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Reviews

Exploring Intercultural Communication: Language in Action. Zhu Hua. Abingdon/New York: Routledge, 2014. xvi + 280 pp.

Reviewed by
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Exploring Intercultural Communication: Language in Action is part of the Routledge Introduction to Applied Linguistics series. This new title confirms the growing interest in intercultural communication in language learning and applied linguistics across languages and beyond the classroom (see Holliday, 2013; Piller, 2011).

The book is divided into three parts and comprises 12 chapters. The book's organisation indicates the author's interest in moving from practical concerns of intercultural communication in different contexts into effective development of intercultural communicative competence (ICC) and then on to studying and researching intercultural communication (IC). Such progression from practice to development is supported by the inclusion of tasks and end-of-chapter summaries that review the key concepts and prepare the reader for the following chapter.

The five chapters in Part 1 offer introductory insights about the role of intercultural communication in five different dimensions: the language classroom, the workplace, business, family, and studying abroad and tourism.

In Chapter 1, from the perspective of multilingual classrooms, Hua makes the distinction between an *integrated approach* of teaching language and culture and an *intercultural approach* of teaching culture through language. This latter approach emphasises that languages do not own a culture or cultures, but cultures do have languages through which they are brought to life. Through her focus on the language classroom, the author promotes a critical understanding of culture and puts forward helpful views on learn-

ing styles and cultures. In addition she brings into the picture factors such as anxiety, language proficiency, ideology, and interactional patterns. In so doing, she succeeds in unpacking stereotypes and alerting readers of the risk of imposing Western or European teaching practices and approaches in other contexts.

In Chapter 2, which deals with the workplace, three macro aspects are foregrounded: business meetings, small talk, and humour. Hua successfully illustrates the sequential stages of business meetings, power distribution, gender, age, cohesion, and tension in business through numerous extracts. Overall, the most relevant conclusion for the reader is that intercultural communication is inherently dominated by interpersonal relationships. In other words, an effective workplace will be characterised by people's ability to get along with others.

Chapter 3 deals with business beyond the workplace. The reader is encouraged to understand the pervasive presence of globalisation and advertising. This chapter is rich in facts about advertising regulation and studies carried out in cross-cultural settings. Furthermore, the author examines language choice and manipulation, connotations, symbolic meanings, and the relationship between a business and its customers and the public in different cultural and first language contexts.

In relation to family (Chapter 4), Hua discusses concepts such as *transnational* to refer to migrants and *acculturation* to refer to the processes these migrants undergo to establish links in their new settings. In the author's view, understanding intercultural communication is vital in reducing possible tensions between diasporic communities and local communities or within the diaspora itself. Issues around language choice and ideology emerge through the discussion of intercultural couples and families.

Chapter 5 focuses on intercultural communication in travel and studying abroad. The main issues of this chapter are internationalisation, travelling, and the extent to which the tourism industry helps to maintain stereotypes and encourage tourists' observations of foreignness over real intercultural experiences.

Part 2 moves from general understanding of intercultural communication to ways of developing ICC. In this part, readers will find stronger links to pragmatics and conversational analysis. For example, such concepts as *face*, *politeness*, *context*, *turn-taking*, *solidarity*, and *space* are thoroughly discussed in Chapter 6. Based on how these notions are realised verbally and nonverbally in cross-cultural communication, Chapter 7 is organised around five causes of misunderstanding at various levels of interpersonal

engagement. Readers with a language teaching background will agree that problems such as inadequate linguistic proficiency and pragmatic mismatch are usually found in intercultural classrooms and in communication with colleagues across multilingual contexts. Chapter 8 offers strategies and practices that speakers may resort to in order to mitigate possible sources of misunderstanding. These strategies are the realisation of speakers' willingness to cooperate and negotiate, with the aim of constructing successful communication depending on the context and discourse type.

Chapter 9 can be seen as closely related to the ELT field. Readers will find an overview of communicative competence and how ICC has permeated our teaching practices. Hua offers a multidisciplinary summary of ICC that includes the works of Michael Byram and Claire Kramsch and suggests that the reader should approach different definitions of ICC with a critical eye. Although Hua's summary of ICC is a good feature of the chapter, readers may feel that the author does not advance any original conceptualisations in this regard, nor does she put forward a new model or approach to develop intercultural communication.

Part 3 is aimed more at researchers in the field of intercultural communication. Issues around the interrelatedness between language, thought, and culture are discussed in Chapter 10 through a review of studies that include speakers with different linguistic backgrounds. In Chapter 11, the author examines different approaches to culture and concludes that culture is a complex notion not only linked to language and thought but also to who we are or would like to become, that is, culture is linked to our identities in a dynamic and relational process. It is, thus, identity that Hua turns to in Chapter 12. She points out that interculturality may be understood through the complex process of enacting different cultural identities that are shaped by both personal and social historical forces.

In general, Hua's assertions about IC between multilingual speakers could also be true between speakers who share the same L1 but come from different contexts, even within the same country. Some readers may feel that although intercultural communication is examined from an international angle, English is still presented as the main medium of communication in the different contexts and situations. The author includes references that span over 40 years of research. Her review of recent work and her retrospective overview of varied studies have contributed to Hua's successful exploration of the multidisciplinary field of intercultural communication.

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Piller, I. (2011). *Intercultural communication: A critical introduction*. Edinburgh: Edinburgh University Press.

Language Teaching Research and Language Pedagogy. Rod R. Ellis. Malden, MA: Wiley-Blackwell, 2012. xi + 387 pp.

Reviewed by
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In *Language Teaching Research and Language Pedagogy*, Rod Ellis once again demonstrates his superb capacity to comprehensively synthesize a broad array of empirical research on language teaching and learning. Ellis sensibly focuses this book on examining "how classrooms provide contexts in which learners can develop their interlanguages . . . [that is,] on the language classroom as a site where learners build their knowledge of language as a system" (p. 2). Ellis narrows his focus by excluding research that was not conducted in classrooms as well as research that investigated how classroom teaching helps learners develop particular language skills, such as writing or reading. His anticipated reader is also carefully defined:

> It is a book intended for teachers, especially those . . . who are interested in theorizing about language teaching and who wish to base their enquiry not just on their own experience of language classrooms but also on what research has shown about language teaching and its contribution to language learning. (p. 4)

The book is organized into 11 chapters. In the first, Ellis outlines the scope of the book, providing a succinct introduction to the topics that follow and a clear rationale for the book's focus. He also notes that although some research has been driven by theoretical issues, much, and perhaps most, SLA research has been done to help teachers gain a better understanding of the practice of language teaching and how it can be improved. The methods used for researching second language classrooms are examined in the

second chapter. Here, Ellis makes two broad distinctions. One is between *confirmatory* research and *descriptive* research; he prefers these terms to qualitative and quantitative research, which he reserves for data gathering and analysis procedures. The other distinction is between *formal* research and *practitioner* research.

The third chapter deals with comparative methods studies, which attempt to establish what method or approach to language teaching is more effective in terms of learning outcomes. In particular, Ellis compares well-known early studies that were global and experimental and conducted over relatively long periods of times with more modern process studies based primarily on theories of language learning and acquisition of specific language features (see the table on pp. 66-69 for a list of 16 studies). Disenchantment with those global methods studies led to growing interest in descriptions of actual L2 classroom teaching and learning behaviors, and these language classroom discourse studies are the subject of Chapter 4. According to Ellis, early studies of classroom discourse were mostly descriptive, focusing on the process features of language classrooms, but they employed a variety of research methods, ranging from interactional analysis, discourse analysis, and conversational analysis to research based on sociocultural theory. This chapter illustrates how language classroom discourse studies have been a very fruitful area of SLA study, providing many insights to teachers, such as the *initiate-respond-follow up* structure of teacher–student interaction, the different participant structures revealed by ethnographic studies, and how classroom interaction scaffolds learners' language production and acquisition.

Chapters 5 and 6 focus on the behavior of the teacher and the learner respectively. Ellis describes how such research has changed from descriptive, quantitative, and taxonomic studies to more sophisticated studies that see behavior as dynamic, contextual, and co-constructed. This is reflected in new theoretical concerns and the use of a broader array of research approaches and methods, such as conversational analysis and a greater use of multiple methods of gathering data. Ellis's crisp presentation of numerous studies in these two chapters identifies important characteristics of teacher-talk and learner-talk, which are concisely summarized in the conclusions of the chapters.

Turning from teachers and learners, the next three chapters present research investigations into three pedagogical processes: tasks, interaction, and form-focused instruction—all areas that Ellis has himself researched extensively. In Chapter 7, on tasks, the author looks more at the performance

of tasks rather than their learning outcomes. Ellis investigates different types of tasks and the dimensions of tasks, succinctly summarizing research into a construct that mediates between research and teaching. The chapter concludes with a thoughtful discussion of problems still facing the research and implementation of both tasks and task-based language learning (TBLT). In Chapter 8, he considers whether tasks actually result in language learning, drawing upon two very different theoretical perspectives: sociocultural theory and interactionist-cognitive theory. Ellis synthesizes the main findings of the two perspectives into nine points, and concludes that from both perspectives, tasks that get learners to focus on form do assist language development. Form-focused instruction (FFI), "planned instructional activity that is designed to induce intentional language learning" (p. 16), is the topic of Chapter 9. Ellis considers studies that explored both "focus on form" and "focus on forms," as well as implicit and explicit instruction. Ellis concludes that FFI is effective but *facilitates* rather than *teaches*, and that although the effects of FFI are mostly durable, learners may regress in the future.

Chapter 10 acts as a bookend to these three chapters on pedagogical processes, as Ellis explores the mediating role that learners' individual differences play in the learning process. He looks at research on three major sets of learner factors: cognitive, affective, and motivational. As adjusting instruction to cater for such individual differences is difficult, Ellis investigates an alternative, learner strategy training. Finally, he calls for research using rich case studies that explore how individual differences affect classroom interactional and learning processes.

Rather than attempting to summarize the comprehensive arguments made in the previous 10 chapters, in the final chapter Ellis considers the key methodological issues in language teaching research that Chaudron (1988) raised almost 25 years ago. Ellis concludes that there have been substantial advances in developing adequate descriptive categories of classroom behaviours and events, in the design of experimental studies, and in the reporting of statistical studies. However, the measurement of learning still faces issues with reliability and validity. Ellis also argues that although many theoretical constructs and relationships are now better defined and specified, other constructs, such as scaffolding, still need further clarification.

Throughout the book, Ellis eloquently argues that applied research does not solve pedagogical problems; rather, teachers themselves must become familiar with research and decide how to apply it in their teaching practice. To help teachers navigate the diversity of classroom research and theoretical perspectives, Ellis finishes with a practical set of eight principles that can

guide teachers to use research to better inform their teaching.

This book provides, in true Ellis fashion, a thorough overview of classroom-based research on how learners build their knowledge of language as a system. A glossary of terms used would be helpful, but the book is systematically organized and well written, and each chapter concludes with a useful summary of the key findings and implications of the studies presented. Before doing any research about classroom language learning and teaching, it would be wise to read this book—it should be on the bookshelf of every language researcher and language teacher.

Reference

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Language Learning Motivation in Japan. Matthew T. Apple, Dexter Da Silva, and Terry Fellner (Eds.). Bristol, UK: Multilingual Matters, 2013. xii + 325 pp.

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Learner motivation is one of the inescapable facets of the language classroom, not so much the elephant in the room as part of the very fabric of the room itself. A few teachers are blessed to have students who are motivated to learn. However, the vast majority of teachers struggle to maintain their students' motivation. Teachers are often left without a clear indication of a source from which to choose how they should respond to any lack of motivation.

Language Learning Motivation in Japan is a collection of research reports from 25 different researchers who either teach in Japan or have extensive knowledge of Japan. The editors claim the contents will bridge some of the gap between theory and practice. The book takes a situated approach, accounting for the highly contextual nature of motivation. Although this places some limits on the contents, the variety of contexts covered by the book help it to go some way toward its rather lofty goal by raising it above a simple

window into the experiences of the authors.

The first chapter opens with a general overview from Ema Ushioda. Ushioda is a well-known name in the world of SLA motivation (see for example Dörnyei & Ushioda, 2011), and she provides a useful view of developments in motivation and how they relate to the situation in Japan. She also sets the groundwork for understanding the rest of the book and its use of contextually grounded and locally produced insights.

Following this opening overview, each chapter pulls at a different thread of motivational theory. The following describes some of the chapters. In Chapter 2, Kimberly A. Noels makes the case for applying self-determination theory and its ideas of autonomy, competence, and relatedness to the Japanese EFL classroom.

Apple, Joseph Falout, and Glen Hill address motivation amongst science and engineering students in Japan in the fourth chapter. They apply the L2 Motivational Self System (Dörnyei, 2009) in a small quantitative study to create a model of possible student selves. Although this chapter is dense in its use of acronyms and statistics, it does provide evidence supporting one important application of the L2 Motivational Self System—the use of English-speaking Japanese role models.

The fifth chapter addresses two opposing perspectives of language learning: how one learner sees language learning primarily as engagement in formal studies at the present time and how another learner sees it as a route to obtaining a future vision of himself or herself. Hideo Hayashi goes on to describe how these two orientations should be in dynamic equilibrium, with students taking a balanced posture combining the two. Thus, he suggests that teachers give large, socially relevant meanings to language study for learners focused on formal studies and help students focused on a vague future to implement more specific steps to achieving those goals.

Rieko Nishida demonstrates in Chapter 6 the motivational advantages of project-based learning in elementary school EFL classes. She also provides evidence showing that any gradual reduction in support and scaffolding from the beginning of the lesson to the end of the lesson increases students' perception of autonomy and feelings of competence. This, combined with a large amount of positive feedback, is asserted to be key in maintaining a good classroom atmosphere.

In Chapter 8, Scott Aubrey and Andrew G. P. Nowlan examine the effect of intercultural contact in L2 motivation. They demonstrate how increased intercultural contact increases student motivation in the form of an L2 ideal self, but they also conclude that this does not seem to have a connection with

a student L2 ought-to self, when despite increased contact, students do not feel obliged to learn an L2.

Michael P. Johnson (Chapter 11) presents an interesting longitudinal study on EFL learning motivation that reports on changes in motivation at university and the variable impact of different factors, such as the teacher and the learning environment. Students found some factors motivating in their 1st year, but demotivating in their 2nd year. Of particular interest is the evidence that a lack of motivation may be reversed with appropriate action by the teacher in making classes more interesting and varied.

A lot of work has been done in Japan on the topic of demotivation, and in Chapter 12 Keita Kikuchi provides a coherent summary of studies from both inside and outside Japan. Although this chapter is more of a review of research, it does offer a practical overview of how teacher behavior can result in negative attitudes or issues in the classroom that teachers should try to minimize in an attempt to reduce demotivation.

The possible demotivation of differences between students' perceptions of their actual ability and their ideal L2 selves is addressed by J. Lake in Chapter 13. Addressing this problem from a more positive take on educational psychology, the author examines which attributes can be used to boost L2 learning motivation through practices such as setting individual goals and building a positive student identity.

Lake focusses on the individual, but in Chapter 14, Falout, Yoshifumi Fukada, Tim Murphey, and Tetsuya Fukuda take a look at the role of communities of practice and student interpretation of their own identities within an ever-changing classroom community. In the study, they took an interesting approach by incorporating the students themselves as researchers and giving opportunities for the students to critically reflect on their own progress in developing L2 learning motivation and a sense of identity in their L2.

Bringing the book to a close, Yoshiyuki Nakata gives an overview of why L2 motivation research relates to the day-to-day practicalities of teaching in the Japanese context and why it is important for researchers, teacher educators, and teachers. He calls on researchers to make L2 motivation research more accessible, on teacher educators to help interpret the research for teachers, and for teachers to try to interpret research findings in relation to their own teaching context. Although Nakata makes his case well, he falls short of providing an actual framework to bridge the gap between research and teaching, as he acknowledges in his conclusion.

Overall, this book makes a good contribution to addressing L2 motivation theory, including teaching practices through studies on language learning

motivation. It might be criticized in that it is written in a very academic style for an academic audience. Many of the chapters are so dense in statistics and acronyms as to create a barrier for most EFL teachers in Japan. However, with persistence and selective reading, the average teacher has much to learn from reading this book and the teacher educator even more. I do not doubt that this volume will be a valuable addition to university libraries and the bookshelves of researchers both in Japan and around the world.

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Critical ELT in Action: Foundations, Promises, Praxis. Graham V. Crookes. New York: Routledge. 2013. xiv + 268 pp.

Reviewed by
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> The purpose of this book is to address issues that might face those beginning to explore second language critical pedagogy . . . . What are its elements, main points, primary concepts? How might a language teacher start doing critical pedagogy? Where does it come from? What underpins or supports it? Where is it going? And are there any dangers I face if I try it? (p. xiii)

The above quotation introduces what readers may find in *Critical ELT in Action: Foundations, Promises, Praxis* by Graham V. Crookes, Professor, Department of Second Language Studies, University of Hawai'i, Mauna Loa. The nine chapters offer a broad overview of critical language teaching including theory, historical antecedents, administration, and classroom implementation. Although Crookes sets his focus firmly in Asia as an educational and political context, instructors in Japan may find the contents somewhat unrelated to their own realities at first glance. However, as Crookes explains,

"any language that is potentially a tool of emancipation as well as a device of oppression, could draw from what is here" (p. xiii). These two concepts—emancipation and oppression—are largely what drive critical pedagogies and Crookes calls on all instructors, regardless of the level or setting, to question their curricula and academic interactions in light of these concepts.

What one first notices is the ease in which Crookes, writing in a number of registers besides typical academic language, both defines and illustrates how language teachers at almost any stage in their careers can more deeply examine their practices. Crookes offers,

> *Critical language pedagogy* emerges from the interaction of theories and practices of language teaching that foster language learning, development, and action on the part of students, directed towards improving problematic aspects of their lives as seen from a critical perspective on society. (p. 8; italics in original)

As such, critical ELT is not only for scholars or university professors but for any individual existing in an environment in which emancipation and oppression are possible. To be *critical* is to question the machinations of power.

Each chapter offers a wide range of scholarly sources, points for reflection, and discussion questions, making this book ideal for both preservice teachers and those who educate them. However, the concepts and illustrations are also applicable and useful in classrooms with younger learners who may be ready to examine the meaning of their language studies—historically, politically, and socially.

Topics covered across the nine chapters include a surprisingly innovative first chapter consisting of voices and dialogues about what has already been done in the field (e.g., Freire). In order to build something of a road map for those new to critical language pedagogies, Crookes, in Chapter 2, moves to an examination of materials and curricula. According to him, these are traditionally underrepresented in critical pedagogy scholarship. In Chapter 3, Crookes introduces and explores what he deems are nine of the key elements of critical language pedagogy practice, such as negotiated syllabi, adopting a critical stance (e.g., feminist) as instructor, and an action orientation. In Chapter 4, he traces the origins of these elements.

Crookes explores the relationship of critical pedagogies to language and learning theories in Chapter 5, and in Chapter 6 he looks at various domains

of critical pedagogy. Crookes explains, "There is a range of different things which need to be addressed if social justice . . . is to be fostered through our practice as language teachers" (p. xiv). These "different things" are explored in Chapter 6, where Crookes delves more deeply into the critical stances introduced in Chapter 3 including feminism, antiracism, sexuality, and peace and environmental education. Crookes includes examples not only from the educational context in Asia, his main focus, but also, as a point of comparison, from Iran as well.

Chapter 7 moves from theory and practice to look at the roles instructors play in the larger institutional and societal settings and how a critical stance may operate outside the classroom. In addition, Crookes discusses various nontraditional educational settings such as adult education, postsecondary institutions, and even the typically faceless interactions in online education.

In Chapter 8, Crookes asks some of the ethical questions about becoming a critical pedagogue. For example, "Are critical instructors imposing their personal view of right and wrong on their students?" and "When does critical pedagogy become the opposite of its intent?" Crookes then explores critical pedagogy as a form of political action; he suggests that instructors' materials, decisions, and behaviors both in and out of the classroom have more sociocultural implications than we could possibly imagine.

Crookes concludes the book (Chapter 9) by examining the future of critical language pedagogies and asks readers to "imagine alternatives" when examining the numerous political and social forces at work both in education and the larger society.

Truly, what sets this text apart from the numerous others currently on the market (see, e.g., Fairclough, 1992; Osborn, 2000) are the following:

1. a focus on Japan and east Asia as educational context;
2. a thorough discussion of ELT materials and curricula;
3. an easy-to-follow register that makes the book ideal for nonacademics and academics alike;
4. points and questions for reflection and discussion in each chapter, making the book ideal for a range of learner abilities and classrooms;
5. a focus on issues of compromise and resistance within both institutional and broader social contexts; and
6. a useful appendix of examples illustrating how critical approaches may be incorporated into classrooms with learners at various levels.

The publisher advocates the book for courses on methods and approaches in TESOL, but as a self-proclaimed critical pedagogue, I could easily see myself using the text in numerous other contexts such as with intermediate-level proficiency learners of almost any language in any setting as well as in sociolinguistics and applied linguistics courses.

References

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Learning and Collective Creativity: Activity-Theoretical and Sociocultural Studies. Annalisa Sannino and Viv Ellis (Eds.). New York: Routledge, 2014. xi +273 pp.

Reviewed by
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I love this book. But it is not a book for all of us, although there are several chapters that JALT members may have a special interest in, especially graduate students. The main idea put forward is that learning and creating are overlapping co-constructing concepts done best collectively. All the research done in each chapter is described using CHAT, Cultural Historical Activity Theory, which was mainly developed by Vygotsky's student Leont'ev (1978) and then taken up more purposefully by the Finnish scholar Engeström (1987). It is worth noting that Vygotsky's first major work was entitled *The Psychology of Art* (1925/1971 MIT English version), and thus he was perpetually interested in the creation and learning processes.

Most of the time, the chapters in this volume are not about education, although three are (Chapter 3 by Katsuhiro Yamazumi on Japanese K-12 hybrid classes; Chapter 4 by Kai Hakkarainen, Kaisa Hytönen, Juho Makkonen, Pirita Seitamaa-Hakkarainen, and Hal White on European graduate school programs; and Chapter 11 by Ellis on teachers' professional development in England). The other chapters are about the creation of or a lack of *learning and collective creativity* in real life situations between and within different

groups: musical learning and improvisation (Chapter 1 by Karin Johansson); Simone de Beauvoir's expansive journey to become a writer (Chapter 2 by Sannino); resourceful leaders (Chapter 5 by Anne Edwards and Marc Thompson); nursing, software development, and accountancy (Chapter 6 by Sten Ludvigsen and Monika Nerland); aid resource groups for Hurricane Katrina and the Fukushima nuclear power plant crises (Chapter 7 by Harry Daniels and Peter Johnson); the different views on individual versus network collaborative agency (Chapter 8 by Reijo Miettinen); serious play using LEGO in concept formation for entrepreneurs (Chapter 9 by Klaus-Peter Schulz and Silke Geithner); and cultures of participation using metadesign (Chapter 10 by Gerhard Fischer).

For those not yet into CHAT, I advise first reading the intro, which gives an overview of the concepts, and then Chapter 12, which is by Engeström himself and very clearly shows two excellent examples of how activity theory can be used to elucidate our collective concept formation and how learning and creation go hand in hand. He uses simple diagrams to help readers grasp his meanings in multiple ways. Engeström also makes an argument that I think should have changed the title of the book: "This chapter deliberately uses the term creation instead of the term creativity. The notion of creation calls for attention to the actions of creating rather than to the possible psychological properties of the subject who creates" (p. 236). Thus, he is not describing an entity (creativity) in people but a process that people go through, creation. In his first case study, he shows how University of Helsinki librarians reconceptualize their work for modern research groups and appropriate the new concept of "knotworking" to describe their new understanding of how they can work with and help research groups work better. His second case study was with Helsinki home care for the elderly and how they reconceptualised "mobility agreements" to promote "sustainable mobility" as a concept that has powerfully energized the system and greatly helped those in need.

Of special note to graduate programs and graduate students is Chapter 4 (Kai Hakkarainen et al.), "Interagency, Collective Creativity, and Academic Knowledge Practices," which basically illustrates the two forms of graduate programs now popular in much of Europe, those that insist on individual work and others that are more collective and socialize new graduate students into research teams who publish as groups in internationally recognized scholarly journals:

> The *collective model* . . . involves socializing doctoral students to academic practices by providing them with early oppor-

> tunities to apprentice in research communities and, through intensive participation in solving collectively shared problems embedded in the supervisor's projects (Gruber, 1974), grow up to become members of a scholarly community. A well-established collective approach to doctoral education involves pursuing article-based theses consisting of a summary and three to five articles coauthored with the supervisor and other senior researchers and published in internationally refereed journals (Green & Powell, 2005). These students, in their production, act within the milieu of a strong research community, which provides access to sophisticated academic practices, the appropriation of which assists in reaching at least some peaks of knowledge creation. (p. 78)

Were I now a grad student doing an MA or PhD in any field, I would send a copy of this chapter, or the authors' journal article (available from *Studies in Continuing Education)* to my graduate school administrators asking if this could be a model to cultivate. Granted they most probably would not change in time for my own PhD, I might get their thoughts rolling so that my grandchildren could have better opportunities to do real collaborative research in graduate school and to join academia more quickly.

Another chapter that inspired me is Fischer, Chapter 10, talking about cultures of participation:

> Our basic assumption is that collaborative design and social creativity are necessities rather than luxuries for most interesting and important design problems in today's world. But there is ample evidence that there should be an *and* and not a *versus* relationship between individual and social creativity as aptly expressed by Rudyard Kipling "The strength of the pack is in the wolf, and the strength of the wolf is in the pack." (p. 210)

Most creativity research in the past has put the talent of individuals on a pedestal and praised them as purportedly godlike entities. This book looks more at processes of collective creating and learning in groups and how we more often learn-to-create and create-to-learn together. This is not at all unrelated to our language classes where the individual studying and working alone is much more at a disadvantage compared to those in the social group who share, create, learn, and bond together, and use language as a social-creative-learning tool.

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Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School. David Rose and J. R. Martin. Sheffield, UK: Equinox Publishing, 2012. x + 357 pp.

Reviewed by

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Learning to Write, Reading to Learn highlights the research of the Sydney School in language and literacy pedagogy. The researchers and teachers set out with the modest aim "to design a writing pedagogy that could enable any student to succeed with the writing demands of the school" (p. 1). Ostensibly targeting an audience of language teachers, researchers, and postgraduate students, it seems that in Japan the book may best serve as an introduction to genre-based literacy pedagogy, given that even now few papers are presented or published domestically on whole texts, multiple literacies, and genre.

The book focuses on the historical development of genre-based literacy programs through three phases: the *Writing Project* and *Language and Social Power* project highlighting writing in primary schools in the 1980s; the *Write it Right* project dealing with the reading and writing of secondary school genres in the 1990s; and *Reading to Learn*, bringing together "reading and writing with learning the curriculum in primary, secondary, and tertiary education" (p. 2).

The authors take a novel approach by interweaving a prepare-task-elaborate structure throughout the chapters. Thus, the organisation of the

book mirrors the teaching of genre pedagogy, with an initial discussion of context, followed by a series of reading tasks. Shared knowledge between the reader and writer is built in spirals and reviewed later as contrasts in systems. Those new to the genre approach may take a while to adjust to it, but the authors certainly demonstrate the courage of their convictions as well as their formidable expertise, and the flow and pacing of the book render it highly readable.

At the heart of the book is a functional approach to language adhering to the "principle of embedded literacy" (p. 133). Teachers provide models of what is expected for their students. They make use of knowledge about language to prompt a discussion. They help students to read, deconstruct, and write a variety of text types to cover those the students will need in their social contexts and produce texts jointly with their students before individual writing construction (p. 35).

Chapter 1 outlines a model to integrate literacy teaching with curriculum goals, which may be particularly helpful to those teaching content-based courses. Chapter 2, which describes L1 primary school instruction, is easily transferable to L2 college-age instruction. Genre types are classified, such as the narrative and recount under stories, the report and explanation under factual texts, and the exposition and discussion under arguments (p. 56). Chapter 3 deals with the demands of L1 secondary school education and thus would relate to more advanced learners in our L2 contexts. The kinds of sophisticated, *uncommonsense* knowledge demanded of the developing learner are described as classification, cause-and-effect, and evaluation, realised in grammatical metaphor (p. 82). The authors also provide instructors with a roadmap of the tasks that students will need to succeed in school (p. 128). Chapter 4 presents both an instructional design for interactions in the classroom, as well as a strategic reading model, more fully realising the aim of an integrated curriculum involving reading and writing. Here readers will discover detailed, practical examples of how to apply the Reading to Learn model. Chapter 5, which deals with metalanguage to deepen knowledge about language, will be useful for educational researchers, and Chapter 6, which focuses on knowledge about pedagogy, will benefit teacher trainers and educators.

At this point, readers who are new to genre pedagogy may understandably wonder how it benefits their students in Japan. Rose and Martin confirm what many have observed in the Japanese school context, where traditional language teaching has tended to start with systems, specifically the traditional school grammar directed towards success in exams. For the

authors, however, the solution is not to abandon grammar. The system does have a place, but "learning a language system is the endpoint." It should begin with "contrasts in texts," not "by memorising contrasts in systems" (pp. 26-27). As Rose and Martin point out, a number of teachers have embraced constructivism as a solution to language learning, which runs counter to actual observations of language learning in our social contexts. Constructivist approaches—implicit, process, whole language—which oppose the explicit teaching of language systems, have failed to produce a generation of students who can function well in foreign languages. One of the successes of the book is to halt the destructive tendency towards breaking up reading and writing into isolated receptive and productive skills respectively, by refocusing pedagogy on meaning in whole texts. Not only that, but the need to teach meanings, whether ideational, interpersonal, or textual, requires that one of the central roles of the language teacher be to help learners develop an understanding of the way language is organised.

No doubt, every reader will have his or her personal bugbear. For this reviewer, the question was how to go from literacy education to embracing the concept of semiotics in multimodal texts or multiliteracies when the use of digital media, such as that discussed elsewhere by the New London Group (1996), is rarely foregrounded. A number of criticisms of genre pedagogy have come from feminist and poststructuralist analyses, though as Unsworth (2000) points out, those same analyses still adhere largely to the lexicogrammar of Halliday's Systemic Functional Linguistics (SFL), the linguistic theory underlying genre. Other dissenting voices, those of the New Rhetoric approach to genre or those who remain devoted to the process approach, are neatly summed up, discussed, and fended off by Hyland (2007) as being off target: In the case of New Rhetoric, which rejects writing instruction in classrooms as lacking authenticity, it hardly helps those L2 writers forced to cope by themselves in challenging natural situations where they are precisely in need of support. As for process learning, the criticism that explicit instruction in genre is too prescriptive does not explain how it would be any more limiting than learning established formal descriptions of language such as the clause or, indeed, the steps of process writing.

Because the book introduces developments spanning over 30 years, it ranges outside the confines of language teaching to address "the potential for education of achieving social justice" (p. 332), which underpins genre pedagogy. This may not be a bad thing. Readers are given a reason to question the devotion to skills-based teaching and a compelling rationale for why as teachers we should help all learners, irrespective of background and

opportunity, to gain explicit knowledge of language features and text structure. Readers will not only learn a new approach to pedagogy, but may feel it resonates with some of the reasons they joined the teaching profession in the first place.

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Applied Linguistics and Materials Development. Brian Tomlinson (Ed.). New York: Bloomsbury Academic, 2013. vii + 335 pp.

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Few issues divide the field of language teaching more strongly than commercially published textbooks. There are those that want to chuck them all (see, e.g., Thornbury & Meddings, 2001), those who think that they are a necessary evil, and those who feel that textbooks are a must. One thing is certain, love them or hate them, textbooks are a major part of ELT. Some would even say they are a third participant in the classroom, the other two being the student and the teacher (Savova, 2009). Probably the most often cited complaint about commercially available coursebooks is that, because of their necessary genericness, they cannot meet all the needs of all the students and teachers all the time, and therefore they require careful evaluation, selection, adaptation, and supplementation (McDonough, Shaw, & Masuhara, 2013). A possible reason that some materials do not meet student and teacher needs is that somehow materials are disconnected from what teachers and researchers know about how people learn a language

and what is found in the textbook. This disconnect between theory and practice, although not a new issue (see, e.g., Sheldon, 1988), until now has been largely uninvestigated. This book, whose main aim is to "investigate the match between applied linguistics theory and materials development practice," (p. 4) seeks to address this issue. Spoiler alert: Commercially available ELT materials and applied linguistics research don't match very well.

The book consists of 19 chapters by various authors, divided into four parts. Part One of the book begins with a look at the issue of learning and teaching languages from a distance in a wide-ranging way. Of particular note are the two chapters by the editor, Tomlinson, the first that elucidates the issue and the second that summarizes SLA research and the theories derived from it and matches these to coursebooks. Tomlinson identifies 10 basic SLA theories and analyzes six intermediate level coursebooks to see how well they apply the theories, giving them a score between 0 and 5, with a 5 being a perfect match. It is striking to see that no textbook scores above a 3 for any of the 10 SLA theories and two of the theories, utilization of brain resources and nonlinguistic communication, are not drawn upon by any of the coursebooks in any way.

The next section of the book deals with aspects of language use, again with a broad view tackling issues like pragmatics and discourse analysis. It is in this section that writers find some "positive applications" (p. 161). Ivor Timmis in Chapter 6, for example, confirms that some coursebooks are including more naturalistic spoken language derived from corpus studies. In Chapter 10 on intercultural competence, Michael Byram and Hitomi Masaharu find two textbooks that provide an exposure to multiple cultures but still tend to focus on the language of native speakers.

The third section of the book, and probably the one of most interest to classroom teachers, specifically focuses on the four major language skills—reading, writing, speaking, and listening—in turn. It is in these areas that the book is most critical of current language teaching materials. As Tomlinson notes, there seems to be a "reluctance" to stray too far from "the classroom norm" (p. 250).

Finally, the last section of the book addresses the overarching area of curriculum development. It includes chapters on topics such as language policy, pedagogy, and testing washback. Although some positive areas of implementation are noted (for example in Chapter 16, Chris Kennedy and Tomlinson find that local publishers are more likely to create materials that implement local and national language policy and planning), there still seems to be a focus on materials for standardized test preparation.

Working through the book, one is constantly shocked by the glaring gaps between theory and practice, some of which can be quite jarring. For example, Alan Maley and Philip Prowse, in their chapter on reading skills, note that a recently published graded reading series now includes exercises in the middle of the text thereby turning "extensive reading into language-focused intensive reading" that "undermines all of the benefits" (p. 176). Another example can be found in Anne Burns and David A. Hill's chapter on speaking. They observe that of the textbooks they surveyed, all "are still largely stuck in the behaviorist PPP way of working" and that textbooks "have not really moved on much in the last decade" (p. 245).

For readers in Japan, a minor point of criticism is that most of the authors are working in ESL environments. In the experience of this reviewer, the materials used in ESL environments can vary widely from those used in the EFL classrooms found in Japan. Furthermore, the number of textbooks reviewed is limited, admittedly by necessity, and many of the titles mentioned are not available or widely used in Japan. If there is a fault of this book it is that, although it is good at pointing out the gaps between theory and practice, it is light on advice for teachers using commercial materials on what to do about these gaps, leaving teachers to adapt and supplement coursebooks based on their own reading of applied-linguistic theories. On the whole, it seems to me that this is a book more oriented toward researchers than teachers.

Having said that, the chapters in this book are well written and serve as a good overview of applied linguistic theory as pertaining to materials design. They will be of interest not only to teachers using published coursebooks but also to any researcher working with commercially available textbooks, especially those trying to narrow the gap between research and materials. However, perhaps those who would most benefit from the book are authors and editors, as well as others involved in publishing commercial ELT materials. After all, they are the ones most able to change the way materials are written, designed, and published.

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