, and for those conducting SLA research, this publication provides valuable information and shows multiple avenues for moving the field forward. In sum, the authors of the articles in this volume have done an admirable job of providing informative, state-of-the-art reviews of issues that will likely continue to be of considerable importance in the field of SLA in the coming years.

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***The Roles of Languages in CLIL.* Ana Llinares, Tom Morton, and Rachel Whittaker. Cambridge: Cambridge University Press, 2012. vii + 344 pp.**

Reviewed by

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Content and Language Integrated Learning (CLIL) is an educational approach growing in popularity in Japan and more and more CLIL programs are being started in all levels of education from primary to university. In fact, MEXT (2006) reports that programs that can be thought of as CLIL, or CLIL-like, are running at as many as a third of all universities in Japan. These programs are also being written about in the academic literature. In 2013, the *Asian EFL Journal* published a special issue on CLIL in Asia, featuring more than a dozen articles on CLIL practices in Japan, and a special edition of the *International CLIL Research Journal* focused entirely on Japan is in the works. Amid all this interest in CLIL amongst Japanese scholars and educators, *The Roles of Languages in CLIL* is a very timely book for readers of *JALT Journal*.

The first thing that strikes a reader about this book is the title, in particular the use of the plural *roles*. Llinares, Morton, and Whittaker explore language use through a 500,000-word corpus collected from English-medium CLIL classrooms in Spain, Austria, the Netherlands, and Finland. The writers delve into this corpus to look at multiple roles of language in both teachers' and students' usage. First, they explore registers of classroom language for regulation and instruction. They also look at language *of* learning (language needed to express content ideas), language *for* learning (language needed to participate in learning activities and classroom tasks), and language *through* learning (language which emerges as content learning stretches the students' ability to express ideas).

The book starts with an overview of how the writers define CLIL, which for them is primarily a social approach to learning, resting at the intersection of Halliday's systemic functional linguistics and Vygotsky's sociocultural theory, as well as upon social models of SLA from Lantolf and others. This view of CLIL, found throughout the book, informs the writers' analysis of classroom language.

The fundamental structure of this book is a three-part framework for the analysis of language use in CLIL based on classroom interaction, subject

literacies, and language development. The book itself parallels the structure of this framework. Following the introduction, the book is divided into three major parts.

Part 1 deals with English as a classroom language in CLIL contexts. The writers look at the interactions between teachers and students as well as among students. These interactions frame not only the social world of the classroom but also the development of language proficiency and the construction of content knowledge (i.e., the students' understanding of the discipline-specific knowledge being taught). In this part the writers also examine the teacher's use of language for instruction. They argue that teachers should shift away from authoritative, instructional language to more dialogic questioning. They look at how both teachers and other students use language to take on the role of "expert other" to support the construction of meaning and development of understanding. This scaffolding of meaning and understanding is a key element of the understanding of CLIL as social learning.

Part 2 shifts focus to deal with the idea of subject literacies. The writers look at genre and register in disciplines commonly taught in CLIL classrooms: science, geography, and history. They focus both on genres that students will encounter in teaching materials and genres the students themselves will be expected to produce. They also look at the grammar and lexis of English used in CLIL classes and show how the learning of lexis is tied to development of content understanding.

In Part 3 the writers examine the learner's language development. They argue that CLIL students tend to develop language proficiency starting with more spoken interaction (both input and output) and move into text-based work later, as their language proficiency develops. They then explore how successful CLIL teachers use feedback in oral exchanges to help students develop along this path through focusing on meaning, form, and register. They also look at how CLIL activities can be structured to encourage the learners' development of both academic literacies and interpersonal communication proficiency.

The book ends with recommendations for integrating language and content assessment in CLIL. Llinares, Morton, and Whittaker show that in the contexts they studied, assessment in CLIL classes is often based on the content knowledge students are expected to develop. Language assessment, when it is done at all, is often done separately, based on assessment criteria from language classes. However, the authors argue that this conventional language assessment may not be fair to CLIL students who have developed

their language proficiency differently than have students in language classes. Instead, they make a case for formative assessment of language in CLIL based on the students' content knowledge and their ability to work with and express that knowledge in the L2 over the duration of the course.

One key feature of this book is the addition of discussion tasks at the end of each chapter. These questions help the reader reflect on the contents and connect what they have read to their own teaching context. As such, these tasks seem designed to make the academic text of the book more accessible to practicing CLIL teachers.

A possible weakness of the book, at least for Japan-based readers, is the strong focus on CLIL as a European phenomenon. In the introduction, the writers make it clear that they see CLIL as European. Their corpus is based on samples from four European settings and when they define CLIL, they describe it as a teaching approach that grew out of a series of bottom-up innovations in language and content teaching (largely in primary and secondary schools) in Europe over the past 20 years. While it is part of the larger trend towards second language (often English) content instruction around the world, and the acronym CLIL is often used as an umbrella term for all kinds of second language content instruction, the European vision of CLIL has a distinct identity for these writers.

However, readers in Asia or other contexts will not find this focus on Europe overly limiting. The writers are careful in the introduction to clearly outline the sociolinguistic, sociopolitical, and educational situation that CLIL occupies and this clear description allows teachers in other contexts to compare their own situation with what is happening in Europe. This comparison gives the reader a lens through which to understand the rest of the book and apply its lessons. This makes *The Roles of Language in CLIL* an essential text for anyone involved in second-language-medium education.

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Materials and Methods in ELT: A Teacher's Guide (3rd edition).
Jo McDonough, Christopher Shaw, and Hitomi Masuhara.
Chichester, UK: Wiley-Blackwell, 2013. xiv + 334 pp.

Reviewed by

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Materials and Methods in ELT is an introductory book on the principles and practice of teaching English as a second or foreign language. It is intended to be of use to both practicing teachers who wish to keep up-to-date with developments in ELT and to those enrolled in language teaching courses. There are several aims, principally to provide readers with a bridge between theoretical considerations and the practical design of materials and methods. The authors also aim to show how trends in materials and methods in ELT have changed as time has passed and state in the preface that they hope to equip readers to be able to critically assess materials for their own teaching situations from a more informed perspective.

This is the third edition of a book that was first published in 1993. In its original form, it was cowritten by two authors, Jo McDonough and Christopher Shaw. For the third edition, Hitomi Masuhara joined the team to help update the material and Diane Slaouti contributed a chapter on technology in ELT. Since publication of the first edition, various changes have been made. The references throughout the book have been updated and more illustrative samples from current teaching materials have been included. Also, some material to illustrate a task-based learning approach has been incorporated. Although the back cover states that there are new sections on assessment and feedback, it appears that these have not been added.

The book is divided into three sections. The first is titled "Topics in the design of materials and methods." This includes a discussion of the various factors influencing teachers' selection of materials, a look at current approaches to materials and methods, and in particular, a discussion of the ubiquity of the communicative approach. It includes chapters on evaluating and adapting ELT materials along with the aforementioned chapter on technology that points the reader towards various online resources. It doesn't, however, provide guidance on actually designing materials in the sense of giving advice on how to create new materials. It is focused, instead, on analyzing the design of existing materials.

In the second section of the book, the authors look at teaching language skills. There are five chapters, one for each of the four skills of reading, writing, listening, and speaking and an additional chapter on integrated skills teaching. In these chapters, the authors look at the issues associated with, and the rationale behind, the teaching of these skills, before offering a few practical examples to illustrate these ideas. The examples are taken mainly from contemporary textbooks. The integrated skills chapter includes ideas on how combinations of the four skills can be woven together to form individual lessons or longer schemes of study.

The third section of the book deals with classroom methods. There are four chapters, one on group work and pair work, one on individualization and learner training, and another on observation in the classroom. The fourth chapter in the section is a discussion of the teacher's role and offers some ideas for professional development and small-scale teacher-led research.

The authors of *Materials and Methods in ELT* all appear to be lecturers on MA courses in TESOL or TEFL and the first thing that strikes the reader about this book is that it feels as if it has been designed to function as a textbook for such a course. For the general reader, this can be both a good and a bad thing. On the one hand, the referencing and further reading information is excellent and, in areas where the reader's interest is piqued, it is easy to find follow-up titles to explore these areas in more depth. On the other hand, almost every page features insets where the reader is invited to reflect (and often discuss with colleagues) about the various issues raised. This would no doubt work well in a classroom setting where a group of learners may generate a range of ideas, but for individual readers it may add little to the experience. Generally, when the reader is asked to reflect, little feedback is provided.

Large parts of the first and third sections of this book were rather heavy on verbiage and light on content. I found myself rereading several parts in order to try and work out what, if anything, was being said. The book was also not helped by the use of redundant diagrammatic representations. If we are told that reading is a two-way process between reader and text, do we really need to see a picture with a two-way arrow pointing to the words *reader* and *text* (as on p. 113)? Many of the diagrams in this book seemed similarly unnecessary.

The authors state that they aim to help their readers evaluate materials and they devote an entire chapter to this. However, I found the ideas within the chapter to be largely commonsensical. The authors unnecessarily intro-

duce jargon such as *micro-* and *macro-evaluation* to simply refer to a detailed look at the contents of a textbook as opposed to a quick look at the index. The reader is then informed that if we judge from the macro-evaluation that the book does not meet our needs then we can skip the micro-evaluation. There are plenty of examples of similarly unnecessary statements.

On the positive side, I found the new chapter on technology in ELT to be very interesting and often noted various websites that I had previously been unaware of. All teachers are restricted to some extent regarding the degree to which they can use technology in their classrooms. However, even if one just wishes to make more attractive or better informed worksheets, a number of websites are suggested for this. I particularly liked the introduction to the Wordle website (<http://www.wordle.net/>).

The second section of this book, dealing with teaching the skills, was also useful. The issues and theory are succinctly explained and interesting, practical examples of classroom activities are provided to illustrate the ideas. However, in order to more fully meet the stated aim of providing a bridge between theory and the practical design of materials, the chapters required far more examples than were provided in this section, I felt.

One aim that the authors have successfully met is in showing how trends in methods and materials in ELT have changed over the years. These changes are highlighted throughout the book. It is almost possible to trace the changes in methodology over the years simply by the titles of popular textbooks of the day. The message that comes across is that what is considered best practice in ELT has changed considerably in the past and, no doubt, will continue to change in the future.

Materials and Methods in ELT is now into its third edition, which clearly suggests it has a market. Given that most of this book is not really about materials at all, one wonders if *An Introduction to ELT* wouldn't have been a more appropriate title. I had hoped that this book would improve my own attempts at writing materials, but felt I gained little from reading it. If there is merit in this book, I think it is as a general introduction for novice teachers but there is little to recommend for experienced teachers.

***Teaching and Learning Second Language Listening: Metacognition in Action.* Larry Vandergrift and Christine C. M. Goh. New York: Routledge, 2012. xx + 315 pp.**

Reviewed by

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Decades of research in SLA have demonstrated that comprehensible input is a driving factor in SLA. Unfortunately, in traditional listening pedagogy students are merely asked to answer comprehension questions based on listening texts but this fails to teach students *how* to listen. In *Teaching and Learning Second Language Listening: Metacognition in Action*, Vandergrift and Goh present a metacognitive approach to listening that has a firm theoretical foundation and seeks to teach students how to listen.

The book is divided into three parts. In Part I, the authors build up the theoretical foundation of their metacognitive approach. After they take readers through the history of listening pedagogy in Chapter 1, they provide a thorough discussion of top-down and bottom-up processing. Chapter 2 then shows how these relate to Anderson's (1995) three cognitive processes of listening: (a) perception (creating a phonological representation of the stream of speech in working memory), (b) parsing (segmenting the resulting phonological representation into meaningful units), and (c) utilization (linking the meaningful units with relevant knowledge from long-term memory). In Chapter 3, the authors map these three cognitive processes and metacognition onto Levelt's (1993) model of speech production and comprehension. Chapter 4 reviews studies on the cognitive and affective factors that influence foreign language listening comprehension.

Part II consists of six chapters that provide readers with a detailed look into a complete listening program in which learners are shown not only how to listen but also how to take control of their learning—an approach which incorporates cognitive and sociocultural views of language learning. After explaining the importance of metacognition and how it controls strategy use, in Chapter 5 the authors introduce four metacognitive processes: (a) planning for listening tasks, (b) monitoring comprehension, (c) solving comprehension problems, and (d) evaluating the approach and outcomes. Chapters 6 through 10 present an array of activities that teachers can introduce for learners to do both in and out of class to develop these metacognitive processes while improving their listening ability.

Chapter 6 presents an evidence-based metacognitive pedagogical sequence for listening instruction. This pedagogical sequence takes learners through five stages: (a) making predictions, (b) checking predictions and adding notes, (c) revising and adding more notes, (d) listening and reading the transcript, and (e) reflecting on their listening experience and setting goals for the next listening task. Research has shown that this pedagogical sequence builds metacognitive knowledge and improves listening comprehension. Because strategy instruction is embedded in the sequence, learners develop their ability to deploy appropriate strategies to comprehend texts. The authors provide a general worksheet (p. 113) that can be used with any listening text, and they also take readers through the steps of developing a customized worksheet for their own specific listening content. Chapter 7 takes a broader approach to teaching listening by introducing a number of activities that enable learners to focus on their self-concept, motivation, and anxiety as well as developing metacognition and listening abilities.

After introducing these activities, Chapters 8-10 contain descriptions of each activity in greater detail. In Chapter 8, the authors recommend providing learners with listening perception activities in the postlistening phase of the lesson to develop their bottom-up listening skills as well as language analysis activities to propel language development. In Chapter 9, the authors show readers how to prepare units of work that develop learners' one-way and interactive listening competence through task-based learning. The authors suggest principles for the selection of appropriate listening texts so that students are exposed to a broad range of real-life listening events and build up their knowledge of the discourse structure of these events. They also provide useful lists that assist teachers and course designers in selecting prelistening activities that prepare students for the listening task, one-way and interactive tasks that elicit desired listening skills and outcomes, and postlistening activities that enable students to elaborate on information they obtained from the listening task. Since learners know they will have to use the information they obtain from the listening task, they will be more engaged with the listening and use a broader repertoire of skills and strategies to process the input. The sample lesson plans at the end of the chapter show readers clearly how all of these elements can be brought together in the classroom.

As classroom instruction cannot possibly provide students with an adequate amount of input for significant development of listening abilities, in Chapter 10 the authors recommend activities students can do out of class. The authors do not support simply telling students to listen to English out-

side of class. They suggest providing students with worksheets that guide them in their independent listening studies. In self-directed listening, learners respond to prompts that focus on different aspects of metacognition and are guided through repeated listening of the same text. The authors also recommend listening diaries with prompts to direct learner reflections on different aspects of metacognitive knowledge. In this way, students understand what they should write about and develop insights into progress with their listening.

Part III is made up of two chapters in which the authors explore multimedia options and discuss assessment. Chapter 11 reviews research on the effectiveness of multimedia in improving listening ability. Although the research results are mixed, the authors shed some light on the role of technology in listening pedagogy and end the chapter with guidelines for using multimedia. In the final chapter of the book, they attempt to tackle the difficult issues involved in assessing listening. Although the authors could not do justice to the issues of validity, reliability, and washback in a single chapter, they do provide an overview of these concepts and the importance of formative as well as summative feedback. The discussion on how teachers can use the Common European Framework of Reference for languages to enable learners to plan, monitor, and evaluate their learning may be particularly appealing to those interested in fostering student autonomy.

Teaching and Learning Second Language Listening: Metacognition in Action should be read by teachers who want to teach their students how to listen rather than simply check their comprehension. Teachers will be delighted with the wealth of practical ideas, sample lesson plans, and accompanying worksheets. Students in teacher-training programs will also appreciate the classroom vignettes at the beginning of each chapter that bring the issues to life, and they will benefit from the questions and recommendations for further reading at the end of each chapter. This is an indispensable book for anyone interested in listening pedagogy or metacognition.

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***Computer-Assisted Language Learning: Diversity in Research and Practice.* Glenn Stockwell (Ed.). New York: Cambridge University Press, 2012. xii + 228 pp.**

Reviewed by

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While technology has become ubiquitous in our everyday lives, the myriad of technologies available has made it difficult to effectively integrate computer-assisted language learning (CALL) into language teaching and research. Combine this technological diversity with the variability amongst learners and institutions and the task can be daunting. As a result, in *Computer-Assisted Language Learning: Diversity in Research and Practice*, the authors aim to introduce readers to these diversities so that they can make informed decisions that are appropriate for their own instructional and research contexts.

The book is a compilation of 10 chapters that cover the diversity in CALL. This includes the technologies and environments in which they are used, the pedagogies employed, and the users involved, as well as the research methods utilized. After the introductory chapter, Chapters 2-9 follow a consistent format, first introducing readers to the general issues related to the chapter theme, followed by at least one practical example from the authors' own experience or relevant literature. Potential teaching and research implications based on the chapter theme are then discussed along with examples so that readers can consider how the options presented may be of use in their particular settings.

Stockwell begins Chapter 1 by providing an overview of some of the key issues in CALL. As he notes, the affordances of technology, or how technology affects the learning process, are especially important to consider, as these affordances will impact whether technology supports or inhibits language learning.

The next three chapters are concerned with learners, who Stockwell describes as the starting point for CALL. The second chapter, by Robert Fischer, highlights how learners use CALL materials. Based on the research discussed in the chapter, Fischer concludes that learners often use technologies for purposes different than those intended by the developers and may even overuse a single component in a program. In Chapter 3, Philip Hubbard

and Kenneth Romeo provide an overview of the possibilities for learner training. Nevertheless, the authors suggest that due to limited research in this area, an optimal training process has yet to be developed. In Chapter 4, Hayo Reinders and Pornapit Darasawang discuss ways to increase learner autonomy through CALL materials. A recurring theme in these chapters is the significance of learner training. Even though today's students are sometimes referred to as "digital natives" (Prensky, 2001), these authors caution us that such learners may not know how to use technology for language learning purposes. Therefore, the conclusions arrived at are that it is essential to provide students with technical (how), strategic (what), and pedagogical (why) training before they begin using technology to support language learning.

Stockwell and Nobue Tanaka-Ellis state that although the technologies that are chosen influence one's teaching context, "the environment itself will determine the degree to which these technological affordances are applicable" (p. 86). In the fifth chapter, they discuss these affordances in relation to the four environments in which computers are used for language learning and teaching: face-to-face, blended, distance, and virtual. Face-to-face is clarified to mean when learners "interact directly with the computer individually, or work together in pairs or small groups at a single computer to orally discuss any information that they read from or input into the computer" (p. 69). Subsequently, an example of CALL being used in a face-to-face environment with an online element is given in which Australian high school students learning Japanese interacted with high school students in Japan through a bulletin board system (BBS). Before posting to the BBS, the Australian students interacted with each other and the teacher to read messages from the Japanese students and draft messages to them. Thus, the authors found that technology facilitated language use in two distinct ways: orally through peer and teacher discussion around the computer and in text-based communication via the BBS.

In Chapter 6, E. Marcia Johnson and John Brine examine how open educational resources (OERs) together with open source software (OSS) tools can influence educational settings by making relevant content more accessible. Despite their potential benefits, such tools and resources may not be effectively incorporated at the institutional level due to a lack of structured implementations, the absence of realistic goals, and insufficient e-learning training. Therefore, the authors stress that ongoing teacher support, effective pedagogical approaches, and clear goals based on local contexts and constraints are essential in order to take full advantage of OERs and OSS.

The seventh chapter is about the impact that modalities have on our understanding of CALL. Through an analysis of four metastudies, Marie-Noëlle Lamy illustrates that modality is a misunderstood concept that is often ignored in language research. Given this, she advocates for a cultural approach to the understanding of technology-mediated learning based on semiotics or how modes work together to convey meaning.

Chapter 8 focuses on the technologies used in language teaching. Gordon Bateson and Paul Daniels highlight current trends and sort these technologies into four categories: single-server, multi-server, single-computer, and mobile. Afterward, three examples are presented that outline how these technologies were used in a learning context. Given the rise of smartphones, the two mobile technology examples are the most intriguing. In the examples, not only did mobile technologies increase learner autonomy but they also allowed students to create authentic content outside of the classroom.

The penultimate chapter, by Stockwell, investigates the complex relationship between technology, research, and practice by examining the research approaches taken in a sample of articles from a 10-year span (2001-2010) in four prominent English language CALL journals. One approach that rarely appears in the literature but should be taken more seriously is the pedagogy-based approach (Colpaert, 2006). Compared with other research approaches that are focused on a predetermined technology, this approach identifies the specific needs of a language-learning environment before making technological choices.

In the final chapter, Stockwell examines diversity at the learner, institutional, and societal levels. Rather than operating independently from one another, these factors work together to influence the choices researchers and practitioners make about technology according to the contextual factors involved. Consequently, Stockwell emphasizes that understanding how each level of diversity affects a setting is critical for educators, as this will determine not only the learning objectives but also the technologies to be used.

The book concludes with the following question: Should the diversity in CALL be embraced or is it more of a hindrance? Ultimately, the answer to this question will vary depending on the specific needs of the learners involved as well as the institutional resources that are available. Nevertheless, this book will help readers tackle this question with a better understanding of the most important issues pertaining to language learning through CALL. Therefore, I recommend it as a guide to teachers who are interested in using technology to enhance language learning and to researchers who would like to contribute further to the understanding of CALL environments and ap-

plications. However, as the total message of these chapters points out, when deciding to implement technology in a given context, it is important to recognize that technology will never replace sound pedagogy. In other words, it is not *what* technologies are used that determines successful language learning but *how* they are used.

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***Teacher Research in Language Teaching*. Simon Borg.
Cambridge: Cambridge University Press, 2013. xiii + 253 pp.**

Reviewed by
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Simon Borg of the University of Leeds has published extensively in the field of teacher cognition—namely what language teachers know, believe, think, and do (Borg, 2003). His work has provided insights into the thought processes involved when teachers make teaching decisions as illustrated by a recent *JALT Journal* article in which he looked at the grammar teaching practices and teacher cognitions of three Japanese high school English teachers (Nishimuro & Borg, 2013). In this book, *Teacher Research in Language Teaching*, he delves much deeper into teacher cognition by examining the attitudes towards research and the research practices of over 1700 ELT professionals in the roles of teachers and managers worldwide.¹ In this book based on empirical data, Borg does a commendable job of collating vast amounts of quantitative data and presenting them to the reader in a clear and understandable way. There is also a wealth of qualitative data provided in the form of respondent comments, offering comprehensive insights into the minds of those involved in English language teaching that were collected across multiple studies in his programme of research.

Chapter 1 establishes various definitions of teacher research and provides a brief overview of its origins. Some of the recurrent themes that appear

throughout the book are introduced here including the benefits of teacher research and the various barriers that could hinder research. Finally, various critiques of teacher research are presented. These uncover the disparaging views of some academics that such research can be too localized and of poor quality.

Chapter 2 introduces the methodology used for eliciting opinions from language teachers and managers on teacher research. Borg carefully takes the reader through the various methodological instruments used to collect data (available in the book's appendices) and provides a clear explanation of the processes involved in analyzing the data. For each stage of data collection, the methodological challenges that were encountered are discussed together with how they were overcome. Overall, this chapter succinctly sets out how to conduct a quality teacher cognition research project and is invaluable for those who are interested in the nuts and bolts of doing this type of research.

Chapters 3-7 focus on differing themes of language teacher research engagement. In Chapter 3, Borg deals with what teachers and language program managers conceptualize as research by presenting a list of 10 scenarios and asking teachers and school managers to decide if they count as research or not. The list includes examples such as an informal action research project or collecting student feedback in order to make course improvements. Results show that teachers' conceptions of research generally take the more standard view associated with hypothesis testing and statistical analyses. Given the challenges involved in testing hypotheses and conducting a quantitative-based research project, Borg believes that this restricted conceptualization could hinder teachers' broader engagement in research.

Chapter 4 presents results on how often language teachers read research reports and the kinds of research they read about. Teachers appear to be most interested in anything that provides practical teaching ideas, with publications such as *The Modern English Teacher* a popular choice. More academic journals such as *ELT Journal* are often viewed as dry, meaning they are full of jargon or difficult statistics and are often perceived as irrelevant to what goes on in the classroom. Throughout this text, direct quotes from teachers and managers are used to exemplify the main points, and these are particularly interesting to read.

Chapter 5 deals with the frequency with which teachers engage in research and the reasons for not doing so. It also deals with the impact that research has had on their teaching practice. Borg does an excellent job of

carefully laying out the benefits to teachers engaging in research. However, it is evident that considerable work is needed to overcome the many barriers that face teachers, which are further explored in chapters 6 and 7.

In Chapter 6, Borg examines the relationships between teacher research engagement and teaching quality. A range of positions are discussed with the negative stances towards research most interesting, such as opinions that effective teaching could be achieved without any knowledge of research and that many teachers who are drawn to research lack basic teaching skills. Such opinions were unsurprising—reflecting the opinions of many colleagues who consider research to lack any personal value. Borg tries his utmost to argue against these negative positions by asserting that research “can contribute to a wider range of knowledge, skills, and sensitivities which are needed for effective practice” (p. 217). The difficulties in engaging teachers in research are further detailed in Chapter 7, which deals with how work environments can support (or not) teacher research. Borg makes practical suggestions for schools to facilitate teacher research such as giving teachers paid time off or funding to attend conferences. However, personal experience in Japan would suggest that many of these are unfeasible considering the economic realities faced by many institutions, particularly those outside of tertiary education. The harsh realities for teachers (e.g., part-time contracts, heavy teaching loads) that could hinder research engagement are also presented. Eventually, Borg asserts that “collective action is needed to elevate TEFL from . . . its current status as a domain of activity that lacks a strong professional ethos” (p. 219). Apart from encouraging teachers to engage more in research, it is difficult to envisage how this can be achieved.

In Chapter 8, Borg looks at a number of projects to engage language teachers in research. Some reasons why most were unsuccessful are explained by two examples of good practice that Borg was personally involved in. Following these case studies, Chapter 9 provides a list of 18 recommendations to enable teacher research with a greater chance of success. Surprisingly, in my own teaching context, which I previously felt was conducive to promoting teacher research, only three recommendations were satisfied.

Overall, this is a book with fascinating insights into the collective minds of EFL teachers and school managers worldwide. However, the question remains: Who will read this? Hopefully the answer is teachers, as it might spur them into engaging in research. However, this is not a how-to book and teachers interested in learning how to do research are advised to look at alternative texts such as Burns (2010) or Dörnyei (2007). Judging by the book’s findings, that most teachers are put off from either reading about

or doing research, it seems that teachers will not naturally be drawn to this title. Those involved in teacher development such as school managers, principals, directors of studies, and faculty development committee members could read this book and take positive steps to instigate teacher research projects. However, if faced with insufficient research budgets, it could be difficult for educational institutions to implement many of Borg's suggestions. The real target audience for this book is people who are seriously committed to promoting teacher research or those who are interested in the burgeoning area of teacher cognition. For these readers, this book is recommended as essential reading.

Notes

1. At the IATEFL Conference 2013, Borg presented the main findings of this book, available at <<http://iatefl.britishcouncil.org/2013/sessions/2013-04-09/cup-signature-event-research-engagement-and-teaching-quality>>

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Information for Contributors

All submissions must conform to *JALT Journal* Editorial Policy and Guidelines.

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JALT Journal, the refereed research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), invites empirical and theoretical research articles and research reports on second and foreign language teaching and learning in Japanese and Asian contexts. Submissions from Asian and other international contexts are accepted if applicable to language teaching in Japan. Areas of particular interest include but are not limited to the following:

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2. Classroom-centered research
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4. Testing and evaluation
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6. Language learning and acquisition
7. Overviews of research and practice in related fields

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