

# Reviews

***Spoken Discourse*. Rodney Jones. London, England: Bloomsbury, 2016. vi + 219 pp.**

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For current and future language teachers, a working knowledge of the study of spoken discourse is essential. As with most academic fields, though, the range of approaches available can seem dizzying to those for whom discourse is not a primary research area. In *Spoken Discourse*, Jones demystifies the study of how we use speech in society and expands the traditional definition of *speech* beyond the notion of two or more speakers talking face-to-face to include both material, technological mediations such as YouTube videos as well as the meaning-making, semiotic technologies we use to create, affirm, and challenge identities. In doing so, Jones provides a workable and coherent framework that enables new researchers in spoken discourse, as well as students and teachers in this field, to access and analyze speech and its material effects in the world. To do this, Jones develops what he calls “an analytical approach that focuses on the relationship between spoken discourse and the concrete *actions* [emphasis in original] we take with it” (p. 183). Jones approaches the study of spoken discourse from the triadic, social semiotic perspective he has developed elsewhere (e.g., Jones, 2012). Accordingly, in this volume, he simultaneously focuses on language above the clause (forming cohesive texts), language in action (performing concrete social goals), and language as a means of creating social worlds mediated by ideology.

In Chapter 1, Jones introduces the study of spoken discourse via a journey through detailed transcripts of a phone conversation in which a young man in the U.S. military comes out as gay to his father. To show how the study of spoken discourse is much more complex than merely studying face-to-

face or traditionally mediated interactions like the telephone conversations studied at length in early conversation analysis, Jones informs us that this phone conversation was included as a part of the young man's YouTube video channel in which he simultaneously documented and searched for support for his journey coming out as a gay member of the military while the "Don't ask, don't tell" policy was still in place. In Chapter 2, Jones surveys various disciplines that have contributed to the study of spoken discourse, focusing particularly on the contributions of conversation analysis, pragmatics, and sociolinguistics. Chapter 3 contains an examination of the tools, both technological and semiotic, through which we communicate and how the affordances of these tools of talk develop. Jones argues and shows that these technologies should not be seen as breaks from face-to-face interaction as well as that face-to-face conversation should not be seen as pure or unmediated (p. 56). In Chapter 4, Jones uses the perspectives of speech act theory and conversation analysis to look at mediated action—how talk interacts with action and serves to facilitate or impede it. Chapter 5 is an exploration of interaction: (a) how people manage the mechanics of talk, such as opening or closing conversations and taking turns, (b) how people in interactions become "ratified participants," recognized as having a right to participate in that interaction, and (c) how different types of ratified or nonratified participation are enacted with both face-to-face and digital technological mediation. In Chapter 6, Jones looks at identities and how they are both "brought along" to interactions as conventionalized amalgams of talk and behavior and "brought about" through the ways people negotiate their relationships in specific circumstances. Chapter 7 contains a discussion of how the groups and communities we belong to are imagined and how people use them as semiotic resources to create meaning in their interactions. Jones closes the book in Chapter 8 by exploring his concept of "answerability," or how our responses to the interactions we are involved in not only involve the immediate interactions themselves but also the larger "big C" conversations (Gee, 2011) in which they occur, along with the positive and negative consequences of how the continuing development of communication technologies affect our answerability to one another.

A strength of this book for those new to the study of spoken discourse, as well as for students in advanced undergraduate or graduate courses, is the clarity of Jones's prose. Jones clearly and repeatedly defines terms such as *technologization* (p. 72), which describes how both physical tools like voice recorders as well as semiotic tools like speech genres develop collections of usages, acquire specific social values, and become enmeshed in larger "big

D" Discourses (Gee, 2011) that both engage and exclude specific kinds of people. Terms such as this, along with everyday vernacular terms like *talk* and *discourse*, which frequently and confusingly acquire new or varied meanings within the social sciences, are clearly defined and explained. Moreover, Jones takes care to define key conceptual frameworks that are related to each other, such as speech communities and communities of practice in Chapter 7, showing how they are distinct. For students and new researchers trying to determine the research tools to use for a specific project, such explanations will save considerable time.

There is little to criticize in this text aside from one single editorial oversight that might confuse readers unfamiliar with this field. On page 149, in describing the differences between involvement and independence strategies by which speakers communicate social closeness and distance, Jones states that "people who are more powerful are freer to use involvement strategies to those who are less powerful, but the less powerful are usually obliged to use involvement strategies to the more powerful." Based upon Jones (2012) and the study of politeness strategies generally, the final clause should state that the less powerful are obliged to use *independence* strategies. Because of the confusion and misguidance this could provide, it is hoped that this error will be corrected in subsequent editions.

Despite this minor problem, *Spoken Discourse* is a clear, concise, and timely introduction to how we can analyze speech in its many forms. Readers seeking to learn about the study of spoken discourse and teachers leading courses in this study would be advised to consider this text as a useful guide.

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***Academic Writing Step by Step: A Research-Based Approach.***  
**Christopher N. Candlin, Peter Crompton, and Basil Hatim.**  
**Sheffield, England: Equinox, 2016. xiii + 207 pp.**

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Whether in the writer's first or second language, academic writing is widely regarded as a difficult skill to master. As a result, numerous approaches to writing instruction have arisen along with debates over their effectiveness. Traditional arguments between product and process approaches have been refined to include considerations of genre as well as the specialized field of English for academic purposes (EAP). In the preface for *Academic Writing Step by Step: A Research-Based Approach*, the series editor promises a new methodology informed by genre theory, discourse analysis, and systemic functional linguistics. The authors further explain that this resource is designed as a workbook on research paper writing for undergraduate and graduate students who are speakers of English as a second or foreign language. Students follow this workbook by analyzing and emulating popularized research articles, with example texts taken from sources such as *The Guardian*, *The Economist*, and even blogs.

The body of this workbook contains 10 units (A to J). In Units A to F, an example text is used to showcase key components of research writing. These units broadly follow the same format and sequence with context, vocabulary, featured text, commentary, and guided activities on grammar and text organization and are of similar length—between 16 and 18 pages. In Unit G, persuasive strategies for writing with logic, credibility, and feeling are introduced as well as ways to construct an argument. Unit H includes explanations of how to credit other people's research, including, for example, ways to cite references in accordance with APA rules. The authors then invite us "inside the writer's head" according to the titles of the final two units (I and J), highlighting such features as to-do lists and editing.

The focus of Unit A is the macrostructure of the book's target genre: the popularized research article. The model texts are authentic texts (as opposed to ones created solely for pedagogic purposes) taken from mainstream publications and blogs that are chosen for their accessibility to nonspecialists. They also feature concepts that the authors consider to be the core con-

stituents of all research writing—*given, new, data, and conclusion*. *Given* and *new* are familiar concepts in discourse analysis (see, e.g., McCarthy, 1991), defined respectively in *Academic Writing Step by Step* as “commonly held but questionable assertions” and “presentation of research supporting the new proposal” (p. 1) with the contrast between the two being an essential element of all research writing (p. 10).

In Unit B, the authors outline how this contrast is relevant to the title, lead summary, and overview of a research article and how the overview provides a map of the rest of the article. Unit C is about developing the article body and conclusion by composing a problem-solution structure that demonstrates the relationship between the given and the new. Further text features are introduced such as a research question and a concise answer to that question in the form of a thesis statement. The authors then build on the previous unit by demonstrating in Unit D how to write expository summaries, either as short “in-text” or longer “stand alone” pieces. They take students through the process of quoting, paraphrasing, and summarizing the work of others and suggest two criteria for choosing to use a quotation instead of paraphrasing information. These criteria are that the language should be vivid (i.e., nonscientific) and that the speaker should be authoritative, such as the researcher who conducted the research. Title and research institution should be included as well to substantiate their authority.

In the next unit, the authors explain “how writers string together several summaries” (p. 70) to form an explanatory synthesis. The model text in Unit E is a blog post in which each paragraph in the body of the article is a summary of a piece of research on obesity. The article body is preceded by an introduction to the topic and followed by a conclusion that summarizes the opinions of the author on the cited articles. The reader is also shown the writer’s role in forming the explanatory synthesis, which includes how to use transition words such as *for example*, *moreover*, and *however*. The authors use Unit F to describe in some depth how to build an argument or critique, which is a claim followed by an evaluation of that claim.

Much of Units A to F cover ground similar to that of Behrens and Rosen (2010) but in a way that is more suitable for L2 learners. These parallels continue in Unit G with the introduction of the Aristotelian concepts of *logos*, *ethos*, and *pathos*—or appeals to rationality, credibility, and emotion—which are used to describe persuasive style. Also familiar are the unit’s critical thinking sections, including activities on how to identify and correct logical fallacies such as *ad hominem*, question-begging, and non sequiturs. In Unit H, the authors equip the reader with valuable advice on

how to avoid plagiarism with a comprehensive account of how to provide in-text and end-text citations. Activities include composing citations using photographic reproductions of papers from journals or online materials.

The final two units offer practical advice on the writing process, such as the prewriting to-do list in Unit I, with commentary on how to improve a piece over multiple drafts. Unit J culminates in a completed paper on animal research. This essay presumably serves as a model for student readers, although it disappointingly uses logical fallacies such as arguments from tradition and popularity to counter arguments against speciesism. The unit also somewhat undermines the authors' claim that popularized science articles, like those cited in the preceding units, serve as useful models for writers of undergraduate research papers or a graduate thesis (p. xii). The genre has received criticism for distorting scientific findings for the purposes of sensationalism (Goldacre, 2008). Although popular science articles may contain textual features that are similar to academic writing, some of the examples in the book are less convincing as models of style to be emulated. A particularly egregious example is the final sentence in the blog post on obesity: "It's like taking candy from a baby, or, um, **GIVING** [emphasis in original] candy to a baby" (p. 72). Teachers who wish to advise their students on systematic academic writing style may want to refer to Kluge and Taylor (2007).

However, the strength of this volume is the useful array of discourse awareness activities that accompany the target texts such as multiple-choice questions, explicit text commentary, and writing practice assignments. Grammar targets have also been well chosen for presenting research. The past and present perfect allow the contrast between the given and new to be emphasized, as in this example: "Dolphins have long been recognized as among the most intelligent of animals, but many researchers had placed them below chimps" (p. 27). This allows the given to be presented before the new—which is research showing dolphins may be as intelligent as 3-year old humans. Other grammar targets presented in these units that befit an academic style of writing include the passive voice, gerunds, and noun + noun compounds. These allow the writer to condense information and focus on the research process instead of the researchers. Also included are functional grammar devices for promoting cohesion, such as reference and ellipsis.

With the aforementioned reservations in mind, the book may well be of use to students and teachers of academic writing who wish to understand the text structure of the popularized research article or who intend to write or publish such pieces.

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***Input and Experience in Bilingual Development*. Theres Grüter and Johanne Paradis (Eds.). Amsterdam, the Netherlands: John Benjamins, 2014. x + 204 pp.**

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In recent years, the role that input plays in children's development of second language abilities has been the focus of increased interest amongst researchers of bilingualism. To present recent research examining these roles, editors Grüter and Paradis have assembled *Input and Experience in Bilingual Development*. Drawn from contents of symposia at the 2008 and 2011 International Association for the Study of Child Language (IASCL) conferences, the book consists of nine chapters whose authors describe studies with speakers of numerous language pairings (Dutch-French, French-English, English-Chinese, Russian-Hebrew, Wapichana-Portuguese/Spanish, and Spanish-English) in several cultural and familial settings.

In their introduction, the editors outline how the chapters can be grouped thematically into three parts. The first two chapters address issues of input measurement. The following three chapters describe studies of bilingual development linked with experiential factors, specifically proximal (basic child-centered metrics such as age and length of exposure) and distal (broader influences such as economic condition or education). The final four chapters report on comparisons of bilingual and monolingual development.

In the first chapter, Grüter, Nereyda Hurtado, Virginia A. Marchman, and Anne Fernald focus on limitations of measuring input in relative (such as the

percentage of L1 versus L2 caretaker speech) rather than absolute terms (such as words per minute of the speech of each caretaker) and on the use of mismatched measurement types for defining input and learning (such as measuring outcomes in terms of absolute measures but input in terms of relative measures). To illustrate these limitations, the authors make use of previous research findings to create hypothetical, idealized data, both relative (percent of Spanish and English exposure) and absolute (total number of Spanish and English words heard per day) for four bilingual children. These data are used for various alignments of relative-versus-absolute language exposure and outcomes analyses that demonstrate how some approaches to conceptualization of input and outcome can miss important aspects of input variation. The researchers assert as ideal a situation in which exposure and outcomes are both measured in absolute terms while acknowledging the practical difficulty of obtaining such measures. Annick De Houwer follows with a study comparing absolute measures of maternal language input in monolingual (Dutch) families and bilingual (Dutch and French) families. Of the 13 measures taken, the only substantial variation was in the amount of maternal input that occurred—some bilingual children actually heard more Dutch than did children in the monolingual Dutch families.

The next three chapters concentrate on experiential factors that can color the quantity and quality of input. First, Lara J. Pierce and Fred Genesee provide an overview of studies of Chinese L1 children adopted in Canada, focusing on joint attention (JA) interactions (involving simultaneous attention of a child and caretaker on the same object). The authors summarize the results of these studies, arguing that the results reveal two salient points. One is that cultural backgrounds can influence choices for JA interactive strategies (such as follow-ins versus redirectives). The other is that in terms of L2 proficiency, children might benefit from selective strategy use based on the language used. In the next chapter, Sharon Armon-Lotem, Susan Joffe, Hadar Abutbul-Oz, Carmit Altman, and Joel Walters review research on children of Russian L1 economic immigrants to Israel and those of English L1 parents immigrating because of political and religious beliefs. Results lead the authors to conclude that “successful L2 acquisition goes hand-in-hand with positive L2 ethnolinguistic identity in children from economically driven immigrant communities” (p. 95). In the following chapter, Barbara Zurer Pearson and Luiz Amaral’s object of concern is the long-term fate of Wapichana, an Amazonian language of Guyana and Brazil. The authors discuss a range of distal and proximal factors, such as language models that children encounter, and stress the importance of ensuring their availability to children to prevent the loss of endangered languages.

The remainder of the book concentrates on comparisons of bilingual and monolingual development. These four chapters are loosely related in their arguments against anchoring assessment of bilingual children's L2 proficiency in the normal ranges of monolingual ability. The chapter by Erika Hoff, Stephanie Welsh, Silvia Place, and Krystal M. Ribot features research showing that bilingual children lag behind monolinguals in early language development and that bilinguals exhibit greater variability in L2 proficiency among themselves than when compared with monolinguals. These findings underscore the importance of establishing more appropriate guidelines for evaluating bilingual proficiency. In her chapter, Elin Thordardottir reviews studies on the receptive, productive, and processing ability of French-English bilinguals in Montreal. Results suggest that input quantity is related to vocabulary and grammar development but not to processing ability. The findings of these studies contrast with the earlier chapter by Hoff et al. in that children described by Thordardottir could perform in line with monolinguals on certain measures. Three studies by Paradis, Antoine Tremblay, and Martha Crago also concerned French-English bilingual children in Canada. They found that in 11-year-old bilingual children, differences with monolingual children in morphosyntactic ability (that is, the ability to make changes to words that accord correctly with grammatical rules at the sentence level) largely vanished, suggesting that older bilinguals achieve long-term mastery of at least some L2 qualities regardless of the earlier impact of input variation. In the final chapter, Sharon Unsworth describes a study of English-Dutch bilinguals that investigated the relation of input with a morphosyntactic feature (grammatical gender-marking of definite determiners) of Dutch and apprehension of meaning restriction in scrambled sentences. Although the results for determiner discrimination aligned with findings of other studies that showed larger amounts of input result in higher proficiency, the finding of no differences for bilingual versus monolingual consciousness of interpretive constraints in scrambled sentences is "difficult to reconcile with approaches to acquisition in which input plays a central role" (p. 195). The results of this study, along with those described in the chapter by Thordardottir, suggest that although input and experience are important to bilingualism, they do not explain everything about its development.

The editors' goal was to provide exposure to studies on input, experience, and bilingual development that were expansive enough to lay out a broad stage for future investigations. They have largely succeeded. Although those working in the Japanese context might be dismayed by the absence of studies based specifically in Japan (or even in Asia), the material in this book should nonetheless be of interest to anyone dealing professionally or personally with emerging bilingual children.

***Languages and Identities in a Transitional Japan: From Internationalization to Globalization.* Ikuko Nakane, Emi Otsuji, and William S. Armour (Eds.). New York, NY: Routledge, 2015. ix + 202 pp.**

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This book is an edited volume that explores the dynamic nature of language and identity issues relevant to contemporary Japan. In their introductory essay, the three coeditors make a case for the volume's theme of Japan in transition, which "is approached through critical discussions of global trends, policies, and public discourses, as well as through analysis of associated local practices" (p. 7). The editors also identify three areas of transition that they use to organize the subsequent chapters into sections: cultural, ideological, and pedagogical.

Part I is entitled "Cultural Transition" and contains two chapters that attend to the spread of Japanese popular culture throughout the world. The first, by Chris Burgess, offers a critical examination of the government-driven "cool Japan" campaign, exploring some of the implications and pitfalls of attempts to centrally manage the spread of "national" cultural content overseas. In his chapter, Burgess traces the rise and fall of *kokusaika* [internationalization] and *gurobaruka* [globalization] discourses in Japan since the 1980s and juxtaposes these with the history of state-sponsored cultural diplomacy initiatives in the 21st century up to 2013. Although the chapter offers a useful context for understanding contemporary Japan, it feels instantly dated given the significant cultural and political developments that have occurred inside and outside Japan over the past few years. A chapter with a broader scope, and thus more staying power, might have considered the multimedia English and Japanese-language discourses *about* Japan and Japanese culture that have shaped and continue to shape perceptions of this island nation. Without such meta-awareness, Burgess's conclusion that "Japan's inability to deal frankly with historical issues clearly limits effective use of soft power, particularly in Asia" (p. 29) appears to simply echo external critiques of Japan that have been recycled since the 1990s.

The second chapter in Part I, titled "The Geopolitics of Japanese Soft Power and the Japanese Language and Studies Classroom," is by Armour.

It is an attempt to interpret trends in the study of Japanese language and culture outside of Japan (Australia) with global discourses and technological practices. Armour expresses reservations about neoliberal discourse and its accompanying technological practices that have led to broad accessibility of Japanese popular culture but does not fulfill his promise to “discuss the potentials, both positive and negative, that these technologies and media offer” (p. 50). The focus is squarely on the negative ways that students’ development of their own connections to Japanese language and culture via the Internet disrupts traditional pedagogy. Unfortunately, rigorous classroom-based approaches to teaching in our era of rapid cultural and technological change, such as *The Pedagogy of Multiliteracies* (Cope & Kalantzis, 2009), are never mentioned in this chapter or in the volume’s final section, which focuses on pedagogical transition.

The title of Part II is “Ideological Transition,” and this section contains three very strong chapters by Ryuko Kubota, Nakane, and Otsuji. These chapters insightfully explore what Pennycook (2010) termed “language as local practice” (p. 1), which conceives of all language as an emergent feature of local contexts rather than a force that moves from center to periphery. Kubota’s chapter draws on earlier case-study data to adeptly “demonstrate how research participants’ views and experiences of learning English and other languages contradicts the sociolinguistic reality and expectation in local and international contexts” (p. 60). In her chapter, Nakane examines “Internal Internationalization” by looking at interpreting practices in the Japanese criminal court system. Forensic analysis of various courtroom interactions and practices leads to a sensible conclusion that “the internationalization discourse of appreciating differences across ethnicity, cultures, and languages and bridging the gaps between ‘us and them’ may prevent the Japanese judiciary from addressing language and communication issues that defendants may face in court regardless of their language backgrounds” (pp. 96-97). The final chapter in this section, like the other two, foregrounds the diversity of actual language practices in contemporary Japan. In this case, the setting (and chapter title) is “Metrolingual Tokyo.” Otsuji employs case-study and conversation analysis techniques to effectively show the hybridized nature of language use in contemporary Tokyo. However, the author does not, in my opinion, present adequate proof that the hybridized language use she analyzes is primarily an urban (or even geographically mediated) phenomenon. The chapter is nevertheless effective in problematizing existing categories and assumptions for understanding the boundaries of languages and cultures of use in our globalized era.

Part III, entitled “Pedagogical Transition,” contains three chapters in which the authors explore educational issues related to the book’s theme of languages and identities in transition. Chapter 7 by Robyn Moloney and Susan Oguro is a case study of heritage learners of Japanese in Australia that, though limited in its scope, effectively uncovers some of the ground-level factors that lead to differing language-learner identities and practices. Jun Ōhashi and Hiroko Ōhashi (Chapter 8) provide a classroom-teacher perspective on some of the possibilities for teaching what they term “humanistic values” (p. 141) to Japanese language learners in Australian higher education. Their premise follows Kramsch (2006, 2009) and Kramsch, Howell, Warner, and Wellmon (2007) in problematizing the idea that communicative competence must be the dominant goal of language education at all levels, and they provide examples of pedagogical tasks and off-campus activities that are aimed at deeper, often reflexive forms of learning that lead to “self and inner growth” (p. 161). This section’s final chapter returns to Japanese classrooms as Sumiko Taniguchi and Cheiron McMahill consider the role of *tabunka kyousei* (translated as *multicultural coexistence*) ideology and policy in the education of language minority children. The authors present a case study of an NPO community school in Gunma prefecture that promoted a counterideology, and they reflect on the negotiation and accommodation of this counterideology in context.

*Languages and Identities in a Transitional Japan* is a welcome contribution to discussions about the evolving cultures, ideologies, and pedagogies of contemporary Japan and Japanese language studies. The book includes research set in Japan, China, and Australia and tackles a variety of important themes that relate to language education in the current era of rapid globalization and technological change.

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***Positive Psychology in SLA*. Peter D. MacIntyre, Tammy Gregersen, and Sarah Mercer (Eds.). Bristol, England: Multilingual Matters, 2016. xii + 388 pp.**

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If positive psychology is the scientific study of human strengths that help us grow and thrive, then positive psychology in SLA is the scientific study of L2 learners' potential to be wholeheartedly engaged in learning an L2. The front cover of *Positive Psychology in SLA* displays an image of a human hand with the fingers extended towards and touching the surface of water, making gentle ripples. At the beginning of Chapter 1, each of the three editors shares a story related to one of the three elements in the image. MacIntyre talks about hands, Gregersen about ripples, and Mercer about water. I think the image sends at least three additional messages to readers. First, this book connects theoretical discussion, empirical studies, and practical classroom applications of past research and demonstrates that, like the three elements in the image, they are interdependent. Second, the field of positive psychology can help us explore our potential to grow as individuals, build positive relationships, and make a difference in our environment—like the fingers making gradually expanding ripples in the water. Thus, readers will know that they are capable of, and even responsible for, doing their share. Third, we can only see the surface of the water, implying that much remains to be investigated and understood because, according to the publisher, this anthology is the first collection of writings on positive psychology in SLA and efforts in the field are just beginning.

An ambitious starter to the book is Rebecca L. Oxford's chapter (Chapter 2), in which she proposes her EMPATHICS Vision of L2 learner psychology. Although Oxford believes that the five aspects (positive emotions, engage-

ment, relationships, meaning, and accomplishment) of Seligman's (2011) now-famous PERMA model are essential to improve L2 learners' experiences and achievements, she has identified nine dimensions of critical psychological forces (the nine letters of her acronym) that can assist L2 learners in achieving high levels of well-being and making rapid and solid progress. According to Oxford, many of the themes in these dimensions have been neglected in SLA previously but are now addressed in this book.

For example, emotion and empathy make up Dimension 1 in Oxford's model. Seligman lists positive emotions as one of the five aspects; recently in SLA, enjoyment, one of the positive emotions, has been empirically examined. Dewaele and MacIntyre (2014) demonstrated that it facilitates building learner resources for processes of L2 development, indicating that attending to positive L2 learner affect and using positive psychology activities as a way of improving L2 learning and teaching is necessary in utilizing and theorizing the social and individual aspects of L2 learning. However, the second component of this dimension, empathy, does not seem to be discussed in SLA literature, although it is a common topic in a range of fields such as education, psychology, and neuroscience. If the fundamental goal of L2 learning is to develop interactional competence as well as attentive listening skills so learners can move beyond superficial communication in this culturally diverse, globalizing world, then empathy—seeing the world through others' eyes—should be properly explored as the key human social capacity in SLA, as Mercer does in Chapter 3.

Among the nine dimensions of the EMPATHICS vision, Dimension 9 is widely considered in this volume, especially in theoretical and empirical discussions. The S of the EMPATHICS acronym represents diverse *self* factors such as self-efficacy, self-concept, self-esteem, and self-verification. In the Vision-based approach to L2 learning motivation, which is now becoming mainstream and has been extensively researched in L2 motivation research, the ideal L2 self plays a key role in leading the way for foreign language learning as the future-self guide. In Chapter 4, Joseph Falout offers a thoughtful and theoretical explanation of how, by making use of positive emotions, L2 learners can connect their past selves to their present and future selves. In Chapter 10, J. Lake reports on a sophisticated quantitative study that demonstrated that the global positive self at a general level and the positive L2 self at a domain-specific level both feed into L2 self-efficacy and L2 proficiency in his hierarchical, positivity-oriented model of L2 learning. In Chapter 11, Zana Ibrahim examines the phenomenon of directed motivational current (DMC) experiences of L2 learners, as introduced in

Dörnyei, Henry, and Muir (2016). A DMC is a long-lasting, powerful flow of energy used to pursue a goal like language learning, and it has the potential to help learners reinterpret negative emotions, such as anxiety, in light of positive emotions such as happiness and prosperity.

Some other constructs such as love (Chapter 5), social capital (Chapter 6), hope and hardiness (Chapter 7), flow (Chapter 8), and perseverance (Chapter 12) are also examined in theoretical and empirical sections of this book. Some are discussed in relation to Oxford's EMPATHICS dimensions.

Although the five aspects in the PERMA model and the nine dimensions of EMPATHICS do not have to be either exhaustive or mutually compatible, they reinforce the notion that language learners' well-being is multidimensional and takes a variety of forms. It is safe to say that positive psychology not only provides diverse perspectives for the field of SLA in terms of theory building, empirical research, and classroom applications but also sheds light on the empowerment of L2 learners.

Nevertheless, after reading this book, I have come to believe that the best contribution positive psychology can make to our field is rich ideas for classroom-based studies and practical interventions. Two of the most significant jobs L2 teachers have are convincing their students that L2 learning is worth pursuing and helping them become autonomous learners. For example, in Chapter 6, Gregersen, MacIntyre, and Margarita Meza discuss implementing the positive psychology exercises proposed in Seligman, Ernst, Gilham, Reivich, and Linkins (2009) to investigate the effect of intervention in creating a positive learning environment called *social capital*. In other chapters, teacher trainers share classroom and outside-of-class activities they have created based on positive psychology literature. For example, in Chapter 13, Marc Helgesen tells how he has made use of eight types of behavior that can lead to a more satisfying life (see Lyubomirsky, 2005) and has turned them into a peer-to-peer dictation task. In Chapter 14, Tim Murphey describes his idea of students teaching significant others what they learn in school. This is effective in changing the self-focused minds of learners into task-focused minds so that they can do away with the self-preoccupation that distracts them from focus on task and therefore become the givers of information for the sake of others, a behavior that can be called altruism. These examples may help readers to draw the conclusion, as I have, that one of the most significant contributions of positive psychology to L2 teaching is the potential to transform L2 learning tasks into life behaviors that are cognitively and socially meaningful.

In concluding this review, I suggest that readers should progress through the book by starting with the three anecdotal stories in Chapter 1, then moving on to any chapter they like according to their interests, and finally trying out some of the ideas in their own action research or teaching. They may want to narrate their own story and share it with their colleagues, friends, and family, which could even be the start of another volume on positive psychology in SLA.

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***Beyond Repeat After Me: Teaching Pronunciation to English Learners.* Marla Tritch Yoshida. Alexandria, VA: TESOL Press, 2016. vi +188 pp.**

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Teaching pronunciation to EFL/ESL students can seem daunting, even for instructors who are native speakers of English. Teacher education programs the world over often prioritize literacy and grammar despite the common goal of developing practical communicative abilities shared by many language education institutions. Of course, texts for teaching pronunciation

abound, yet books aimed at providing teachers with specific strategies often gloss over the foundational concepts. Although larger handbooks for teachers may provide exhaustive and research-based reviews of the technical aspects of pronunciation, they take a backseat role in directing teachers *how* to teach pronunciation. *Beyond Repeat After Me* bridges this gap by successfully blending metalinguistic analysis of American English pronunciation with practical pedagogical strategies. In this text, written specifically for “the needs and interests of nonnative speakers of English” (p. v), Yoshida presents the essential concepts of American English pronunciation—from the articulation of individual sounds to the assignment of prominence in a thought group—in a manner that is both highly informative and easy to read. Divided into 15 chapters, Yoshida’s approachable exposition plays out into two unspecified yet discernable acts: the production and teaching of (a) segmental features of pronunciation (individual phonemes), and (b) suprasegmentals (stress, rhythm, prominence, and intonation).

Following an introductory chapter that orients the reader via briefings on trends in pronunciation education, factors affecting pronunciation learning, and key problems faced by students, Chapters 2 through 6 deal with the pronunciation of American English at the segmental level, culminating with a chapter on teaching suggestions and activities. Chapter 2 introduces some basic concepts of phonology, including phonemes and allophones, consonants and vowels, and the phonemic alphabet, before ending with an encouraging recognition of the descriptive nature of rules that “govern” pronunciation. Chapter 3 very briefly describes the human articulatory system and equips readers with the terminology necessary for subsequent chapters. Yoshida’s advocacy for the use of various media to teach pronunciation begins to emerge in this chapter. Some of her teaching suggestions include the use of mirrors, dental models, and multimedia apps (p. 21). In Chapters 4 through 6 Yoshida presents and illustrates consonants, vowels, and certain word endings of American English before expanding on the actual teaching of these features in Chapter 7.

Throughout each of these chapters the reader finds an abundance of figures, tables, and illustrations that serve to make the content more tangible: for instance, a tip box illustrating how toy pop guns, air pumps, and balloons can help demonstrate articulation (p. 26) and tables showing tongue position (p. 39) and lip positions (p. 41) for American English vowels. In her preface, Yoshida emphasizes the importance of sound as a necessary tool and aspect of pronunciation teaching and learning. Although visuals are helpful in representing various aspects of spoken language, nothing can

truly compare to using actual audio, and Yoshida does not disappoint. Her companion website (<http://www.tesol.org/read-and-publish/bookstore/beyond-repeat-after-me>), publicly accessible via the TESOL Press website, contains videos and audio files useful for both teachers and students. Icons denoting supplementary audio files, hosted on the aforementioned publisher's website, average about two per page in these chapters.

Busy teachers looking to dive straight into activities and approaches to teaching pronunciation might start in Chapter 7, in which Yoshida adopts a communicative framework proposed by Celce-Murcia, Brinton, and Goodwin (2010) to present a compendium of techniques that require little background knowledge to understand and implement in any class. None of the techniques listed here are original, but they often include bits of advice amassed during Yoshida's nearly three decades of experience and together they offer an essential resource for EFL and ESL teachers in any context.

Suprasegmental features of pronunciation—stress, rhythm, thought groups, prominence and intonation, and connected speech—are brought up respectively in Chapters 8 through 12, which lead into a second set of useful pedagogical techniques (Chapter 13). Yoshida continues to employ visuals when explaining auditory artifacts: various sized balls indicate stress, contour overlays illustrate intonation, and bars of magnets convey connected speech patterns. Because Yoshida has earlier cited several scholars (Celce-Murcia et al., 2010; Gilbert, 2008; Lane, 2010) who prioritized the teaching of suprasegmentals over individual sounds (p. 3), it is not surprising that these chapters make up the larger portion of the book and include more than two-thirds of the supplementary audio files. Despite the increasing complexity of pronunciation-related concepts, Yoshida covers a wide variety of technical language both distinctly and clearly.

Chapter 13 is both entertaining and informative. Adapting the same five-part framework she used to organize phoneme-focused instructional strategies in Chapter 7, Yoshida delves into "Teaching the Musical Aspects of Pronunciation" with activities like syllable scavenger hunts, ball throwing, feet stomping, rubber band stretching, and orchestra conducting. Puppets, songs, model clay, and jokes are also discussed, as is software that analyzes and visualizes sound waves. These strategies—especially those that might seem childish at first glance—should not be overlooked as appropriate for learners who are above elementary age. This reviewer can personally attest to their capacity for engaging less-than-enthusiastic university students and their ability to convert features of English pronunciation that typically evade students' perception into comprehensible and replicable input.

The book closes out with a chapter aimed at drawing teachers' attention to student variability (Chapter 14) and a very helpful chapter addressing the notorious spelling system of English (Chapter 15). A concise collection of additional resources and a glossary of over 200 clearly defined terms, replete with examples, more than satisfactorily complete the book. On the whole, this text has much to offer any educator, regardless of experience, who is tasked with teaching pronunciation to English language learners.

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***Exploring Listening Strategy Instruction Through Action Research.* Joseph Siegel. Croydon, England: Palgrave Macmillan, 2015. xvi + pp. 259.**

*Reviewed by*

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In this book, Joseph Siegel describes a longitudinal research project that he conducted for his doctoral research at a private university located in southern Japan (Siegel, 2014). Unlike previous research on listening strategy instruction, such as Ozeki's (2000) one-semester study, Siegel's project spanned three academic semesters and involved two teachers and six classes of students. This book consists of three main parts: a literature review of listening and listening instruction, a description of the action research project, and a discussion of the findings.

In the introductory chapter, Siegel describes a situation that many EFL teachers struggle with—the challenge of planning and delivering effective listening instruction. A photograph of a journal entry written by one of

his students enrolled in a listening course effectively illustrates the need for more implicit instruction with the comment “Please teach me how to listen English words” (p. 3). This comment confirmed Siegel’s observations that although classes often include listening assessment, they rarely offer instruction that would actually help the students become more competent listeners. However, when he reached out to colleagues at his institution, they did not have ideas about how to improve listening instruction. This situation is not unique and many teachers, particularly in foreign language contexts, can surely relate.

In Chapter 2, Siegel provides a brief review of the literature on listening and listening instruction. First, he covers the theoretical models of listening and basic listening-related concepts such as bottom-up processing (BUP) and top-down processing (TDP). In Section 2.2.3, he proposes an original theoretical perspective on the relationship between BUP and TDP. Unlike other commentators who put an emphasis on BUP, Siegel argues that both processes are required and that learners use TDP before BUP instead of in the opposite order. For example, a listener uses background knowledge and life experience to predict what she is going to hear.

Siegel then describes how listening instruction has evolved over the years, along with the trends in L2 instruction. Specifically, he talks about the osmosis approach, listening to readings of written texts, the comprehension approach, the subskills and strategic approach, extensive reading, and problem-based listening strategy instruction. One of the biggest criticisms of all of these approaches is that they do not actually teach how to listen by providing explicit instruction but rather rely on exposure or testing. Furthermore, although many textbooks include listening activities, most do not actually teach students how to become effective listeners.

Because Siegel’s action research project involved listening strategy instruction (LSI), readers who are not familiar with strategy instruction should read section 2.3.2 carefully. On page 48, Siegel uses Rost’s (2002) definition of strategies: “conscious plans to manage incoming speech” (p. 236). Strategies fall into two categories: cognitive (e.g., inference, elaboration) and metacognitive (e.g., strategy selection, comprehension evaluation). In general terms, LSI involves raising awareness of necessary skills (strategies) and using them.

For many readers, Chapter 3 is likely to be of special interest because Siegel describes the LSI program that he implemented at his university. As in many listening courses, the existing pedagogy placed an emphasis on listening comprehension and the classroom context. Siegel summarizes the objec-

tives of his listening strategy instruction program: “to increase [students’] listening confidence, to develop listening processes and strategies, and to evolve their abilities to transfer processes and strategies practiced in class to novel listening events” (p. 58).

Siegel identifies 13 metacognitive and cognitive strategies that cover both TDP and BUP. Examples of these strategies are genre recognition, discourse marker identification, and guessing new words from context. He outlines the steps in teaching strategies: (a) consciousness raising, (b) teacher modeling, (c) controlled practice, and (d) evaluation of strategy selection. Throughout the course, the presentation of the strategies progresses from general TDP strategies to more specific text-dependent BUP strategies.

Siegel explains how he added explicit strategy instruction to replace or augment the listening activities in the commercially available textbook *Interactions 2* (Tanka & Baker, 2007). On page 69, he provides an excellent table that illustrates how he integrated the strategies. For example, instead of doing a gap-fill activity, the students did a chunking activity in which they identified the units of meaning.

In the second part of the book, Siegel describes action research and its typical stages (Chapter 4). Because he was interested in improving what he labeled as an “undesirable approach to listening instruction” (p. 78) in the existing listening course, iterative action research seemed to be an appropriate research framework for his study. For the first phase, three data collection tools were used: a questionnaire, student interviews, and a research journal. At the end of each phase, additional data collection tools such as observation notes and pre- and posttests were added. One of the strengths of iterative action research is the ability to make changes based on the observations and reflections made after each stage. On pages 112 and 125, Siegel effectively uses tables to show how he dealt with the issues that arose in phases one and two of the research project.

In the third part of the book, Siegel reports on the project from the perspective of the students and the teacher. Using questionnaire data and interviews, he found that most of the learners felt positive about LSI. For the teacher’s perspective on LSI, he interviewed the other teacher involved with the project. One important issue that the teacher raised was the challenge of teaching listening strategies with general listening texts that were not designed for LSI.

In the final chapter, Siegel discusses LSI in a variety of contexts. In terms of the Japanese university context, he thinks that LSI is a feasible and desirable alternative to the status quo because of the usefulness of listening strategies

outside of the language classroom. He also calls for classroom trials and further action research to advance the field of listening instruction. Finally, he recommends that teacher education programs and training manuals place greater importance on listening.

Where this book shines is the thorough description of iterative action research with a qualitative perspective. Teachers who are looking for a detailed “how to guide” for integrating listening strategies in their courses might be somewhat unsatisfied and should look at Rost and Wilson (2013) for examples of activities and practical advice about implementation. However, Siegel provides inspiration and a “game plan” for classroom teachers and curriculum designers to integrate language strategy instruction in their courses.

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