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# Book Reviews

***Literature and Language Learning in the EFL Classroom.***  
**Masayuki Teranishi, Yoshifumi Saito, and Katie Wales (Eds.).**  
**Basingstoke, UK: Palgrave Macmillan, 2015. xxi + 329 pp.**

*Reviewed by*

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*Literature and Language Learning in the EFL Classroom* is a volume of articles on the subject of using literature in EFL teaching. Editors Teranishi, Saito, and Wales list in the Introduction the various themes of the collection: the justification of using literature (also referred to as “literary texts”) to teach EFL, the influence of multimedia and technology, and the use of noncanonical texts (graded readers, postmodernist texts, and pop song lyrics). Many of the contributors introduce their articles by acknowledging the traditional role of literature in language teaching (associated with the grammar-translation method, as Kyoko Kuze notes in Chapter 12), and its subsequent decline in popularity with the advent of communicative approaches and the use of authentic texts that focus more on practical, everyday English. However, several authors note the reemergence of literature in recent years in the EFL classroom, perhaps because many teachers would agree with Kazuko Takahashi’s assertion in Chapter 2 that “literary works are authentic materials for L2 learning” (p. 37).

The book contains 19 chapters and is divided into two broad themes. The first six chapters present current issues and approaches, and the remaining 13 articles focus on more specific classroom activities under the heading of “Empirical and Case Studies.” The merits of these activities are explained through analysis of achievement tests, student written work (such as reports, essays, and translations), questionnaires and surveys, student reflections, and interviews. Fourteen of the articles are written by Japanese contributors, and the majority of the investigations are carried out in Japa-

nese educational contexts, but many of the topics—such as stylistics, creative writing, materials, testing, discussion groups, and teacher training—are relevant for a global audience.

Teranishi (Chapter 11) outlines the different purposes of language instructors who use literature. Some teachers may wish to emphasize the linguistic value of studying literary texts, such as analysis of vocabulary, idioms, and grammar (“language skills”). Other teachers may wish to use literature more as a means of developing students’ creativity and critical thinking (“literary skills”). Teranishi argues that these two approaches can naturally reinforce each other, and this collection contains articles that will appeal to teachers who adopt either or both of these approaches.

On the linguistic side, a fair number of the authors focus on the role of stylistics in the study of literary language. Teranishi in Chapter 11 encourages the use of original (authentic) English texts (such as excerpts from canonical novels), rather than retold (or graded) versions, to appreciate fully the “stylistic, narrative and literary devices” (p. 169) of the text. Teachers of advanced students of literature and linguistics may be inspired to focus on conceptual metaphors after reading Michael Burke’s (Chapter 5) analysis of metaphors in poetry, idioms, and drama. Tetsuko Nakamura’s stylistic analysis (Chapter 10) of indirect speech and thought in English literature compared to Japanese translations will help teachers present this English grammar and style to their Japanese students with the goal of having students produce their own indirect speech and thought in English.

Bridging the two approaches, Geoff Hall (Chapter 1) and Saito (Chapter 4) both point out the importance of studying stylistics as preparation for creative writing. Similarly, Kuze (Chapter 12) focuses on the use of short stories as inspiration for creative writing in a composition course. In Chapter 6, Gillian Lazar brings together the language and literary camps by suggesting the use of postmodernist picture books to develop linguistic knowledge and cultural awareness in students as well as to elicit their critical responses.

Some of the later chapters focus on activities that are in some respects more on the literary side. In particular, the use of book clubs (Chapter 16), reading circles (Chapters 14 and 18), and a similar activity called “World Café” introduced by Motoko Fukaya in Chapter 17 are cited as beneficial in eliciting more evaluative and critical responses from students.

These later chapters may also appeal to teachers who focus on reading skills and discussion through extensive reading (ER). Proponents of ER programs that make use of graded readers will appreciate Fukaya’s conclusion (Chapter 17) that extensive reading of graded readers is good for increasing

students' reading speed and comprehension as well as Mark D. Sheehan's conclusion (Chapter 18) that graded readers are effective in motivating students to read more in English and in increasing their confidence.

The fact that so many of the articles are from the perspective of Japanese teachers will be of interest to many native English-speaking teachers (NESTs). Although some NESTs may have the view that Japanese education is focused on rote learning, Aiko Saito's article (Chapter 3) on literature education in the L1, which is to say in Japanese schools, challenges this view. She points out that Japanese literature teachers encourage students to share their interpretations with textual support, consider themes, imagine themselves in the characters' shoes, or even perform scenes in class. Such approaches often adopted by NESTs to teach literature in the L2 should therefore already be familiar to Japanese students.

At the same time, some NESTs may be critical of certain practices described in this volume. As many of the articles reflect, Japanese teachers may utilize translations in Japanese (Chapter 16), conduct lessons in Japanese (Chapter 11), have students discuss in Japanese (Chapters 7, 14, and 17), or allow students to produce written responses in Japanese (Chapter 7). Nishihara provides a rationale for these practices: "Answering [questions] in English was often beyond their capabilities" (Chapter 7, p. 121). Conversely, it is probably safe to assume that most NESTs, at least at the university level, conduct lessons in English, have students read texts in English, discuss the texts in English, and produce written assignments in English in accordance with communicative approaches to teaching. Tomohide Ishihara and Akira Ono (Chapter 9) compare the ability of students to recognize sentences from literary texts after doing comprehension tasks versus doing translation tasks; some NESTs may wonder whether students' ability to identify sentences has the same value as other stylistic analyses.

Another criticism that could be made is that some of the contributors make conclusions based on a small number of research subjects. For example, Marina Lambrou (Chapter 19) determines that microteaching in a teacher-training course helps with student confidence, based on the results of a questionnaire submitted by 10 students. Masako Nasu (Chapter 15) admits the shortcoming of small subject numbers in qualitative studies, such as her interviews of 35 highly successful language learners; however, she interprets her results fairly and does not overstate the role of literature study in the success of her interviewees. Similarly, Nakamura's study (Chapter 10) on teaching speech and thought presentation involved merely nine students. Perhaps in accordance with this small number, and with mixed results, she

does not make sweeping conclusions. Despite the weakness of small subject numbers in some of the studies, the contributors still provide readers with a plethora of ideas for their teaching, which may be the most important take-away from the volume. It must also be recognized that other studies do have larger sample sizes (such as the 141 students in Ishihara and Ono's study).

One challenge in putting together an edited book is integrating the chapters based on a particular theme (Davis & Blossey, 2011). In this sense, *Literature and Language Learning in the EFL Classroom* is mostly successful. With respect to the themes listed in the Introduction, the collection does feature noncanonical literary texts to a great degree (as well as some canonical texts to a smaller degree), and the majority of the articles do aim to justify the use of literature in language teaching. The theme of technology does not, however, appear very frequently, though Soichiro Oku's study of print versus digital texts in Chapter 8 stands out as an exception. Nevertheless, articles within the volume are cross-referenced, which demonstrates a cohesive editorial approach. In the end, the volume feels well conceptualized and executed.

All in all, *Literature and Language Learning in the EFL Classroom* has something for teachers in different teaching contexts and with different pedagogical approaches, providing plenty of inspiration for readers to try out new methods and activities for students of varying levels of language proficiency. Most of the articles feature clear use of examples to illustrate these approaches and methods. Teachers looking for texts and materials to use will find many suggestions among these pages. Perhaps because some of the assertions in the book are based on research with small sample sizes, Ronald Carter in the Epilogue concedes that "further qualitative classroom research . . . needs to continue" (p. 318). He also touches on a variety of technologies that may play a larger role in future language classrooms. In the end, the book underscores the conviction of many language teachers that literature has an important role in developing students' language skills, creativity, cultural understanding, and critical thinking.

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***Where is Language? An Anthropologist's Questions on Language, Literature and Performance.* Ruth Finnegan.  
London, UK: Bloomsbury, 2015. x + 165.**

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For those who wish to question the nature and interaction of language, literature, and performance, Ruth Finnegan's book offers a deeply personal meditation commencing with the Preface, in which she reflects informally and argues that "we need a more multiplex, challenging, but more contextually situated understanding of language, literature and performance" (p. ix). Finnegan initially positioned herself as an ethnographer in the 1960s among the Limba people of Sierra Leone, where her previous beliefs about language were challenged, eventually dismantled, and later reconsidered. Through her research, she has highlighted the need to acknowledge less formal and more interactive aspects of communication and particularly performance.

The book is divided into nine chapters; there is neither Introduction nor Conclusion. Rather, Finnegan immediately brings the reader into her narrative world through her confident and fluid writing style.

Chapter 1 titled "What is the Art of Language?" is where Finnegan describes the absolute certainty of what language consisted of in her undergraduate days, during which she studied Greek and Latin. This ethnocentric view, based on two languages heavily reliant on the written word, was challenged by her anthropological fieldwork with the Limba people who focused on the "richness and subtlety of narration" (p. 3) through stories and storytelling traditions. Whereas in traditional Western literary text language is a corpus, for the Limba the reality of language lies in the performance, and Western texts miss "the subtle characterizations, the drama, the way the tellers used volume, pitch, tempo, repetition, emphasis, dynamics, silence, timbre, onomatopoeia, and a whole plethora of nonverbal indications to convey humor, pathos, irony, atmosphere" (p. 3). The holistic nature of performance makes language dynamic, multidimensional, and interactive. In contrast, in the Self-Other colonial discourse of written and oral language traditions, the Western perception of written language is as literate, rational, scientific, civilized, and modern; the oral tradition is considered communal, emotional, nonscientific, traditional, and primitive. Finnegan argues that the

documentation of concrete data about oral traditions is notoriously complex and further points out that in cultures that place emphasis on the oral tradition, language is used “to do things rather than describe them: to recognize and form friendships, ratify contracts, issue orders, assert a position, strike an attitude, show off as a performer” (p. 7).

In Chapter 2, “Playing With the Heroes of Human History,” Finnegan challenges “the linguistically driven narrative . . . so pervasively and consistently deployed that it might indeed be described as a foundational myth of the West” (p. 17). She then explores the binary nature of colonial discourse, utilizing dynamic figures in colonial discourse theory such as Ngũgĩ wa Thiong’o to argue for the “multiple modes of human life—touches, sounds, sights, smells, movements, material artefacts—and of shared experience, dynamic interactions and bodily engagements” (p. 19).

In Chapter 3, “Artisting the Self: A Tale of a Personal Journey,” Finnegan takes the personal stories from interviews to show the importance of the personal narrative as artistic performance and as a viable academic method of data collection. The author proposes that all humans seek to reach existential understanding through a narrative framework. This is, in turn, said to be performed in the retelling of the personal story, which has been shaped by cultural constructs through generic conventions, yet remains a uniquely creative and individual chronicle.

“Forget the Words. . . It’s *Performance!*” (Chapter 4) is the shortest chapter in the book and in it the author discusses “the significance of a performance approach to human expression and experience” (p. 53) through the oral traditions of the Limba people, the public reading of poetry, and the performative traditions surrounding Christmas carols.

To identify the relationship between writing and speaking, Finnegan traces the work of Jack Goody in “Reclothing the ‘Oral’” (Chapter 5). As in Chapter 1, she argues that a more holistic approach is necessary for successful human communication to occur.

With “Song. What Comes First: Words, Music, or Performance?” as the title of Chapter 6, Finnegan puts forth that the order of these does not matter but posits that the words and music are integral components of the performance.

In her answer to the question, “Competence and Performance: Was Chomsky Right After All?” (Chapter 7), Finnegan refutes Chomsky’s theory on generative grammar and structure but accepts his idea of language as cognitive and, therefore, performative.

In Chapter 8, “Poem and Story: The Arts of Dreaming and Waking to Sweet Words,” Finnegan offers the idea that although language is natural and innate, human beings have been carving out their own meanings to reflect their cultural realities. Through the stories of others expressed in words, Finnegan’s own dreamscape has been profoundly altered. She gives examples of writers throughout history who have used their own dream narratives as impetus for the creation of poetry and song.

In the closing chapter, “Where is Literature?” (Chapter 9), Finnegan points out that although Western scholars traditionally perceived literature as written text and therefore static, the actual aim of many fields of literary arts (such as theatre, opera, poetry, and storytelling) is actually about dynamic performance. Subsequently, she uses Homer to give evidence that the static nature of the written word is not the complete picture, and that the performative aspect to literature must be included. She then references this argument within the contemporary context of English poetry performances that take place in the public domain, such as pubs and colleges, as well as the “slam” performances in the United States. She argues that literature is multidimensional, multisensory, interactive, and rich. To support her case, Finnegan quotes Shirane (2005) on Japanese poetry that “exists not only as performed but also as physical object, realized through the calligraphy, the colour of the paper, and the sketches that illustrate it: the poem is meant to be seen as material” (p. 134). Finnegan closes the book by acknowledging that the realm of the verbal can be elusive, but by understanding the multiplicity in literature, human nature and cultural practices can meet their optimal potential and we are able to gain understanding and truly appreciate the literatures of the world.

Throughout this uniquely structured book, Finnegan provides an extraordinary blend of the everyday with the world of academia. She fulfills her aim to author a book that approaches language, literature, and performance as a complex, multidimensional, and evolving entity and this title will appeal to readers with an interest in all three.

## Reference

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***Literature in Language Education (2nd ed.)*. Geoff Hall.  
Basingstoke, UK: Palgrave Macmillan, 2015. xi+340 pp.**

*Reviewed by*

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In *Literature in Language Education*, Geoff Hall provides an overview of current research into how literature has been and is being used in second language education and also outlines areas for relevant research projects in the future. Literature is often regarded as a source of authentic language input, a way of exposing language learners to other cultures, and a means of motivating language students. As Hall points out, however, many of these ideas rest on assumptions with little in the way of empirical support. Hall also acknowledges that there is little research into the use of literature in second language specific contexts. Therefore, he frequently draws upon L1 literature studies as providing potential insight into the usefulness of literature in second language education as well as models for future research. In this thoughtfully written work, Hall has updated his first edition by addressing new research in the fields of language education and literature. In addition, he provides a list of expanded teaching resources that have appeared since the first edition in 2005.

The book is divided into three parts, each of which is made up of three chapters. The first part, "Language, Literature, and Education," examines the three fields identified in the title of the book. The first chapter includes a detailed exploration of the language of literature. Hall opens the chapter with a question, asking if there is a distinct language used in literature that is different from other, "ordinary" language uses. The answer to this question, convincingly argued by Hall, is that there is not. One important consequence of this for second language teachers is that the language of literature is more varied than those of conversations contrived for use in ESL textbooks. He then identifies key areas of research in literary language, including (among others) creativity, style, and narrative.

In Chapter 2, Hall turns his attention to the reading of literature. Again, he frames the chapter around a set of questions about what the dominant models for reading literature are and how the experience of second or foreign language students of literature might differ from those of L1 students. The reading of literature is a transactional process between the reader and the

text, but as Hall points out, there is considerable disagreement on whether the text or the reader is the more important factor in the equation. After summarizing this debate, the author more deeply addresses the idea of a reader and explores the question of what makes a good reader.

In Chapter 3, Hall looks into what is to be gained from the study of literature and more specifically how literature and language relate to culture. Hall initially provides a broad historical overview for the teaching of literature. He then cites three kinds of arguments made in favor of the use of literature in the language education context: *affective arguments* (reading literature is fun), *cultural arguments* (reading literature expands understanding of other cultures), and *psycholinguistic arguments* (reading literature helps improve language and inferencing skills). Nevertheless, Hall points out that the current research supporting these claims is inconclusive.

In the second part of the book, Hall explores more specific approaches to the teaching of literature in language education and identifies important studies—both in the sense of what these studies make clear and what needs to be further explored. Chapter 4 is focused primarily on the language of literature itself, and in it Hall identifies specific aspects of language that can be problematic for second language students. An example is the role of metaphor and figurative language, which can prove challenging for non-native speakers. Hall cites studies by Lindstromberg and Boers (2008) and Picken (2005; 2007) who argue that second language learners need to be able to deal with figurative language. Other areas of research identified in this chapter include foregrounding and corpus stylistics, as well as simplification, readability, and graded readers. Hall points out that although research in the field of language education suggests graded readers may assist with vocabulary development, they are less useful as a vehicle for literary discussions because, in his view, the act of simplifying the language alters the potential meanings of the original text. Additionally, Hall perceives the transition from graded readers to authentic texts as a difficult challenge even for advanced second language learners.

In Chapter 5, Hall returns to the idea of skilled readers first raised in Chapter 2. Specific aspects of readers and reading covered in this chapter include: (a) cognitive studies, (b) protocol studies in relation to the reading of poetry, (c) the reading of stories, and (d) affect in literary reading. This chapter contains an interesting analysis of the reading of poetry—comparing skilled (L1) readers of poetry, “ordinary” (L1) readers of poetry, and second language readers of poetry. The conclusion is that the second language learners, once they had achieved a certain level of proficiency, responded

in a similar fashion as did the nonexpert, ordinary (L1) readers in that they focused on the same vocabulary and surface features of the language. This suggests that there is a skill to literary reading that is developed independently of language.

Hall next examines how education has attempted to integrate literature into high school and university classrooms (Chapter 6). This includes efforts to define a canon of works, both in Britain and the United States. The discussion then moves into means by which schools and teachers assess students, ranging from comprehension type questions that can be taken directly from the text to more personal-response, essay-type questions. At the classroom level, Hall cites an admittedly small-scale study by Kim (2004) that suggests reading circles and discussion groups show more promise than traditional, teacher-centered literature discussions in fostering student appreciation of literature. The chapter finishes with a cautionary note on the idea of using literature to promote intercultural awareness. Research by Naidoo (1994) has shown that attempts to use literature for such purposes has the potential to backfire and reinforce, rather than challenge, students' previously held attitudes.

The third part provides a guide for research into literature and language education. Much of this section will be redundant for experienced researchers, but for those less experienced it provides a useful and relevant starting point. In Chapter 7, Hall identifies strategies that might be employed in such research, looking specifically at experimental research, verbal protocols, surveys, case studies, narrative inquiry, and ethnographic studies. Each strategy is further broken down with an overview, followed by more specific IMRD (introduction, method, results, discussion) subpoints dealing with Aims, Methodology, Results, and Commentary. Chapter 8 is in part a research miniguide and in part a list of potential research projects that might provide insight into important areas of literature in language education. Finally, Chapter 9 contains a list of useful resources (e.g., key journals, websites, and professional organizations) for those aspiring to undertake such research projects.

Although Hall provides useful information and insight into the field throughout, the manner in which the book is organized makes it a challenging read at times. In fairness, the interrelated nature of the topics probably means that some repetition is unavoidable. However, the inclusion of key points, questions, and quotes in text boxes at various points on the page can be distracting. These formatting tools sometimes serve to effectively highlight important information, but at other times they disrupt the flow

of the argument and could be better integrated. An example of this can be seen on pages 56-57, which begins with a text box containing a quote from Jonathan Culler, includes a highlighted explanation of Culler's concepts at the bottom of page 56, and then, in the middle of the facing page, there is another text box with a bullet-point list of Culler's ideas regarding the reading of literature. Interspersed amongst these boxes is the nonhighlighted, nonboxed main prose. These are, however, fairly minor quibbles and do not take away from the overall merits of the book.

As was his aim, Geoff Hall provides a wealth of ideas for research projects to further develop our understanding of the potential uses of literature in language development. Teachers looking for an action research project will find *Literature in Language Education, 2nd Edition* an invaluable resource; however, even those who are only interested in using literature as part of a second language class will find this book worth a look.

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***Contemporary Task-Based Language Teaching in Asia*. Michael Thomas and Hayo Reinders (Eds.). London, UK: Bloomsbury, 2015. xxiv + 387 pp.**

Reviewed by  
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At the third biennial “TBLT in Asia” conference in Kyoto, Marcos Benevides, one of the plenary speakers and author of one of the first published textbooks using a task-based approach, strongly suggested that if task-based language teaching (TBLT) is to become widely used in Japan and Asia, it needs to branch out from the language of SLA experiments to something tangible that teachers can put into practice. *Contemporary Task-Based Language Teaching in Asia* is an attempt to address this, a mix of classroom-based experimental studies and descriptions of the practical implementation of tasks in a variety of contexts throughout Asia. At 387 pages, it is not a short book, but even at that, it can only be expected to be a very rough overview of the subject. To expect comprehensive coverage of the various manifestations of TBLT across multiple teaching and language level contexts, in a geographical area that contains over 60% of the world’s population, would be unrealistic. It does, however, focus on the teaching of only one language: Although the authors do not specify that English teaching is the only target, it is the only language discussed throughout.

One consistent theme concerns the importance of the role of teachers. Students’ voices do come through in a number of chapters, and there is some talk of curriculum and government policy, but the vast majority of discussion concerns teachers. David R. Carless, in the final chapter of the book, sums this up nicely when he argues that “whilst policymakers and educational ministries may set directions and form proposals, it is what teachers do in classrooms that directly affects the success of any reform agenda” (p. 367).

The book is divided into six parts, each on a different theme, the first focussing on a geographical area, South East Asia (although only one chapter, by Nicole Takeda, focusses on a specific South-East Asian country, Cambodia). The section starts with a good general introduction to issues of TBLT implementation across Asia by Chun Lai. In Chapter 3, Shaoqian Luo and Yafu Gong investigate current approaches to ELT in Chinese schools (which they summarise as focussing on native-speakerism and relying on a content-

based approach), and the feasibility of implementing an “adapted” TBLT. They conclude that there are three obstacles to the successful implementation of TBLT: (a) the testing system (generally high-stakes grammar-focused tests), (b) top-down curriculum implementation (without sufficient teacher input and training for teachers), and (c) the lack of development of suitable course books. An important question raised in this chapter also concerns whether teachers are consistent in their understandings of TBLT. Unfortunately, at times, the reader is made to wonder whether there is even a consistent understanding of TBLT among the contributors of this book, so varied are the descriptions.

One very positive aspect of the book is that many of the writers (with a couple of unfortunate exceptions) avoid essentialism in their descriptions and interpretations of teachers and learners in Asia. It is not uncommon for writers to unquestionably, and often without reference to anything more than personal opinion, describe passive learners with a lack of creativity, autonomy, or critical thinking skills. As Chun Lai states in Chapter 2, “Essentialist statements abound in the literature” (p. 12) and she highlights the inappropriateness of such blanket statements when “the sociocultural landscape of Asia is constantly changing” (p. 13). She goes on to give some good examples of Asian learners happily and successfully accepting TBLT approaches, and as such contributes in a small way to dispelling this persistent myth.

Part 2 begins with Nguyen Gia Viet, Le Van Cahn, and Roger Barnard (Chapter 5), who found large discrepancies between what Vietnamese teachers think they are doing and the actual classroom reality. One of the teachers described in the chapter followed a “TBLT” approach that consisted of 40 minutes of introducing language form, followed by a 5-minute communicative activity. Chapter 6 continues the theme of misunderstandings in a very literal sense. Writer Yuefeng Zhang points out that mistranslations of policy documents have resulted in teachers’ misunderstandings of “task.” Different translations of the term task (hard enough to do in English it seems) have resulted in one of the three primary school teachers in her study in South China equating task with “conducting surveys” (p. 94). Another teacher described in the chapter “confused task with teaching objectives” (p. 93), leading to deductive grammar teaching. The author suggests that two of the teachers conducted classes in line with the “weak” form of TBLT, but from her descriptions of what the teachers were doing, it could as well have been a Presentation-Practice-Production (PPP) approach or possibly even grammar translation.

In Part 3, “Teachers’ Perspectives,” Bao Trang, Thi Nguyen, Jonathan Newton, and David Crabbe (Chapter 11) present an interesting multiple-case study into the pretask part of the lessons of nine EFL teachers and their students (they neglect to say how many) in a Vietnamese high school. Teachers were divided on whether pretask work should be more structured or freer (which the authors align with the weak and strong versions of TBLT respectively). However, two thirds of the students stated they preferred pretask work.

The fourth part features four chapters that look at teaching with technology, an area that Thomas and Reinders (2010) have previously edited an entire book on. Three out of the four chapters report on new research, and Thomas provides an overview of ICT in Japan (Chapter 14). In Chapter 12, Aloesnita Nik Mohd Alwi investigates the effect of prior knowledge on the occurrence of language-related episodes during text chat. Mark R. Freiermuth and Hsin-chou Huang (Chapter 13) explain how online text chat can allow students to contribute more equally in discussions, without more vocal or confident students taking over, while providing solid technology-based task ideas. Lastly, in Chapter 15, Reinders, Onuma Lakarnchua, and Mark Pegrum look at mobile augmented reality (AR) tasks, a promising area for TBLT to embrace.

Part 5 of the book focusses on materials, an area arguably vital to the success or failure of TBLT. In Chapter 20, Brian Tomlinson provides an overview of his vast experience introducing TBLT materials to learners in Asia. His basic argument is that a strong TBLT approach is possible with learners throughout Asia, and that in his own personal experience students have both responded positively to the approach and outperformed students using more traditional methods. His chapter includes a very practical seven-step guide on how to sequence activities for a TBLT class. Tomlinson’s preference for the strong version of TBLT is clear when he criticizes some of the locally based contributors to the present volume for promoting weaker versions. At the same time, he admits that he has no empirical evidence to back up his assertions and that he was fortunate to have higher level learners in some situations. Moonyoung Park (Chapter 16) returns to the theme of inconsistency between national curriculum and student needs. His needs analysis of 185 middle school students and nine teachers in South Korea suggested that many of these stakeholders feel that a heavy emphasis on writing in the national curriculum is unnecessary, understandably because college entrance exams focus on reading and listening. In Chapter 17, Pornapit Darasawang provides an interesting overview of how a TBLT learning curriculum was

introduced and subsequently evolved to suit the local context in Thailand. However, descriptions of the locally situated version sound a lot like PPP, in which the students' need for explicit language instruction is provided by language form input through regular commercial language textbooks.

The last part is about an area that might be the most important for many and is in need of further research: task-based language assessment (TBLA). It is also the least satisfying section, perhaps an indication of the complexity and difficulty of the topic. In the two chapters in this section, only Yuko Goto Butler in Chapter 21 describes new empirical research into TBLA in Asia, comparing paired assessment and individual assessment approaches with young language learners.

At "TBLT in Asia" in 2016, the other plenary speaker, Rod Ellis, reaffirmed his position that TBLT is an approach, not a method, and as such is not as inflexible as some believe it to be. In his Epilogue, Ellis also states his position that teachers should not "adapt TBLT to the local context by opting for task-supported rather than task-based instruction" (p. 383) because that leads to an end result of Presentation-Practice-Production (although he does admit that there is a place for PPP in language teaching). The different interpretations appearing throughout the book suggest that this may indeed be the case and the results illustrate how difficult it may be to implement TBLT from the top down without full teacher support and understanding.

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***Researching Translation and Interpreting.* Claudia V. Angelelli and Brian James Baer (Eds.). Abingdon, UK: Routledge, 2016. xvii + 291 pp.**

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Translation and Interpreting Studies (TIS) is probably one of the most interdisciplinary fields in the broad realm of linguistics. As the editors note in the introduction to *Researching Translation and Interpreting*, even though the practice of translation and interpreting has a very long history in human civilization, it has only been half a century since it gained a position as an academic discipline in its own right. Consequently, TIS had to borrow from other, more established disciplines—such as sociology, anthropology, and applied linguistics among others—to investigate not only the products of interpreting and translation, but also the processes, the actors involved in these processes, and in the last few decades, the technologies behind the translational phenomena as well. However, as Angelelli and Baer point out in Part I of the volume, this borrowing is not, and cannot be, carried out blindly—theories and research paradigms developed in other fields need to be “adapted and infused with a deep sensitivity to language(s)” (p. 7). As a result of this, the interdisciplinarity of TIS presents both “the greatest challenges and opportunities” (p. 5).

Given the wide variety of disciplines contributing to TIS, compiling a volume that covers a myriad of research topics and foci in the field and that would address the needs of a broad and diversified readership is no easy task. However, this is exactly what *Researching Translation and Interpreting* is aimed at. It is meant for not only undergraduate and graduate students in the TIS field, but also interpreting and translation practitioners, as well as scholars in other disciplines who recognize “the importance of considering questions of translation/interpreting in the generation of knowledge but may not be familiar with the methods for studying those questions that have been developed in the field” (p. 4).

The book accomplishes this goal exceptionally well due to the variety of issues addressed and the easy-to-follow structure. It is divided into three parts: “Exploring Translation and Interpreting”—an overview of the TIS field and its research traditions; “Mapping the Field”—an exploration into various aspects and elements of the translational phenomena; and “Re-

search Methods”—a discussion of not only the past and present research trends in the field but also prospects for its further development.

One of the more interesting aspects of *Researching Translation and Interpreting* is that contributors take on the intrinsic elements of interpreting and translation, which are frequently either overlooked or underresearched in similar publications. For example, the authors in Part II explore such themes as agency and role (Chapter 1, Sergey Tyunelev), bilingualism and multilingualism (Chapter 2, Angelelli), fictional representations of interpreters and translators (Chapter 5, Klaus Kaindl), gender and sexuality (Chapter 6, Baer and Françoise Massardier-Kenney), and power and conflict (Chapter 9, Anna Strowe). These topics are of utmost importance in translational practice, so their exploration in scholarly work is likewise crucial.

As Strowe observes in Chapter 9, “translation and interpreting, like any other socially imbedded process, are shaped by vectors that influence communicative choices on the part of the language mediators, as well as the reception of both the source and the target text” (p. 118). However, these communicative choices are often insufficiently recognized by persons and institutions working with or hiring interpreters and translators, resulting in certain constraints and demands being imposed on this occupational group. One example of such demands is the notion of interpreter’s or translator’s transparency, which is often argued for but rarely attainable. As Angelelli rightly points out, “Translation/interpreting is not transparent because it mediates between different semiotic (including linguistic) codes and different sociocultural systems, all of which are unique, and so mediation between them inevitably requires selection, reduction, and augmentation, making shifts inevitable” (p. 19). Nonexistent or insufficient understanding of the role of interpreters and translators and the processes involved in the translational phenomena often leads to situations whereby those in the profession are reported to be “poorly treated, underpaid, and underrated manpower in the industry of text production and business firms, or in community service contexts” (Chapter 10, Rakefet Sela-Sheffy, p. 136).

In Part III, a wide range of different academic traditions and disciplines that have contributed to the research into translation and interpreting are introduced and explored. With a logical and accessible structure, each of the authors of the 13 chapters in this part (Chapters 12 through 24) start with a short definition and the origins of the paradigm in question, then discuss its application in other disciplines, and finally explore its use or its potential for use in TIS. In addition, the chapters introduce sample studies pertaining to translation and interpreting in which the paradigm discussed

is implemented, and the authors contemplate the potential of or difficulties and obstacles to further applications in the field. Some of such paradigms, such as conversation analysis (Chapter 15, Laura Gavioli), critical discourse analysis (Chapter 17, Ian Mason), and narrative analysis (Chapter 22, Mona Baker), are well-established and widely applied methodological approaches in other linguistic disciplines. Others take advantage of the technological progress of the past few decades, thus allowing scholars to apply tools such as key-stroke logging, eye-tracking, or think-aloud protocols to conduct more in-depth research into the processes (cognitive and otherwise) taking place during the translational phenomena (Chapter 23, Claudio Baraldi and Christopher D. Mellinger).

The wide variety of topics and issues covered and the in-depth exploration of the scholarly traditions contributing to TIS are definitely some of the most noteworthy features of the volume. In addition to the editors, the diverse expertise and theoretical backgrounds of the contributors, including well established names in TIS such as Mona Baker, Daniel Gile, and Ian Mason, make this book a remarkable resource for those engaged in research into translation and interpreting. However, one must not mistake this volume for an introductory course book on the study of translation and interpretation. It is not meant to be one. Exploration of basic concepts and paradigms or a general introduction to the field should be sought elsewhere, such as from *In Other Words: A Coursebook on Translation* (Baker, 2011), *Introducing Translation Studies: Theories and Applications* (Munday, 2016), or *Introducing Interpreting Studies* (Pöchhacker, 2016). This volume is meant to broaden the readers' perspectives on translation and interpreting and encourage them to start or expand their research. It is fair to say that *Researching Translation and Interpreting* is exceptionally useful to those with at least some background in the field of TIS or linguistics in general, but may be somewhat challenging for readers seeking to gain basic knowledge of interpreting and translation from either practical or scholarly perspectives.

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***Language for Specific Purposes.* Sandra Gollin-Kies, David R. Hall, and Stephen H. Moore. London, UK: Palgrave Macmillan, 2015. xvii + 276 pp.**

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Globalization and advancements in digital technology have increased the demand for the learning and teaching of language for communication in subject-specific environments. In *Language for Specific Purposes*, Gollin-Kies, Hall, and Moore provide a complete overview of the history and concepts, classroom application and pedagogy, and research of language for specific purposes (LSP). Written by three LSP experts with global experience in teaching and an extensive background in course design and materials development, this book serves as a comprehensive text for LSP and is particularly useful for graduate students and those seeking to learn more about the field.

The book is organized into four parts: in Part I (Chapters 1-3) the authors introduce the concepts and issues for LSP, Part II (Chapters 4-9) addresses LSP in the classroom, Part III (Chapters 10-12) is focused on conducting applied research in LSP, and Part IV (Chapter 13) provides valuable resources for readers, including recommended readings and a list of software that can be used for data analysis in LSP research. Throughout the book, key concepts are highlighted and summarized, but Chapters 1-3 do particularly well in providing the reader with background information on LSP's history and theories while highlighting key trends.

In Chapters 2 and 3, the authors explain that social constructionist ideas have underpinned ethnographic and genre-based approaches in LSP teaching. Furthermore, the key to negotiating and understanding relations among aspects of language, power, and discourse is critical language awareness, an important feature of LSP. The authors elaborate that "the LSP practitioner has to be able to identify the 'owner' of the specific purposes and has to address related issues such as who has a say in how the purposes are defined, prioritized, neglected and so on" (p. 77).

In Chapter 4 on course planning, the authors outline the contexts LSP can take place in:

- Situation A, where there is no immediate need to use the target language but which is taught in an environment where the language is the most common or primary means of communication;

- Situation B, where there is an immediate need and opportunity in the local community for immediate use;
- Situation C, where there is immediate need but which is taught in a nontarget-language environment;
- Situation D, where there is no immediate need for the language and little or no use in the local environment.

These four situations form a two-axis coordinate system of need and opportunity (p. 79) that can aid course designers in assessing the constraints and opportunities of a specific program. This approach in turn can then help establish realistic expectations for both the learners and the employers or other program sponsors. LSP practitioners are advised to keep the context and needs in mind and also integrate needs analysis, program delivery, and program evaluation as a continuous process, not an end in itself.

Although technology has made it easier for material and curriculum developers to access and share resources, there are major issues that practitioners have faced in course design and implementation. Such problems are related to organizational structure, academic respectability, disciplinary suspicion, and institutional inertia and are covered in Chapter 5. Validity and reliability are crucial features of LSP assessment and are taken up in Chapter 6. A key concern for many teachers has been that assessment should closely resemble the demands of the target context without sacrificing reliability. Although improving learners' capacity to deal with the challenges they will face in their target environment is the ultimate goal of an LSP course, the authors explain that it is still rare for learners to be assessed on their linguistic performance after they enter the target environment (p. 116).

Specificity, interdisciplinarity, and multidisciplinary are explained in Chapter 7; LSP teacher practices and research-informed pedagogy practices are discussed in Chapter 8. The authors highlight the differences between general language teaching and LSP teaching by stating that to devise classroom activities and curricula, LSP practitioners need a combination of research and pedagogical expertise because the practices, routines, and assumptions of the targeted workplace or discipline are necessary in developing classroom methodology.

The focus of Chapter 9 is on working in an LSP environment, managing classrooms in LSP, and addressing professional development in LSP. In terms of managing LSP classrooms, the main issues are (a) who the learners are, (b) what their proficiency level in the target language is, and (c) how much they know about the subject or specific purpose area. The authors

claim that LSP practitioners do not need to have been professionals in the subject area, but to fulfill their role as teachers, they need to have at least a “threshold” level of knowledge of the subject. The authors further advise that such knowledge can be acquired by closely collaborating with a subject specialist in a team-teaching relationship (p. 136).

In Chapter 10, the authors present research practices in LSP. Research trends include the importance and prevalence of corpus-based research and genre studies, identity issues, advanced academic literacies, English as a Lingua Franca (ELF), and researchers’ recognition of a progressively interconnected world (Belcher, Johns, & Paltridge, 2011; Paltridge & Starfield, 2011). Specifically, greater attention has been given to ethnographic methods providing rich contextualized information. Chapter 11, on case studies in LSP research and researchable projects, seems particularly useful for graduate students and anyone wishing to carry out projects and research. The summary of a needs analysis done by Cowling (2007) regarding workplace English at Mitsubishi Heavy Industries may be of particular interest to JALT readers as it takes place in a Japanese corporate environment. The volume closes with a wealth of resources such as a list of LSP publications, making it a valuable section for readers seeking further study and research.

As each chapter serves as a stepping-stone to the next, it is recommended to read the book chapters in order. However, for those with a narrow focus, concentrating on the chapters of a specific part is certainly feasible. The book is clearly organized and user-friendly throughout with concise writing. Each chapter begins with bullet points of what the chapter will accomplish, highlights key concepts and quotes from prominent scholars with different perspectives, and ends with concluding comments and discussion questions for further thinking. Diagrams and charts are also used effectively to help readers organize information, as is the case with Figure 2.1 (p. 30), which neatly summarizes the key trends affecting the learning, teaching, and researching of LSP. *Language for Specific Purposes* can be used as required or supplemental reading material for graduate-level courses and is highly recommended to all scholars interested in learning more about LSP.

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***Canadian English: A Sociolinguistic Perspective.* James A. Walker. New York, NY: Routledge, 2015. xiv + 147 pp.**

*Reviewed by*  
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*Canadian English: A Sociolinguistic Perspective* is a unique and practical analysis of the English spoken in Canada and provides both a linguistic and sociolinguistic perspective. The volume starts with an outline of issues of identity and the problems involved in distinguishing Canadian English as a specific dialect. Following this, the author provides an overview of English as it is spoken around the world and offers a short rationale for applying a sociolinguistic approach to the study of language. The aim is to provide a sample of important research and an explanation of the rationale for and difficulties in conducting an in-depth study of Canadian English.

The book is divided into seven comprehensive chapters that describe the origins and foundations of Canadian English and analyze the geographical, structural, linguistic, social, and cultural aspects of the language found north of the 49th Parallel. Each chapter is clearly written and organized with relevant examples and also includes a glossary, list of references, and an easily accessible summary.

In Chapter 1, to help readers fully understand the challenges of a sociolinguistic analysis, Walker notes several problems in distinguishing Canadian English as a dialect. Identifying a national dialect implies greater differentiation from other language varieties than might actually exist and assumes a higher degree of internal consistency than may be present. Superficial differences between American and Canadian English per se may be either political or have greater variance east to west, rather than north or south

of the border. However, Walker's rationale for a sociolinguistic analysis of Canadian English is that most studies of North American English tend to ignore Canada altogether. Therefore, a comprehensive analysis of Canadian English as a variation in its own right is warranted. Walker further explains that dialects are not just regional constructions but contain psychological, political, and social meaning for speakers of those dialects and should be given proper consideration. He therefore advocates a sociolinguistic approach to encompass and accurately describe the variables and relevant factors regarding the distinguishing features of Canadian English. According to Walker's analysis, Canadian English is more than just a structural variation in pronunciation, vocabulary, or grammar; rather, it is the social, cultural, and historical elements that define the language as unique and worth considering.

Following this thorough introduction to what Canadian English is, how it should be studied, and why a sociolinguistic approach is being used, Chapter 2 continues with a brief overview of the field of linguistics and the methodology of sociolinguistic inquiry. This overview includes an introduction to phonetics, phonology, morphology, syntax, and semantics with examples and an analysis of how they apply to the study of Canadian English. As these components of language analysis vary based on context, Walker prefers the sociolinguistic rather than purely linguistic approach to fully understand the nuances and qualities of Canadian English.

Chapter 3 provides a detailed description of the origins of Canadian English and focuses on the language-external historical events that led to its development. By exploring theories of new dialect formation such as language transmission and diffusion, founder effects, dialect mixing, and language contact, Walker aims to characterize the unique qualities that make up Canadian English. A further analysis of Canada's rich and diverse history puts these theories in perspective to give a complete picture of the development of the dialect. The author describes settlements in Newfoundland, British and loyalist immigration after the war of 1812, as well as the mass immigration and population shifts of the 19th and 20th centuries, and documents how Canadian English became a socially evolving variation that is historically and demographically diverse.

Chapters 4, 5, and 6 focus on the linguistic elements of Canadian English and describe the lexical, phonological, and grammatical differences that make it a distinct dialect. The Canadian lexicon is quite diverse and multicultural as it is not only a blend of Americanisms and British English, but also of Aboriginal languages and language introduced by immigrants and other



minorities. To highlight this diversity, in Chapter 4, Walker focuses not only on Canadian English as it differs from other national varieties but also how it varies regionally within Canada. This lexical analysis reflects Canada's colourful history and illustrates the common heritage Canadian English speakers have as a result of borrowing, innovation, and semantic shift.

With respect to phonetic and phonological variations, the sound system of Canadian English is characterized primarily by a great degree of diversity in vowel phonemes. This diversity includes Canadian Raising (the raising of diphthongs before voiceless consonants in words like *about* or *house*), the Canadian Vowel Shift (the pronunciation of words like *pasta* or *drama*), and the Low-Back Merger (the blurring or merging of the vowels in words such as *pin* and *pen*). In addition to General Canadian English, the phonetics of the Canadian dialect are said to include the regional dialects of Quebec English, Maritime English, and Newfoundland English.

The grammar of Canadian English is much less salient or regionally identifiable than are the grammars of other varieties of English. Most Canadians may be aware of regional, lexical, or phonetic differences, but they would find it harder to distinguish differences of usage. To help readers understand these usage differences, Chapter 6 focuses on morphological, syntactic, and discourse-pragmatic features of the dialect. Most differences are those of a general North American English variety and are not uniquely Canadian, but Canadian English is uniquely different in two significant regions: Newfoundland and Labrador English and African Nova Scotian English (p. 108). As such syntactic variation is difficult to distinguish, Walker questions whether regional variations are indeed valid or whether variation in grammar extends across any particular language. To study this empirically, the author considers the examples of variable agreement in existentials and in the grammaticalization of quotative *be like*.

The final chapter looks at the future of Canadian English. The author predicts that language change will be determined by social rather than regional or internal linguistic factors in the future. As a result of increasing ethno-linguistic diversity, Canadian English will continue to evolve and change socially. This chapter concludes with suggestions on how to accurately study and document this change by applying the sociolinguistic methodology proposed in the introduction.

In conclusion, the author suggests that the fear that Canadian English is being Americanized or heavily influenced by speakers with different linguistic or ethnic heritage is largely unfounded. Although the frequency of usage or rate of change may vary, users of Canadian English, regardless of their

background or heritage, seem to acquire the standard features of Canadian English, especially in lexical and phonetic categories such as regional vocabulary and aspects of pronunciation, in particular the characteristic vowel shifts, raising, and mergers.

Overall, the book is an interesting, comprehensive, and highly relevant introduction to the study of Canadian English. It offers many clear examples, descriptions, and explanations of regional and linguistic differences. Of particular interest to those in the field of applied linguistics are the sociolinguistic framework and the empirical methodology for conducting research and quantifying the range of social influences that make their their mark on Canadian English.