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International Perspectives on Motivation. Ema Ushioda (Ed.). London, UK: Palgrave MacMillan, 2013. xii + 243 pp.

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Language learning motivation has been, is, and will continue to be of concern to language teachers and researchers across the globe. Yet much language learning motivation research and theory may seem at times abtruse and inaccessible to language practitioners. The volume *International Perspectives on Motivation*, edited by Ema Ushioda, has two stated aims. First, the book underlines the increasing global importance of understanding language learning motivation in countries where languages are taught by L1 users as well as by advanced L2 users to novice L2 users in nonnative contexts. Second, although in the older, more traditional view L2 motivation is a static concept that can be generalized across cultures, the book highlights what could be termed a paradigm shift toward an understanding of L2 motivation as related to a sense of self and identity within a local, yet globally connected context. What this means in practical terms is a book whose content is informed by the experiences of individual language teachers in diverse countries across five continents that has applications for teachers in any educational context in which motivation is a concern.

Most chapters in the volume each focus on a single EFL educational context, ranging from a junior high school in Indonesia (Chapter 1) to a medical school in Bahrain (Chapter 6), with ample quotations from student and teacher interviews and detailed descriptions of the educational and political context. Two chapters (7 and 11) are based in the ESL contexts of Australia and North America, respectively, and two chapters (8 and 9) deal with the issue of "authentic" English outside the classroom in digital, online contexts. Finally, the penultimate chapter (12) examines reactions and motivations of native speaker British teachers with overseas teaching experiences. Two interesting features of the book are the discussion questions at the conclusion of each chapter (presumably for teacher-training courses) as well as brief one- or two-sentence descriptions of two or three suggested readings.

One strength of the volume is the reader-friendly presentation of the research. Most of the chapters are based on action research conducted by classroom teachers, primarily via interview, allowing the students' voices to clearly ring out. Although many other language motivation books (e.g., Apple, Da Silva, & Fellner, 2013; Dörnyei & Ushioda, 2009) contain complicated statistics such as structural equation modeling that may seem to have little connection to individual practitioners' classroom situations, the descriptions and quotations from students and teachers in this volume are easily understandable and applicable for those concerning themselves primarily with what happens at the chalkface. Despite claims that qualitative findings are "often not transferrable to other contexts" (p. 41), there are numerous findings common among the various chapters: a sense among students that they are only studying grammar and vocabulary for the purpose of passing high stakes exams, that the textbooks used in class are uninteresting and irrelevant to their language learning needs, and that they are not receiving enough opportunity in class for communicative self-expression. The importance of social support from family and friends, positive teacher-student rapport, and an overall supportive, nurturing classroom atmosphere are also emphasized throughout the studies in the book.

The role of the native speaker teacher is also examined (Chapter 2 and Chapter 12), relating intercultural awareness and teacher motivation to the pervasive "native speaker fallacy" (Phillipson, 1992) and "native speakerism" (see Houghton & Rivers, 2013). The role of the native speaker teacher is particularly relevant in Japan, where the native speaker of English in particular is exoticized as the "other" and Japanese learners come to have no sense of authority ownership over the language (Matsuda, 2003). This idealization of the native speaker undermines language learners' sense of themselves as a user of the language, affecting their motivation to learn and use the language. Thus, these two chapters serve to highlight the connections among teacher motivation, language ownership, and learner motivation.

Although Chapters 8 and 9 contain no study data and are essentially summaries of previous research and theory, I found them particularly compelling in their examination of authentic language tasks outside the classroom, as well as the difficulties concerning the potential "invasion" of students' online space by well-meaning language teachers seeking to connect classroom tasks to the real world. Although several studies in the volume unequivocally locate themselves within the ESL-EFL dichotomy decried by the editor in the introductory chapter, these two computer-assisted

language learning (CALL)-related chapters exemplify the editor's opinion that the clear-cut distinction between ESL and EFL has begun to break down. These chapters discuss the ubiquitous nature of the Internet, which now is evident to some degree in daily life everywhere, in every cultural context, and describe the Internet and social networking services (SNSes) as borderless online communities that both shape and are shaped by the forces of globalization. Thus, even if there are no speakers of the foreign language physically present in daily life, language learners can easily interact in their L2 online. The rapid adoption of smartphone technology has only increased the degree of access to online language-use opportunities.

The volume does have a number of flaws frequently found in action or classroom-based research. Although presumably based on some form of grounded theory, most of the chapters do not describe any research methodology prior to data collection. For example, several chapters present the results of interviews without first specifying the qualitative interpretative framework (e.g., neo-Marxist, structuralist, deconstructionist) being used to analyze the data or even the criteria for selecting study participants. As a result, the writing often gives the impression that those interviewed were simply chosen on a whim or as a convenience sample, with no particular research questions or hypothesis in mind. In addition, several chapters seem to gloss over existing motivational studies or present brief summaries of motivational theories without the use of citations or data to support claims. Finally, a handful of chapters use Likert-scale questionnaires but misuse the statistics derived from them. For example, the author of a study in one chapter simply adds item means, claims that students have "high scores" on certain motivational orientations, then conducts multiple *t* tests without using Bonferroni adjustments to control for Type II error. Although this use of questionnaires may seem intuitive and is quite prevalent in investigations of motivation in the SLA field, it comes as somewhat of a surprise to see quantitative data used in such fashion in an otherwise well-written volume of qualitatively oriented research studies.

Overall, although the studies in this volume could have been conducted with a bit more academic rigor, the book seems an ideal introduction to the field of second language motivation research. The irony is that the teachers who will benefit the most from this book may be the most reluctant to read it in the first place. As the findings of the final study in the book (Chapter 12) illustrate, native speaker teachers typically disregard the opinions and writings of second language researchers and rely almost entirely on their own intuition and previous teaching experiences. Such teachers see

little or no value in improving either their teaching qualifications or their understanding of the field in general due to a perception that academic research and academic papers have nothing to do with what happens in the language classroom. However, as the editor herself points out in the final chapter of the volume, it is teachers who ultimately have the greatest impact on learner motivation in the classroom, making a bridging of the gap between motivation researchers and teachers all the more important. Despite their limitations and flaws, the qualitative studies in multiple educational contexts in the volume represent a good first step for teachers to find out how language learning motivation theory and practice can inform each other.

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Critical Thinking and Language: The Challenge of Generic Skills and Disciplinary Discourse. Tim John Moore. London, UK/New York, NY: Bloomsbury Academic, 2013. x + pp. 247.

Reviewed by
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For anyone who believes that we English teachers should contribute to the development of critical thinking (CT) skills in our students, this book will be an interesting read. There must be quite a significant number of us, because these days it seems that many new ESL and EFL textbooks make the "Now with added critical thinking!" promise in bursting stars on their covers.

Publishers are obviously responding to a growing sense, not only among English teachers but in many disciplines, that CT skills are not only valuable in general but can enhance learning.

But what exactly do we mean when we refer to CT? And are those who teach it all teaching the same skills? These are the questions that Tim John Moore tackles in this well-written and thoughtful study. He interviews a group of academics from three different disciplines at an Australian university searching for "networks of 'coherence' and 'logic' around the various usages of the term 'critical thinking'" (p. 38).

Specifically there are three questions he addresses (see p. 5):

1. What does the term mean to individuals teaching in different disciplines in an Australian university?
2. In what ways, and to what extent, are there variations in the meaning of the term in different disciplines?
3. What are the implications of the answers to the first two questions for teaching critical thinking in universities?

The first two chapters discuss the history of CT, the problems associated with trying to define it, and how general a skill we can consider CT to be. Moore is acutely aware that a study with this approach walks straight into a semantic minefield. It is not just the term CT that has a multitude of semantic nuances—its similes and terms for its subskills are often equally hard to nail down. What is rational thinking, for example? How does it differ from CT? Moore compares his task with Wittgenstein's (1958) example of trying to define the word *game*. This term could include board games, card games, Olympic Games and so on, which all have a complicated network of similarities.

Problems arise when defining terms in isolation. Therefore, Moore attempts to give the term CT some context by looking at three practical aspects of its usage. In Chapters 3 and 4 he introduces the academics he interviewed for the study and reports on their perceptions of the term, how they apply it, and what skills they try to develop in their students. Then in Chapter 5 he examines how the term is used in material introducing CT that is distributed to students by the different disciplines and in the tasks students are given as assignments.

The disciplines included are history, philosophy, and literary or cultural studies, purely because they shared the same building that Moore worked in. It's obviously a limited selection and unfortunately for us, does not include language teaching. However, it does give an indicative example of how conceptions can both vary and overlap, and as such, the book will be as

relevant and thought-provoking to language teachers as it would be to those in any other discipline.

Unsurprisingly, Moore finds a great variety in the ways that the 17 academics describe the term CT. They differ not only between disciplines but within them, and there are even contradictions in the conceptions articulated by single informants. Moore is well aware of the main reason for these differences. It's all a matter of semantics. One wonders whether Moore would try to define a term like *university education* using the same methods as he does to try and define CT, and whether the results would mean that we have a problem because there is no simple, unified definition of a university education?

Moore identifies some patterns in the academics' descriptions of the CT skills required in their disciplines. For example, the historians mention the ability to judge the reliability of a source more often than academics in the fields of philosophy, literature, or cultural studies. Of course this is not to say that this skill is any less valuable to students in the other faculties. Thus, the reader may wonder how useful this information is in relation to the third part of Moore's task: the implications for teaching, as it may be argued that all students should develop this skill.

Those looking for a straight answer in Chapter 6 "Critical Thinking: So What Is It?" will be disappointed. Moore compares the task of describing CT to describing a family. Although a family has resemblances, there are also various differences—eye colour, hair, build, temperament, and so on. There are also similarities or resemblances in the various characteristics referred to when describing CT. Rather than identifying the commonalities in the concept and recommending that these be taught, Moore, rather unhelpfully, focuses on the differences. He creates a list of seven categories with two descriptive options in each. The idea is that academics consider the two options in each category, or "dimension of difference" (p. 212), to establish where their particular discipline sits on a continuum between the two terms. For example, is the thinking style in a given discipline more heuristic or hermeneutic? Is it more epistemic or deontic? The implication is that this will help achieve mutual understanding among academics of exactly how CT varies between disciplines and guide students who want to know exactly what is expected of them. Whether you can get the academics in a given discipline, philosophy for example, to agree on where they collectively sit on the continuum in each category and whether this might resemble the pattern determined by a philosophy faculty in another university is another matter entirely. And because Moore devotes 11 pages to explaining these

abstract terms and their differences, the reader may wonder how helpful the resulting information would be to freshman students who may be wondering what kind of CT styles are expected in their chosen faculty.

Although it addresses one of the author's three key questions, the final chapter's "Conclusions and Implications for Teaching" are brief—only eight out of 234 pages. Moore suggests a transdisciplinary or unified approach to teaching CT skills, which my own experience has shown already happens in some universities with required freshman CT courses.

Moore's research data indicate more commonalities than differences among the various academics' conceptions of CT, even though they may use different words to describe what they value and teach. However, this book is focused more on the differences than the commonalities—something the reader may find frustrating and ultimately not useful in the application of a transdisciplinary approach. One gets the sense that, rather than quibbling about differences, semantic or otherwise, it would have been more productive to ask the academics in this study to consider a taxonomy of thinking skills (see Ennis, 1987, for example), and discard from it the skills they felt were of no use to students studying in their discipline. We could then compare the skills that all disciplines find useful and go ahead with the business of ensuring that all students acquire these common skills. Individual disciplines could then expand on this core knowledge according to their own preferences.

These limitations notwithstanding, university teachers and program administrators looking to foster critical thinking in Japan can find much food for thought in this contribution from Tim John Moore.

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Social Dimensions of Autonomy in Language Learning. Garold Murray (Ed.). Basingstoke, UK: Palgrave Macmillan, 2014. xi + 277 pp.

Reviewed by
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Autonomous learning is often viewed as an individual act, an idea supported by Henri Holec's seminal definition of language learner autonomy: "the ability to take charge of one's learning" (1981, p. 3). However, this book takes another stance: Autonomy requires social interaction, with the focus moved to "the role of social and contextual processes" rather than individual agency (p. 135). This book is likely to appeal to a wide range of readers because it encompasses so many language learning contexts from all over the world and online and bridges both theory and practice.

The book is ordered into three sections that explore how emotions, space, and politics interact with autonomy in language learning. These sections are sandwiched between Garold Murray's informative Introduction and Conclusion, in which he draws on the literature to illustrate how proponents in the field are developing the definition of autonomy: from independence to interdependence to the inclusion of a wider social dimension.

In Part I, Christine O'Leary presents a study on strategy use and awareness raising to promote learner autonomy. She has found that learners use language learning strategies to cope with anxiety issues (p. 32). For O'Leary, autonomy is multidimensional, and there is no autonomy without social interaction. Tim Lewis also focuses on the complexity of autonomy, suggesting that unadulterated individualism is both unusual and inappropriate in society. Lewis draws on theory and research in the areas of psychology and anthropology to explore how social behavior impacts autonomous learning. Based on her study of high school students in Japan, Tomoko Yashima develops the powerful idea of autonomous dependency, in which the decision to accept advice and follow instructions may be seen as a demonstration of assertiveness and autonomy, rather than regarded as submission.

In Part II, Garold Murray, Naomi Fujishima, and Mariko Uzuka look at how social learning spaces can offer a different quality of interaction to classrooms and can encourage learners to develop their L2 identities. The writers

suggest that although autonomy comes from the individual, it can only be fostered in a space that allows freedoms not often found in a classroom. Alice Chik and Stephan Breidbach, in a cross-cultural study, discover the difficulty of agreeing on an online space in which two groups from different cultures are comfortable to share and communicate. Linda Murphy, in a chapter on distance learning, explores how technology alters the manner in which learning takes place and focuses on shifting learner identities and the relationship between learner autonomy and self-determination. Diego Mideros and Beverly-Anne Carter describe and evaluate an interdependent autonomy project in which the students in a listening class identify and recommend Spanish Youtube videos as learning materials and comment on each other's choices. They identify the various outcomes, including learner reflection on their own learning through this approach, as well as the growth that resulted from coping with the unexpected linguistic and social demands of the project.

In Part III, chapters by Liliane Assis Sade and Andy Barfield focus on ways of developing and empowering new voices. For Sade, autonomy means using "one's own voice" (p. 155), and learners are empowered by actively expressing themselves in the community. She gives insights into the nonlinear, complex nature of autonomy once its social dimension is acknowledged and explored. Barfield, reviewing the evolution of JALT's Learner Development Special Interest Group (LD SIG), looks at the creation and shaping of local learning communities of teachers. This has been achieved through the development of opportunities for shared teacher reflection and collaborative research and writing, with a deliberate positioning of teacher identities to include the status of colearners both with other teachers and with students. (Incidentally, even this book review is part of the LD SIG's collaborative, community-building ethic.) David M. Palfreyman's concern is with learners' help-seeking behavior and the ways in which sociocultural prejudices and individual feelings affect their ability to maximize their learning potential. He describes how autonomous behavior involves drawing on resources found in the local community. E. Desirée Castillo Zaragoza explores the relationship between autonomy and social class, confirms the importance of learning with a purpose, and describes the visualization of a future self helps to encourage autonomous learning. Her focus is on the ways in which a self-access center functions as a point of contact with the L2 for people from different backgrounds.

One theme running through the book is the critical importance of developing an identity or voice in the target language. Castillo Zaragoza

shows socioeconomic class to be a potentially decisive factor in creating an imagined self (p. 204). This aspect of autonomy, although individual in the sense that it is unique to one person, is undoubtedly related to interaction with other people. Murray, Fujishima, and Uzuka demonstrate the importance of having a safe and comfortable space where the learner has control (p. 91), but Yashima confirms the role of the educator as a guide because emerging L2 identities are unstable and not fully formed (p. 76). Also, it is important that learners' identities beyond that of language students are acknowledged and respected in the learning setting. As Murphy suggests, unexpected learning stemming from informal interactions is an essential part of developing an L2 identity (p. 131).

Social Dimensions of Autonomy in Language Learning presents persuasive arguments for viewing autonomy in language learning as innately social. This is a clear theme throughout the book, with the majority of authors using Holec (1981) as a starting point before emphasizing the importance of the social context of autonomy. Development of learner autonomy is an individual pursuit, but in the sense that it is personal, rather than in the sense that it is individualistic. Lewis sums this up well by explaining that working effectively with others does not necessitate having the same goals as they do (p. 58). In much the same way, by being anchored in such different learning settings, each individual chapter offers a fresh perspective to the message of the book as a whole. This message, expressed through the many voices and contexts, balancing theoretical discussion and reports of practice, is one that deserves the attention of all language educators who seek to increase their understanding of and support for language students' growth as autonomous learners.

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What English Language Teachers Need to Know Volume III: Designing Curriculum. MaryAnn Christison and Denise E. Murray. New York, NY: Routledge, 2014. xxii + 255 pp.

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Authors MaryAnn Christison and Denise E. Murray have certainly crafted a catchy primary title—*What English Language Teachers Need to Know*—for their books in the Routledge ESL & Applied Linguistics Professional Series. *Volume I: Understanding Learning* (2011a) and *Volume II: Facilitating Learning* (2011b) are followed by the authors' latest, *Volume III: Designing Curriculum*, written to help the reader "understand and work with the theory and practice of developing ELT curricula in a variety of contexts and for a variety of levels" (p. xx). These companion texts are designed for "pre-service teachers and teachers new to the field of ELT" (p. xviii), but *Volume III* can also provide a good refresher for those looking to revisit the basics of curriculum development or be used as classroom textbook for a course on curriculum design.

The latter purpose is reflected in the consistent structure of the chapters, which makes the material more approachable and easier to understand. Each chapter starts with a vignette, an introduction, and a definition of key terms. The vignette is a short story that places the theme of the chapter into a real world situation. These situations, in locations such as the United States, Australia, and Thailand, provide an interesting set of stories and place the role of curriculum in language teaching within a larger international context. In addition to the vignette, introduction, and definitions of key terms, the authors have added three types of tasks for readers: *reflect*, *expand*, and *explore* tasks. The reflect task, found in the early sections of each chapter, consists of questions designed to encourage the reader to focus on certain elements of the chapter. In the middle of each chapter, explore tasks lead the reader to apply the theme of the chapter to their own context by conducting interviews, examining textbooks and materials, or considering their practice. Near the end of the chapter are expand tasks. These tasks challenge the reader to go beyond their own context to look at the larger picture and to seek out additional resources linked to the unit theme. Finally, each chapter ends with a set of discussion questions and references.

The book is divided into six parts. Part I "Context for ELT Curriculum" contains three chapters. Chapter 1 "The Nature of Curriculum Design" lays out the chapters that follow and gives a short description of the book overall. Chapter 2 "Social, Political, and Historical Contexts" presents the realities of curriculum beyond simply the written form with a discussion of the differences between recommended, written, supported, taught, tested, learned, and hidden curricula. The final two chapters, "The World of English Teaching" and "The Technological Context," address two contexts that are surely of interest to individual teachers and those teams developing courses and programs.

Part II "Key Processes in Curriculum Design" includes Chapters 5 through 7. Chapter 5 introduces the "Cycle of Curriculum Design" in three parts: planning, implementing, and evaluating. This chapter is also where the authors explain the planning part of the cycle. Chapter 6 "Using Curriculum to Connect Lessons, Courses, and Programs" describes implementing curriculum across these three phases, and Chapter 7 "Quality Assurance and the Curriculum" discusses evaluation within the cycle of curriculum design. Evaluation here does not mean a discussion of learner assessment, but rather an overall method for quality assurance such as accreditation. The chapter also includes lists of methods for continuous improvement and quality standard development, but does not go into detail on how to develop or implement these ideas.

Parts III to VI then describe 14 different types of curricula. The authors organize their description into the following categories: Part III "Linguistic-based Curricula" (Chapters 8-13), Part IV "Content-based Curricula" (Chapters 14-15), Part V "Learner Centered Curricula" (Chapters 16-18), and Part VI "Learning Centered Curricula" (Chapters 19-21).

The chapters in Parts III to VI follow the same structure as in the earlier parts of the book. Two elements of this structure, the vignette and the definition, serve as useful introductions to each type of curriculum. They will be particularly helpful for new teachers who may be encountering some of these terms and distinctions for the first time. A wide range of curricula is introduced; however, each chapter is only 10 to 12 pages long, thus limiting the depth of coverage. In addition, there is little connection to the process of curriculum design as detailed in Part II. New teachers should gain an understanding of each of the curricula discussed, but may find it difficult to transfer this understanding to practical implementation within their own contexts. These later chapters could be strengthened with more explicit connection to the earlier parts of the book, specifically the stages of plan-

ning, implementing, and evaluating each of the curricula described. Readers looking to explore practical applications in context further may be intrigued by the case studies from Macalister and Nation (2011) or become interested in seeing what non-EFL, cross-disciplinary titles on instructional design might also offer. Finally, there is no concluding chapter, a lost opportunity to compare, contrast, and highlight the varied curricula introduced and serve as a guide to learners and decision makers.

Overall, Christison and Murray's *What English Language Teachers Need to Know Volume III: Designing Curriculum* has three strong points. First, it is an easy-to-read and approachable book with varied examples, definitions of key terms, and a clear structure to each chapter. Second, it covers a lot of material, from the context and the development of curriculum to an introduction of 14 different types of curricula. Third, the resources within each chapter allow the book to be easily utilized in a classroom setting or in the great number of distance education TESOL courses now available. Despite the lack of a stronger connection between the first two parts of the book and the introduction of various curricula, this volume is a good introduction to curriculum design for novice teachers and a useful refresher for experienced teachers looking to revisit the subject or taking on course coordinator or program administration roles.

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Japanese: A Linguistic Introduction. Yoko Hasegawa. Cambridge, UK: Cambridge University Press, 2015. xxii + 392 pp.

Reviewed by
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The word *introduction* may be in the title, but Yoko Hasegawa's book is a comprehensive, 28 chapter exploration of the Japanese language. Part 1 consists of five chapters, the first providing an overview of the typological characteristics of Japanese. There follows a further three chapters surveying the dialects, sound, and writing system of what is classified as an agglutinative language with "the [world's] ninth largest native speaker population" (p. 3). The Japanese lexicon is covered in Part 2, foundations of grammar in Part 3, the main clause types in Part 4, and clause linkage in Part 5. Covering well over 100 pages, Part 6 addresses topics related to pragmatics.

The book opens with an historical overview of the Japanese language placed in the context of social and political changes. Hasegawa describes, for example, how the topic particle *wa* is a product of a sound change that occurred during the Late Old Japanese period (794-1192), the start of which saw the relocation of the capital from Nara to Kyoto. At the end of Chapter 1 the author describes how the Meiji government's push for industrialization and militarization shaped the development of the modern Japanese language (1867 to present). An unprecedented movement of the population at this time was a factor leading to calls to establish *hyoujungo* (a standard language) "not only to foster communication but also to awaken nationalism" (p. 14).

Chapter 2 surveys dialects, an appreciation of which is important to understand the diversity of modern Japanese as well as to "probe its historical development" (p. 17). Readers without a solid foundation in phonetics may find this and the following chapter on the Japanese sound system somewhat challenging. However, the authentic video clips on the website that accompanies the book should help to clarify the written explanation. The website also complements other chapters, including that on backchanneling (Chapter 25), where a clip from a chat show brings to life a conversation analysis highlighting *aizuchi*, "short utterances [that] do not claim the floor" (p. 320).

Reading this book gave me fresh insights into fundamental features of the language. In Chapter 3, for example, I was reminded that "vowel length is not distinctive in spoken English . . . [but in Japanese] elongating a vowel can change the meaning." (p. 35). So, *slow* in English still means *slow* even when it is pronounced *sloooow*, which is different from Japanese where a long vowel can denote another word (as I am forever being reminded when I confuse *obasan* [aunt] with *obaasan* [grandmother]).

The above example illustrates a feature of the book that English teachers may find of value: There are numerous comparisons between the two languages. In Chapter 5, on the Japanese lexicon, for example, Hasegawa explains that, although English has many verbs expressing both the action and the way it is performed, in Japanese "manner is . . . typically expressed by an ideophone" (p. 72). Compare, for instance, the English *howl* (which expresses both action and manner) with the Japanese *wanwan* (manner) and *naku* (action).

In places, some of the more involved linguistic analyses were difficult for me to grasp. In the Preface, Hasegawa states that the book is intended as "a college-level reference book . . . that can also serve as the principal textbook in an introductory course in Japanese linguistics" (xix). Many future readers in that target group (students taking a course) would thus have access to an expert who could provide supplementary explanations. Those making the journey alone may be slightly disappointed by the absence of both a key to the phonetic symbols used in the early chapters and a glossary of the main linguistic terminology.

My struggle to follow certain sections was by no means a reflection of Hasegawa's writing, which is lucid and generally considerate of the reader. She provides numerous example sentences that serve to illustrate and clarify the explanations. It should be noted, however, that these examples are written in *romaji* (the Roman alphabet). This feature will increase the book's accessibility for many readers, but may initially be distracting to those accustomed to authentic Japanese texts. Such readers, however, will perhaps get a frisson of pleasure from the opening lines of Chapter 4, an enjoyable survey of the Japanese writing system, which state that "Japanese . . . employs what is arguably the most convoluted writing system ever devised in human history" (p. 43). Those who are still struggling with Chinese characters may wish that the *kana no kai* (Kana Club)—who we learn campaigned in the 1880s to abolish kanji—had succeeded (p. 50).

Readers wishing to quickly check specific language points, such as the difference between *kara* and *node*, may find more straightforward

explanations elsewhere (see, for example, Seiichi & Tsutsui, 1995). Yet, Hasegawa's book is not short on practical language advice. In the section on pronouns, for instance, she explains that the use of the second person pronoun should be limited because it can create "the impression of pointing to . . . the addressee with a finger and saying 'YOU!'" (p. 68).

The book is studded with illuminating examples and studies. For example, in Chapter 11 on causatives, Hasegawa mentions a movie of the 1930s, whose title *Nani ga kanojo o so saseta ka* [What made her do it?] sounded "peculiar to many Japanese ears" (p. 146) because it juxtaposed an inanimate, abstract subject with a causative verb. The film's success, however, owed much "to its linguistically eccentric title" (p. 146). In the chapter on sentence-final particles, in the pragmatics' section of the book, Hasegawa describes a study into the acquisition of *yo*, *no*, and *ne* by children, including those children with cognitive disabilities (p. 305).

Hasegawa also occasionally inserts short anecdotes about the learners she has taught. In the discussion of speech acts (Chapter 19), for example, she illustrates the difficulty of rejecting compliments in Japanese by recalling a student of hers at the University of California, Berkeley (where Hasegawa is a professor), who responded to praise by saying "*Ie, watashi wa baka desu*" [No, I'm an idiot]. Hasegawa explains why this response was inappropriate (p. 250). Stories of the trials and tribulations of learners of Japanese make good reading, as attested to by the popularity of a particular manga series (Tomita, 2009), and perhaps such content could fill a less scholarly future publication by Hasegawa. The strength of the present book, however, is its eruditeness, particularly reflected in the various perspectives presented when dealing with linguistic controversies. Chapter 21, for example, covers in depth the objections from several scholars to Brown and Levinson's (1987/1978) politeness theory as applied to the Japanese honorific system.

The final chapter on gendered language encapsulates the good features of this book. There is historical background, an analysis that introduces several linguistic viewpoints (in this chapter on gendered language in soliloquy), and a touch of anecdote (Hasegawa tells us what she noticed about male and female speech after 25 years away from Japanese media).

Depending on one's previous experience studying linguistics and knowledge of Japanese, this book may be challenging in parts. Although I did not fully understand some pages, it was a read that, after my own two decades in Japan, provided a timely linguistic overview and left me with new insights into Japanese, a language will likely continue to challenge and fascinate me for my remaining years.

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English for Academic Purposes. Edward de Chazal. Oxford, UK: Oxford University Press, 2014. xix + 380 pp.

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With the Japanese Ministry of Education's ambitious goal of attracting 300,000 foreign students by 2020 (MEXT, 2008), this book is more relevant than ever for university educators and policymakers in Japan who are developing English for Academic Purposes (EAP) courses. In a refreshingly modest foreword, Edward de Chazal urges his readers to examine his ideas, to discuss them, and even to discard some. To start, he distinguishes between ELT, covering the language education of children to adults, and a more narrowly focused EAP. The latter "aims to develop students' skills and language to a target level of proficiency" at the same time as developing the "academic literacies" needed at a postsecondary institute (p. 11).

De Chazal's perspective is of an experienced educator in Britain, which has one of the largest foreign student enrolments in the world. With Britain's Higher Education Statistics Authority reporting 435,000 foreign students in 2013-14 (UK Council for International Student Affairs, 2015), much has been done to standardize university entrance requirements and academic support. Frequently, de Chazal refers to BALEAP, the British Association of Lecturers in EAP. For instance, when discussing teacher preparation, he references BALEAP's Competency Framework of teacher knowledge of academic contexts, disciplinary differences, academic discourses, and professional development (Chapter 2, pp. 49-54).

Impressively, the book summarizes most of the important research in EAP, beginning in Chapter 1 with a look at the influences on EAP. The volume is divided into chapters on a history of the field, texts, language, reading, writing, speaking, listening, materials assessment, and technologies. A bestselling volume in the Oxford *Handbooks for Language Teachers* series, it is valuable as a reference book for educators and for teacher training.

His thoughtful Chapter 3 "Texts" refers to text genre and cohesion as an aid to teaching. He offers a series of tables cataloguing types of academic texts such as a comparison essay, a review, and a case study with the essential elements of comparison, criticism, and a report.

Chapter 4 "Language" proves the most compelling and comprehensive in the book as he tackles such linguistic characteristics of academic language as text density, morphologically complex words, technical vocabulary, and complex noun phrases. Most textbooks teach grammar based on verb tenses and modals, but de Chazal emphasizes noun phrases. As proof, he cites a paper on fair trade with noun phrases like "changing global markets" and "participation in organic and fair trade markets" (p. 94). He argues that students should learn vocabulary in context, learning words with text rather than in word lists. Provocatively, he critiques academic word lists for often omitting useful nonacademic words, including those in journal articles for hedging or limiting claims or useful prepositional verb phrases like *applied to* and *referred to*. In the related debate in the field of English for Specific Purposes on whether teachers should be specialists in language or content, de Chazal argues for the former, stating that EAP teachers should be responsible for carefully selecting target words from their students' texts or field.

These strong sections make de Chazal's chapter on critical thinking (Chapter 5) all the more disappointing. He starts well by categorizing the thinking processes in academic writing. Summarizing consists of "identifying the author's stance in the text" (p. 130) and citing references as a means of providing support as well as "determining an appropriate way of presenting this evidence" (p. 128). Next, he addresses critical reading by urging that students assess whether an author has supplied adequate justification for his or her claims. Unfortunately, he offers precious few specifics for actually teaching critical thinking in EAP.

De Chazal's book gets much stronger when he discusses academic reading and writing (Chapters 6 and 7). His detailed tables outline different aspects of reading and he describes classroom activities for developing greater proficiency and speed and provides a student questionnaire on reading

habits. On academic writing, he presents corpora for different academic disciplines. Helpfully, he describes essay introductions as more than just a thesis statement, but rather as a contextualization. Writers should situate the topic, time, place, and context by providing a rationale and introducing terms. In teaching writing, he contrasts the functional, process-writing, genre-based, critical literacy, and student-centered approaches. He includes reflective questions for student writers such as "Why am I writing?" and "Have I made connections between the material within and throughout the text clear and coherent?" (p. 286). Finally, he offers exemplars with prompts for student writing tasks and explanations for marking.

The other two skills are given briefer treatment. In "Listening" (Chapter 8), de Chazal argues that this skill is now a multimodal experience with images, video, audio, and online materials. His helpful table categorizes the types and characteristics of academic listening, from lectures, presentations, seminars, discussions, and tutorials to group projects. He also analyzes the text of an academic lecture. Chapter 9 then includes the author's description of the academic speaker as a persuader. He offers different types of practice, contrasts effective and ineffective content and delivery, covers the stages for students preparing presentations, and highlights how teachers should evaluate them.

In Chapter 10, de Chazal urges teachers to undertake needs analyses before developing materials for their classes. He includes some practical advice—the types of informants and the processes a teacher should follow, questionnaires, readings, and criteria for using published EAP materials. He offers ideas for "low-stakes tests and assessments" and he writes on the pros and cons of utilizing institutional tests such as IELTS or the Pearson Test of English. In this brief section, he also suggests further resources, particularly Carr (2011).

The final chapter is contributed by Aisha Walker, who attempts to cover the rapidly changing field of digital literacy. Unfortunately, it is the least satisfying chapter in an otherwise splendid book. It discusses students citing the *grey literature* of blogs, postings, and tweets and it provides some convenient websites including those for creating word clouds and word mapping. However, these are familiar to many and they can easily be googled.

Concluding with a user-friendly glossary and references, de Chazal contends that EAP teachers can help shape the field of ELT. In this excellent overview, he shows that EAP can indeed become a transformative discipline as inspired teachers help improve their students' lives.

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Translanguaging: Language, Bilingualism and Education. Ofelia García and Li Wei. Basingstoke, UK: Palgrave MacMillan, 2014. x + 165 pp.

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Ofelia García and Li Wei's *Translanguaging: Language, bilingualism and education* is a revealing insight into what has become an ever relevant field in today's multilingual world. Expanding on their own earlier work (see for example García, 2009; Wei, 2011), as well as on that established by others (e.g., Canagarajah, 2011; Creese & Blackledge, 2010; Hornberger & Link, 2012; Lewis, Jones, & Baker, 2012), García and Wei present a refined and developed concept of translanguaging in this two-part book: "Part I, Language and Translanguaging" and "Part II, Education and Translanguaging." The authors take the reader through a conscious-raising process that breaks down historic conceptions of language education, examining a range of pertinent topics including languaging, bi/multi/plurilingualism, and language education from both monolingual and bi/multilingual perspectives to address two key questions: *What is translanguaging?* and *What does a translanguaging approach mean for language and bilingualism on the one hand, and education and bilingualism on the other?*

Part I, "Language and Translanguaging" consists of two chapters and seeks to answer the question *What is translanguaging*? García and Wei

begin Chapter 1 with a review of traditional concepts relating to language, bilingualism, multilingualism, and plurilingualism as they postulate the epistemological and theoretical grounding for their translanguaging approach to education. They examine the transformations in traditional understandings of language and bilingualism and consider the recent shift in research focus from language as a *product* to language as a *practice*, whereby the focus becomes "the speaker's *creative* and *critical use* of linguistic resources to mediate cognitively complex activities" (p. 10). The authors refer to the concept of *languaging*, which, they claim, views language not as a product or structure in the speaker's mind but as an ongoing process created through linguistic interaction with the world. García and Wei consider, and then dismiss, the traditional view of bilingualism as two autonomous linguistic systems and critique, in part, bilingualism from a linguistic interdependence perspective (based on Cummins's [1979] common underlying proficiency model). Instead, they advocate for *dynamic bilingualism*, entailing a single, expanded linguistic system from which speakers draw features in accordance with the rules of societally constructed languages. It is here, in the emergent paradigm of dynamic bilingualism, that the authors situate their concept of translanguaging.

In Chapter 2, García and Wei trace the term translanguaging from its original Welsh inception, defined as "a pedagogical practice where students are asked to alternate languages for the purposes of receptive or productive use" (p. 20) and examine the various extensions, interpretations, and related terminology that have risen since. The authors define and elaborate on their own interpretation of translanguaging as the fluid language practices of bi- or multilinguals who move between and beyond the systems in their linguistic repertoire, drawing upon multiple semiotic resources appropriate to given contexts to language and make meaning of both themselves and their surrounding environments.

Part II "Education and Translanguaging" consists of five chapters and examines the transition of translanguaging from its theoretical grounding to an applied pedagogical practice. In Chapters 3 and 4, García and Wei explore the transformational role of translanguaging on various educational programs. The authors revisit the traditional understandings of bilingual and foreign or second language education in which the learners' two languages are deliberately kept separate in accordance with education and institutional policies. They then dismiss this act of language separation, instead advocating for the integration, expansion, and extension of learners' new and existing language practices. Building upon the work of Wei (2011),

García and Wei discuss the importance of creating a *translanguaging space*, in which linguistically diverse learners integrate social spaces and language codes previously practiced separately, giving learners the chance to contest the language separation ideologies of traditional monolingual and bilingual education.

In Chapters 5 and 6, García and Wei explain how, and for what purposes, translanguaging can be used by students to learn and by educators to teach. The authors claim that, for students, *pupil-directed translanguaging* is a way to develop new language practices in interrelationship with practices they are already doing, in order to become more knowledgeable. They provide several examples of translanguaging in the classroom, from kindergarten children to older students, in which learners draw on all of their linguistic resources to complete a variety of tasks. The authors also discuss *teacher-directed translanguaging*, which they define as a planned and structured transformative pedagogy that is holistic in nature and teaches to all students in a given class. They provide five case studies of US teachers utilising translanguaging to teach secondary school math, social studies, science, and English language arts, and primary school ESL.

Finally, in Chapter 7, García and Wei summarise the principles and strategies of translanguaging as a substantive pedagogy for teaching and learning. The authors provide recommendations on how translanguaging can be used by both students and teacher in L2 reading, writing, speaking, and listening, emphasizing its adaptability to all types of educational programs involving all types of students. The authors stress the importance of teachers developing a critical consciousness about the linguistic diversity of their learners and recommend that they learn to construct curricula and pedagogies that build on these through differences. They then present two major challenges that remain for translanguaging and education, *teaching to do translanguaging* and *using translanguaging in assessment*, and suggest that, to address these issues, an epistemological change is needed surrounding the negative ideologies of native language use in L2 education, which is beyond what most institutions and teachers currently accept.

Overall, this book is an incredibly accessible and well-rounded insight into the ever-growing field of translanguaging as an approach to bi- and multilingual education. García and Wei include abstracts at the beginning of all seven chapters to provide an overview and guide for the discussions presented within; 11 diagrams and images engage readers and help them visualise the many multimodal representations of translanguaging; and relatable real-life examples clarify the concept of translanguaging for anyone

who has had difficulty understanding it in the past.

One of the book's greatest strengths is its ability to push the boundaries and question long-held beliefs of traditional language education. It must be said, however, that this book can come across as both provocative and controversial in that it challenges old conceptions of mono/bi/multilingual language education. Readers must therefore be open and prepared to consider and accept the concept of learners having but a single linguistic repertoire as is presented in the text.

Although the authors suggest that translanguaging has the potential to revolutionise education not only for bi- and multilingual learners, but also for emerging bilinguals, the majority of the transcripts and examples presented in this book are situated in either the UK or US. This limitation largely ignores language education in Asian and European countries in which EFL is the dominant form of instruction, and where I believe a translanguaging approach to language learning may have significant benefits to language education. Thus, whilst this book is particularly accessible to a readership of scholars and teachers involved in bi- and multilingual fields, I would also recommend this book to teachers and educators in EFL countries where first language use is often frowned upon, in the hope that a translanguaging approach may one day be integrated into foreign language classrooms as a standard practice of instruction and learning.

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