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Links

Reviews

Corpus Linguistics for Grammar: A Guide for Research. **Christian Jones and Daniel Waller. Abingdon, UK: Routledge, 2015. xv + 201 pp.**

Reviewed by

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Which of these sentences is grammatically correct?

A. Do you see who I see?
B. Do you see whom I see?

This question is from the Good Grammar Test published by *The Telegraph*, a U.K. newspaper, and is included in Chapter 2 of *Corpus Linguistics for Grammar* (p. 19). The answer—or rather answers—to this question, and the reasons for those answers, represent key issues discussed in this clearly written, practical book. The authors argue that use of corpora is the most valid way to analyse grammar, and throughout the volume corpora act as guides to explain how the analysis can be done in a variety of ways.

Regarding the question above, the authors explain that one method of answering is by reference to idealistic rules of grammar that state *whom* is the object in the subordinate clause *whom I see* and must therefore be in the accusative or objective case. This method is used in the *Telegraph's* Good Grammar Test, which gives B as the correct answer.

The authors' preferred method, of course, is a corpus-based investigation. A search of the spoken section of the Corpus of Contemporary American English finds sentence A is rare and B does not occur at all. Even the shorter chunk *who I see* is "fairly rare" though it occurs four times more frequently than *whom I see* (p. 20). Further investigation of written corpora also demonstrates that *whom* is only used in formal, written texts. Such corpus-based investigations not only challenge the Good Grammar Test answer but also imply that the question itself lacks validity. This

example highlights differences between corpus-based grammar evidence and intuition or traditional rules.

Corpus Linguistics for Grammar has nine chapters and is divided into three parts: "Defining Grammar and Using Corpora," "Corpus Linguistics for Grammar: Areas of Investigation," and "Applications of Research." The chapters are clear, measured, and useful with each including exercises and practice that challenge the reader's intuitive understanding and knowledge of grammar and reinforce the learning that has taken place. The end of the book provides answers to the tasks and a glossary that explains key terms and concepts.

In the first section, the authors define grammar, explain what a corpus is, and demonstrate what it can be used for. Specific examples are provided along with point-by-point comparisons and evaluations of open-access corpora and of open-access corpus analysis software such as LexTutor and AntConc (p. 58). The authors remind us that definitions of grammar should be *descriptive,* not *prescriptive.* That is to say, understanding should come from knowing what actually happens with language—not from ideals or intuition. They argue that this knowledge may best be found through the use of relevant corpora. This section may be of most use to undergraduate or postgraduate students of linguistics and related subjects. Teachers and experienced researchers will find it a lucid recovering of familiar ground but are likely to be more engaged by Parts 2 and 3.

In Part 2, areas of investigation for corpus grammar analysis are discussed, including frequency, chunks (or word clusters), colligations (grammar patterns accompanying words or chunks), and semantic prosody (forms of words with positive, negative, or neutral nuances). For example, the frequency of the chunk *I think* is compared with *I believe*, *in my opinion*, and *in my view* (p. 113). A survey of a spoken corpus of over 9 billion words shows *I think* occurs over 200 times more frequently than the other three phrases combined, and *I think* is also the most frequently occurring of these four items in an academic corpus of more than 15 billion words.

In Part 3, the authors consider how the results of corpus grammar analysis could be applied to teaching and research. They suggest that syllabuses, textbooks, and tests may all be improved by a corpus-informed approach. For example, analysis of a written corpus of nearly 16 million words shows the simple past *I went* is used over 700 times more than the past perfect continuous *I had been going* (p. 127). Such analysis may be helpful in Japan where learners often seem to have studied and memorized forms without reference to their meaning or communicative importance.

For written work and tests, successful or accurate samples may be found in corpora and used for teaching or marking (p. 131), and test questions can be based on authentic language items that analysis shows are frequent in a particular genre (p. 132). As suggested by the authors, this approach may be especially useful when a test maker is guided by the "Can do" descriptors of the Common European Framework of Reference for Languages (p. 132). In class, concordance lines can be given to help learners deduce and understand differences in the use and meaning of patterns—an example with the modals *must* and *should* is provided (p. 130).

In Part 3, the authors also explain, with real examples, how to undertake various types of corpus-based research ranging from comparative genre analysis to understanding how grammar influences meaning in written and spoken political texts. Readers may easily imagine other areas and genres to which such analysis can be applied.

Perhaps the main problem with the authors' approach is that their understanding of lexico-grammar as "a system to make meaning" (p. 28), following Halliday (1975), may be difficult to grasp and apply for learners (and teachers) who are not experts in grammar theory. Although much has been uncovered by corpus analysis, research findings are not necessarily useful pedagogically, and a set of convenient rules, such as "*any* is for negative and question sentences; *some* is for positive," may remain attractive even though the rules are misleading.

Nonetheless, *Corpus Linguistics for Grammar* provides a strong and clear argument in favour of using corpus analysis to improve knowledge and understanding of grammar and also offers many useful examples of research projects in this increasingly important area of study for students and teachers of language. The authors achieve their aims of explaining how to use corpora to analyse grammar and of showing the range of applications such analysis may have, as well as giving practical advice on corpus-based research. Many of the examples may also cause readers to reconsider what they know about grammar and how they know it.

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Task-Based Language Teaching and Second Language Acquisition. Mike Long. Malden, MA: Wiley-Blackwell, 2015. xi + 439 pp.

Reviewed by
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Since the early 1980s, Mike Long's research has been closely connected with the developing branch of communicative language teaching now commonly known as task-based language teaching (TBLT). His highly influential *interaction hypothesis*, along with his concept of *focus on form,* have been the basis for much of the research agenda associated with TBLT. Much has been written on the use of tasks in second language classrooms, including influential, pedagogically focused volumes like those by Nunan (2004) and Willis and Willis (2007). However, Long sees the majority of interpretations of TBLT to be anything but task based, arguing that they lack some or all of the key characteristics of a true task-based approach. In this volume, Long details the aspects and merits of what he considers a pure task-based approach, as well as the problems inextricably bound to alternative types of language teaching.

The book's 12 chapters are divided into three parts. Part 1 gives a background of the theoretical and empirical basis for TBLT. Part 2 outlines the procedures for designing and implementing a task-based approach—from needs analysis to assessment. Part 3, which consists of only one brief chapter, discusses possible future avenues for TBLT and its research. The 50-plus pages of references in the printed version are comprehensive and the outlines that appear on the opening page for each chapter are quite useful. However, the three pages that make up the rather sparse index are a disappointment as some topics that are covered in detail in the text are not listed in the index.

In Chapter 1, Long outlines his long-held views about a pure version of TBLT, which places needs analysis in a central and fundamental position and sees any preplanned linguistic focus as unacceptable. Long believes that the original notion of TBLT has been diluted by subsequent writers on the topic. We also see the complete lack of regard he holds for authors and publishers of commercial teaching materials, a common theme that runs throughout the book.

Chapter 2 reviews the two polar views that have dominated language teaching over the years; that is, whether teachers should focus on language forms or meaning. Long dismisses focus-on-form approaches as being incompatible with SLA research findings from the past 50 years. He also argues that a strong focus on meaning is irresponsibly inadequate for language development. He then goes on to outline succinctly his third way: a focus-on-form approach in which teachers attend to linguistic problems reactively as they arise in class.

In Chapter 3, Long describes the cognitive-interactionist approach to instructed SLA that forms the theoretical underpinning of TBLT. Through the model, he argues that implicit learning is very much the primary vehicle for second language development; but he sees the role of negotiation for meaning and corrective feedback, common themes in the TBLT literature, as important for making SLA more efficient.

In Chapter 4, the last of the first part of the book, Long describes nine philosophical tenets that underpin TBLT. For some of these—such as the education approaches of *l'education integrale*, or learning by doing—the links with TBLT are obvious, and it is easy to follow Long's argument. Others might find the claims that TBLT is more rational, egalitarian, or emancipatory than other approaches to language teaching a bit too much. Long concedes that these underpinnings are not fundamentals and that it is possible to implement TBLT without holding all of the same principles that are detailed here.

Chapters 5 to 7 cover the topic of needs analysis (NA) in some detail. Long's emphasis on the necessity of an NA is perhaps what distinguishes his version of TBLT from some other versions (e.g., Willis & Willis, 2007). He argues that an NA must identify target tasks, that is, the everyday tasks that learners aspire to be able to do in an L2. These chapters cover the sources of information and research methods that are often used to determine target tasks and discourse and provide plenty of concrete examples. The emphasis on NA makes Long's view of TBLT particularly appropriate for practitioners working in the context of language for specific purposes. However, Long briefly concedes that in some contexts it may be true that heterogeneous groups of learners have no specific L2 needs, for example Japanese and Korean primary education contexts. Although he devotes less than a page to this point, I could not help thinking that a fairly large proportion of L2 learners around the world would fall into this category.

In Chapter 8, Long discusses the issues involved with task-based syllabus design. After initially outlining the various types of syllabus that have been proposed over the years and their various weaknesses, he details two

aspects of a task-based syllabus: the selection of pedagogic tasks from the target tasks identified through the NA and the issue of task sequencing.

In Chapter 9, he begins by outlining some principles for making task-based pedagogical materials, urging that they be relevant and motivating and that they possess a real-world connection. He argues that when teachers simplify the vocabulary or structures in texts, it does little for their students' language development. Instead, he proposes that elaboration be used to clearly convey the meaning of potentially problematic linguistic forms. Following this, he moves into practical issues; that is, how to actually employ tasks in the classroom. He begins by demonstrating sequences of tasks designed for use with beginning learners, emphatically arguing against the essentialist view that these are groups for which TBLT is not suitable (e.g., Lai, 2015). Next, he shows how target tasks identified through an NA might be realised by pedagogical tasks for elementary to advanced learners. True to the real-world claim, these tasks include understanding drug labels, being stopped by traffic police, and delivering a sales report.

In Chapter 10, based on the arguments made earlier, Long sets out the following 10 methodological principles that he believes should be the cornerstone of any approach to language teaching: using tasks as syllabus units, promoting learning by doing, elaborating input, providing rich input, encouraging chunk learning, using focus-on-form techniques, providing negative evidence, respecting the internal learner syllabus, promoting cooperative language learning, and individualising instruction. The chapter closes with Long's argument that individual teachers are best positioned to decide how these principles should be applied in their unique classroom settings.

Chapter 11 outlines assessment in TBLT. Long proposes that criterion-referenced performance tests should be used "to determine whether each student can or cannot perform target tasks at a satisfactory level" (p. 331). The temptation to add a linguistic element should, however, be avoided. Finally, he details some of the studies that have attempted to directly compare TBLT with focus-on-form approaches and argues that, from the limited evidence we have available, it appears that TBLT may hold some advantages for acquisition.

Chapter 12, the final chapter, is only seven pages long and outlines some of the threats and opportunities for TBLT going forward, including a summary of areas for research mentioned in the earlier chapters.

This volume provides a comprehensive treatment of the many theoretical and practical issues connected to the use of tasks in L2 learning. The arguments for a psycholinguistic rationale to TBLT and the methodological

principles that are detailed are convincing and easy to digest. The details of previous empirical studies provided in these sections would be excellent for those conducting research in this area. However, I wonder if the emphasis on NA and the insistence that practitioners who are not following Long's methods are not doing TBLT "properly" may alienate some readers who consider themselves to be following a task-based approach. All in all, I found the volume to be reasonably engaging and containing a wealth of information on many aspects of the TBLT field.

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Putting CLIL Into Practice. Phil Ball, Keith Kelly, and John Clegg. Oxford, UK: Oxford University Press, 2015. xiii + 320 pp.

Reviewed by
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This book is aimed at helping both subject teachers and language teachers who are new to content and language integrated learning become more effective CLIL practitioners. New definitions of methodology and fresh perspectives on how to integrate language in content classes and content in language classes will also be of interest to seasoned CLIL teachers. This volume, from the *Oxford Handbooks for Language Teachers* series, is particularly instructive in the way it shows language teachers what goes on in subject classes and guides subject teachers on how to provide linguistic support. The first part (Chapters 1 to 4) presents the authors' CLIL theories, and the second part (Chapters 5 to 10) is oriented toward practice, including sample tasks with extracts from subject textbooks for primary to secondary

CLIL programs mostly in the Basque region. With some adaptation, these models should be useful references for teachers of these levels in other parts of the world and for tertiary level teachers as well.

Each chapter begins with an overview and ends with a summary, a task, and a further reading list. Other resources include a glossary of terms, suggested answers to tasks, and a full reference list. Teacher resources, including chapter discussion questions, annotated lists of web links to related sites, and a note from the authors are available online at <www.oup.com/elt/teacher/clil>.

Chapter 1 begins with a look at several contexts for L2 education (e.g., immersion, bilingual, and English-medium) and factors that "make it easier or more difficult for learners to learn through a second language" (p. 11) including learner and teacher L2 ability, exposure and time, teacher pedagogical skill, and learner literacy and cognitive skills.

In Chapter 2, the authors explain that CLIL was originally intended for subject teachers to help them support the language needs of their students (p. 27). Later, as language teachers began taking an interest, CLIL's scope widened, and the notion of *soft CLIL* and *hard CLIL* emerged for linguistic aims and subject-based aims respectively. The authors consider it insufficient to define CLIL as an "umbrella term covering a dozen or more educational approaches" (Mehisto, Marsh, & Frigols, 2008, p. 12). To better recognize CLIL as a methodology or "a way of teaching and learning subjects in a second language" (p. 1), they offer 10 features characterizing CLIL (e.g., conceptual sequencing, making key language salient, text-task relationship, and supporting thinking skills).

Chapter 3 is perhaps the core of the book; it is here that the relationship between language and content is made clear. The authors reject the notion of CLIL as a dual-focused (language and content) approach (Coyle, Hood, & Marsh, 2010, p. 1). Instead, they consider language to be a form of content and one of content's three dimensions: conceptual, procedural, and linguistic. Using a mixing board metaphor, they show how the volume of each dimension can be adjusted according to the teaching and learning aims.

Chapter 4 is about the language aspect of CLIL, beginning with the basics (e.g., grammar, vocabulary, discourse markers), then moving on to seven principles for language practice. Language is broken down further into three types: subject-specific language, general academic language, and peripheral language (interactional language) with examples illustrating each.

The next two chapters provide actual classroom how-tos for teachers. Chapter 5 is focused on helping students understand the language and or-

ganization of the input content and decode the meaning. To highlight the need for CLIL teachers to be aware of the "shape of the content" (p. 106), the authors use the example of a lesson on global warming and outline how the goals of a language lesson will differ from those of a subject class. Input-processing tasks are presented as two types: word- and phrase-level tasks (e.g., matching terms and definitions or reading a text and filling in a chart), and whole-text content analysis (e.g., tables, flow diagrams, and note-taking charts). Activities for both task types use visuals to show how to extract and organize language and key ideas from a text and present them to students. In Chapter 6, the authors present a number of speaking and writing tasks to show the kinds of language support that teachers can give for output tasks.

Chapter 7 includes seven principles for materials design, many of which are based on elements discussed earlier in the book, such as the three dimensions of content (Chapter 3), guiding input and supporting output (Chapters 5 and 6), and thinking in sequences (Chapter 2). Once again, sample tasks illustrate and explain each principle. Readers are reminded to think about the types of language needed to complete the tasks and to include the necessary support, thus reaffirming the primacy of language in good CLIL practice.

The discussion of student assessment in Chapter 8 begins with a review of common types: formative, summative, peer, self, and portfolio. The authors return to the mixing board metaphor to illustrate how concepts, procedures, and language can be approached and prioritized in assessment tasks. They point out that assessment in CLIL must reflect the teaching and learning that took place (p. 240) and that the language students are required to produce should not hinder them in demonstrating their knowledge and understanding of a subject.

Chapter 9 presents factors to consider when implementing CLIL programs, including how they fit into the whole school structure, the interests of the stakeholders, the classes that will adopt CLIL, the students that will take them, and the teachers that will teach them. General readers and those leading and managing CLIL will each benefit from the table outlining a 4-stage process in program development based on these factors (pp. 264-265).

In Chapter 10, the authors suggest that to work with CLIL as a methodology, teachers need specialized training beyond that of foreign language teaching or subject teaching. Teacher training should address guiding input and supporting learner output, scaffolding language and learning, using process-focused assessment, making key language salient, and developing cognitive academic language proficiency (CALP). Of special significance to the many nonnative English teachers and nonnative English as a medium

of instruction (EMI) teachers in classrooms around the globe is that the authors believe that strong pedagogical awareness can compensate for a lack of language skill or proficiency. The reverse, on the other hand, is said to not be true.

The authors also note that CLIL teacher training is still in development. As CLIL teaching continues to expand and mature from its grassroots, bottom-up origin and CLIL programs get better institutional recognition and support, CLIL teacher training needs should become better addressed.

With this volume, readers are offered a fresh approach to thinking about what CLIL is and how to teach it. The extensive selection of excellent task examples is highly instructive and can become a bank of ideas for teachers to adapt to their teaching contexts. As in other writing on CLIL (e.g., Mehisto, 2012; Mehisto, Marsh & Frigols, 2008), the chapters in this book introduce many sets of features or characteristics (e.g., seven features of CLIL). However, it would be helpful if the headings for these sections were numbered in the body of the chapters with a summary provided in tables that could be itemized after the table of contents. Also, it would be useful if the sources listed in the end-of-chapter reading lists were included in the reference list at the end of the book. These two small weaknesses are incidental, and the excellent training and support covered in this book make it a must-have volume for anyone serious about CLIL.

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***Reflective Teaching in Higher Education*. Paul Ashwin, David Boud, Kelly Coate, Fiona Hallett, Elaine Keane, Kerri-Lee Krause, Brenda Leibowitz, Iain MacLaren, Jan McArthur, Velda McCune, and Michelle Tooher. London, UK: Bloomsbury, 2015. xiv + 414 pp.**

Reviewed by
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Back at the beginning of the millennium, Gardiner (2000) penned an insightful article forecasting the growth of faculty development in higher education in the United States. In one particularly prescient passage, he wrote the following:

> College teaching increasingly will be viewed as a true profession in its own right, underpinned by a solid base of knowledge derived from empirical studies on learning and student development, college effects on students, and the management of learning in complex organizations. Professors will be understood to need solid grounding in both theory and practice in both higher education and one or more disciplinary content areas. (para. 1)

In Japanese higher education, the growth of faculty development appears to lag a good two decades behind that in many other countries, including the United States and the United Kingdom. However, faculty development, or FD as it is commonly called in Japan, has undoubtedly reached these shores, and language teachers cannot ignore the movement. A solid knowledge of higher education studies—those studies into the various theoretical and practical issues related to teaching and learning in the context of higher education—is becoming crucial, and acquisition of such knowledge may very well start with the careful reading of a good book on the subject. *Reflective Teaching in Higher Education* is a multiauthored and remarkably exhaustive tome totalling 414 pages that offers a good introduction to the issues involved in becoming a better university teacher, although as in any growing field, other books also exist that could serve roughly the same purpose.

On the plus side, *Reflective Teaching in Higher Education* provides a tre-

mendously comprehensive overview of the main issues confronting teachers in the university system. All 11 authors are frontline experts in their particular subfields of higher education studies and their cumulative knowledge, as put on paper in this text, is quite impressive. They tackle issues ranging from technology to diversity and from assessment to professionalism, all divided into 17 tidy but cohesive units. Few books give such a broad yet detailed overview of the various complex functions involved in being an effective university professor.

The authors of the text also provide numerous relevant research briefings in each unit, so it is possible to gain a relatively deep understanding of the prevalent research findings in the field of higher education teaching. However, the most outstanding feature of this text is its determined effort to equip readers with the tools to engage in relatively systematic and critical reflective practice. A coupling of the research findings and the reflective activities in the book can be the starting point for a motivated teacher's growth. As the authors themselves state, we as readers can take "the methodological use of evidence to inform our judgements as reflective teachers in higher education" (p. ix).

Unfortunately, some of the strengths of this text can also be considered limitations. For example, research findings and reflective activities are conspicuous, but conclusions (i.e., tips and techniques) are left for the reader to deduce. Likewise, theoretical knowledge tends to be proffered rather more often than practical know-how. Teachers who would prefer straightforward advice for the classroom might fancy a different text, such as *Teaching at its Best* (Nilson, 2016) or *McKeachie's Teaching Tips* (McKeachie & Svinicki, 2014).

Furthermore, in this book, lecturers in the United Kingdom are clearly the intended audience. Of the 11 coauthors, six work in the United Kingdom, two in Ireland, two in Australia, and one in South Africa. Readers hailing from the United States, or those having entirely built their careers in Asia, might find some of the information irrelevant (i.e., too U.K.-centred). The issue goes beyond mere linguistic differences, such as the British preference for terms such as *modules* or *bursaries*, but rather extends to a preference for certain educational ideals and theories (e.g., a preference for British research and British scholars). There is also a casual familiarity with institutional practices such as A Levels and external marking of exams. In addition, the theoretical underpinnings for the entire text come unapologetically from principles devised for the Teaching and Learning Research Programme (TLRP), an arm of the semigovernmental U.K.-based Economic and Social Research Council. The book itself seems perfectly designed for use in a graduate-level higher

education teaching certificate program in the United Kingdom, making it perhaps less than ideal for other environments.

Regardless of its shortcomings, however, this text does provide an excellent introduction to higher education pedagogy for all teachers, including second and foreign language instructors. Some units in the book do stand out, such as Chapter 13 on assessment and Chapter 14 on quality, perhaps because these are two areas in which Japan's approach straggles behind the best practices in the United Kingdom. Overall, *Reflective Teaching in Higher Education* is unique within the market and quite deservedly should see a significant readership in the future, but nowadays many other excellent introductory texts on teaching in higher education do exist, such as *Teaching for Quality Learning at University* (Biggs & Tang, 2011) or *Learning and Teaching in Higher Education* (Light, Cox, & Calkins, 2009). Choices abound. For teachers seeking an up-to-date introduction to the burgeoning literature on pedagogical considerations in higher education, this text can be recommended as comprehensive and detailed, if somewhat U.K.-centred. For teachers with a strong desire to incorporate reflective practice into their teaching, this text might be the best on the market. Teachers preferring something more practical and straightforward without a heavy dose of reflective practice might find that another book better meets their needs.

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Creativity in Language Teaching: Perspectives From Research and Practice. Rodney H. Jones and Jack C. Richards (Eds.). New York, NY: Routledge, 2016. x + 264 pp.

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According to the Oxford Dictionaries (n.d.), creativity is the "use of imagination or original ideas to create something; inventiveness." Creatively enough, a slew of other dictionaries all express the same essential meaning, albeit in different ways. Alas, this is the subjective and hard-to-define nature of creativity, a notion that many teachers have also struggled with. Thankfully, 20 professionals address many of the practical and conceptual issues in *Creativity in Language Teaching: Perspectives from Research and Practice*. The editors examine creativity through four main dimensions: linguistic, cognitive, sociocultural, and pedagogic. The book is structured with four main sections titled: "Theoretical Perspectives," "Creativity in the Classroom," "Creativity in the Curriculum," and "Creativity in Teacher Development." A theoretical foundation is a sound point to begin any discussion and the authors do not err in doing so.

The essential role of creativity in language teaching is central to Section I. Jones, in Chapter 2, notes that creativity is not necessarily about writing poetry or imagining fantastical scenarios, but rather it is the simple act of supporting student development of their ability to use language in creative actions in their daily lives. How can creativity be used to enrich? When does it become a burden? What is demanded of language teachers is balance. The importance of balance is highlighted with an examination of *creativity* versus *conformity* in language learning, between "the permissive and the conformist" (p. 45), and the essential element of promoting creative and natural language use is contrasted with rule-based, target-language norms. These discussions are followed with suggestions that teachers examine themselves and their audience when implementing creativity, especially when considering cultural differences—something surely pertinent for teachers here in Japan.

Section II, "Creativity in the Classroom," contains four chapters dealing with the praxis of creativity. The examples cover qualitative and quantitative aspects, from teacher self-reflection to the use of multilingual texts in the

classroom. This section seems to be the weakest in the book. Although it is peppered with useful observations and examples, many cases are neither unique nor groundbreaking. For example, Richards and Sara Cotterall state that "creative teachers develop custom-made lessons that match their students' needs and interests or adapt and customize the book to match their students' interests" (p. 106). Yes, indeed! Although a rather elementary observation, this may prove to be a useful reminder for a teacher just starting his or her career. Such a comment may also open creative avenues for those working within a set curriculum and who may too often be focused on only teaching what is on the page of the assigned textbook.

After examining examples in the classroom, the editors take a look at "Creativity in the Curriculum." In Chapter 11, at the beginning of Section III, Kathleen Graves provides a useful definition of creativity as a "generative system within a domain of thinking" and one that is also the "ability to come up with ideas that are new, surprising, and valuable" (p. 166). This is valuable in regards to considering curriculum design and its five dimensions: conceptual (overall purpose), contextual (for whom and where will it be used), constructional (what materials are available and how the curriculum would be put together), interactional (how it will be used in the classroom), and assessment (what the learning outcomes are). Graves then provides four examples that illustrate the key to having sustained adoption and use: that is, to ensure that all five dimensions are aligned through the involvement of all teachers involved in the implementation of the curriculum. Importantly, a teacher at any level is encouraged to identify and experiment with curriculum constraints and gaps, discover new possibilities, and transform the curriculum. The next chapter deals with the use of creativity and technology. The highlight from this chapter is that the use of technology does not automatically ensure a creative product. Teachers have to make sure that language use creatively empowers their students at each stage. Christoph A. Hafner, in the final chapter in the section, deals with injecting creativity into Language for Specific Purposes (LSP) curricula. The main challenge is to design tasks that focus on "small-c creativity" and require only a certain amount of innovation (p. 202). In this respect, language transformation tasks are essential, for example, transforming a spoken genre to a written one or a specialized one to a more popular one. An example is a science podcast for a general audience transformed into a report for a specialist audience. Creativity is thus not always large scale but can be modest, albeit still useful, in its application.

The purpose of the three chapters making up Section IV is to examine the notion and use of "Creativity in Teacher Development." The section is composed mostly of examples and is easy to digest. For example, a conversation between an MA candidate and her supervisor is the mode of creative expression in Chapter 14. The reader discovers that one of the key techniques for creative use is to link abstract and new ideas with concrete and familiar concepts. Chapter 15 introduces the idea of creativity as resistance, as a form for teachers to effectively adapt away from top-down, prescribed, and stagnant policies. A case study from Australia is used to illustrate this. Finally, the use of "narrative inquiry" is examined in the final chapter of the book. As the name suggests, the methodology concerns the use of stories and story making to understand and reflect on experiences. Self-reflection, discussion, and engagement with colleagues' narratives may facilitate "multiple interpretations, stimulate imaginative and creative responses, and prove meaningful and pleasurable" (p. 252).

One of the standout features of this book is the Questions for Discussion and Suggestions for Further Research sections at the end of each chapter. The vast majority of the questions are relevant, thought provoking, and immediately useful in theoretical and practical realms. The only criticism of the book is its structure. At times, a reader could be left wondering exactly what section they are in, as was the reviewer. Multiple chapters from Sections II, III, and IV could be justifiably interchanged. Perhaps this just reflects the diverse, challenging, and all-encompassing nature of creativity and its incorporation into the integrated classroom, curriculum, and teaching and development. This book is definitely one for the teacher's bookshelf.

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Contentious debates on explicit versus implicit teaching aside, the task-based language teaching (TBLT) theoretical framework is an influential contribution to communicative language teaching approaches. Although the "task" originally gained traction primarily amongst oral communication teachers, the question remains as to what other applications task has to other language skills. *Task-Based Learning: Insights From and for L2 Writing*, is an attempt to answer this question by exploring the applications of TBLT theory to the teaching of writing and how this line of inquiry can inform constructions of task in applied language studies. Byrnes is currently implementing a task-based curriculum at Georgetown University and also serves as editor-in-chief of the *Modern Language Journal.* Manchón has extensively researched second language writing and has been an editor for the *Journal of Second Language Writing*.

The fundamental theme of this volume is a reconsideration of the privileging of oral communication tasks in TBLT. The editors posit that by widening the scope of practice to writing, "one should expect new insights to come *from* writing that can enhance our understanding and use of tasks, and one should also expect insights that have informed TBLT to be beneficial for our understanding of *the learning and teaching of writing*" (p. 1).

The book is divided into three parts with 11 chapters contributed by authors who are approaching the use of TBLT in writing from a variety of perspectives in Japan, Malaysia, New Zealand, Spain, the United States, and the United Kingdom, and in different target languages including English, French, German, and Spanish. Following the introduction, which outlines the potential for cross-fertilization between TBLT theory and the teaching of writing, Part I (Chapters 2 -4) provides a theoretical framework. Part II (Chapters 5-10) comprises empirical studies with a variety of designs including longitudinal and comparative designs. The chapters in Part II draw on a wide range of writing data, such as short topic-based 10-minute writing tasks, project write-ups on wiki pages, narratives, argumentation, and ana-

lytical essays. Part III (Chapter 11) is a coda providing insights into future research and practical applications.

The introduction underscores the importance of removing writing research from the sidelines of TBLT research. After outlining the justifications SLA researchers have held for positioning writing auxiliary to speech, Byrnes and Manchón consider the benefits that adapting the concept of task to writing, rather than to general oral task constructs, will contribute to the knowledge about the processes involved in learning to write. The authors suggest a shift to viewing writing as a meaning-rich endeavor with learners at the center and encourage a research focus that intertwines complexity-accuracy-fluency variables, cognitive processing skills theory, and dynamic systems theory. They also explore ways research into theories originally developed for oral tasks, such as the limited attention capacity model (see Skehan, 2001) and the cognition hypothesis (see Robinson, 2003) can be adapted to writing.

Manchón's Chapter 2 provides a foundation for the theory that frames this volume. She questions the attention given to "task manipulation" and "task performance" and calls for a shift of focus to "task interpretation and task execution processes and potential learning outcomes" (p. 28). Making the case for an expanded definition of task that acknowledges the meaning-making nature of writing such as the decision-making and problem-solving processes in a variety of tasks, she details how integration, planning, and task repetition in TBLT would benefit from reconceptualization. In Chapter 3, Ernesto Macaro proposes a research agenda that prioritizes process and a focus on learner strategies and linguistic knowledge over completion and outcome of writing tasks. He bridges theory with real-world application through a case study of two learners writing in French. Chapter 4, by Byrnes, outlines a theory of guiding pragmatic applications of a learner- and meaning-focused approach to writing with an "extended 'building up' of registerial repertoires across an entire program" (p. 93).

The theoretical perspective of Part 1 shapes the direction of the subsequent empirical studies that shed light on psycholinguistic processes and meaning-making aspects of task in writing. Ryo Nitta and Kyoko Baba utilize a dynamic systems framework in a 30-week long study at a Japanese university in Chapter 5. They emphasize the nonlinear impact of interaction over time to guide examinations of whether task repetition in writing improves written performance, in particular due to opportunities for conscious monitoring of form and meaning through the act of revision in writing practice. In a study of Malaysian civil engineering majors taking English for professional communication courses, the Chapter 6 coauthors Rebecca Adams,

Sara Amani, Jonathan Newton, and Nik Aloesnita Nik Mohd Alwi explore how planning time positively impacts computer-mediated communication. Framed by a cognitive information-theoretic approach, task complexity in an advanced college-level Spanish class in the United States is examined by Marcela Ruiz-Funes in Chapter 7, utilizing two writing tasks of differing complexities. Chapter 8 by Judit Kormos provides a valuable contribution to understanding the links between and linguistic differences of the spoken and written word by analyzing narrative tasks in an English-Hungarian bilingual secondary school program. Parvaneh Tavakoli (Chapter 9) explores a similar theme regarding task complexity in different modalities. She assesses the appropriateness of conceptualizing task complexity models as the same for oral and written communication. In Chapter 10, Byrnes takes the aforementioned studies one step further by highlighting connections between the studies in the volume and curricular development, proposing grammatical metaphor to inform assessment of developmental change. Her analysis and suggestions, based on an empirical and longitudinal study, benefit not only those involved in creating an overarching curriculum but also practitioners engaged in assessing and helping students enhance and develop complexity in their language learning.

Together these chapters provide a foundation for further exploration of TBLT writing, theory, and research, as explained in Part III. The editors draw attention to the "learner-internal" dynamics of tasks, the potential of "writing-to-learn" and "learning-to-write" conceptualizations, and a move beyond typical deficiency-oriented complexity-accuracy-fluency assessments of language proficiency for writing by focusing on the internal meaning-making of individual learners.

As Volume 7 of the *Task-Based Language Teaching Series* from John Benjamins, this resource serves as an important contribution to TBLT literature by providing thoughtful applications and arguments for making writing more central to TBLT for benefits in language learning and writing research. Although the theory section is more accessible to scholars who are well versed in the tenets and debate surrounding TBLT, it is appropriate for researchers and practitioners alike who are interested in enhancing their knowledge of TBLT, the processes involved in learning writing, and the practice of teaching writing.

Much of the evaluation in the empirical studies, as conceded by the editors, is still performance based. Nonetheless, this is balanced by the concurrent focus of most of the studies on learner processes and a focus on meaning-making via writing. However, more emphasis on qualitative techniques that assess the making of meaning could further provide practical applications

to research based on the volume's theoretical foundation. Although higher levels of complexity, accuracy, and fluency in writing can contribute to more sophisticated conveyance of meaning, the presence of complexity alone does not ensure effective transmission of meaning. In addition, the main focus of research used in this volume is the task, although there is some work on pretasks. Analysis drawing upon all of the implementation phases of TBLT in a study could provide more input into the range of effective techniques for different purposes. Finally, although Byrnes hints at this in Chapter 4, the shifting landscape of SLA, in which nonnative varieties of English are gaining prominence and status, compels a larger focus on world Englishes in evaluation, assessment, and theory production. These limitations aside, this volume will no doubt stimulate further and much needed research into the intersections of TBLT and writing, as well as development of practical applications of writing research.

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Interlanguage: Forty Years Later. ZhaoHong Han and Elaine Tarone (Eds.). Amsterdam, the Netherlands: John Benjamins, 2014. viii + 255 pp.

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Forty years ago, Selinker (1972) hypothesized that there was an independent linguistic system activated within the minds of L2 learners when they attempted to express meaning. He termed it *interlanguage.* This concept significantly contributed to a better understanding of L2 research and the development of multiple theoretical viewpoints in SLA. *Interlanguage: Forty Years Later* elucidates those advancements in theories related to interlanguage studies based on solid empirical, theoretical, and pedagogical research on SLA.

The book is divided into 10 chapters, each of which is written by a renowned scholar in the field of SLA. In Chapter 1, Tarone reviews the original ideas postulated by Selinker that include (a) the psychological structures different from children's L1 structures that are operating in the minds of adult L2 learners when they produce meaningful utterances in a target language (TL); (b) fossilization; and (c) the differences in linguistic performance between meaning-based and accuracy-based (e.g., drills) language production in a TL. These themes are then explored in depth in the succeeding chapters.

In Chapter 2, Terence Odlin examines syntactic transfer from L2 learners' native language systems to the TL systems. He argues that two kinds of grammatical transfer regularly appear in particular linguistic properties, such as article systems, gender markings, and prefix and suffix systems. One is positive transfer: L2 learners apply some of the syntax from their L1 systems to the TL system when producing an utterance. The other is negative transfer: L2 learners resist internalizing particular forms of the TL that are dissimilar to their L1 forms.

Next, Han explores the construct of fossilization in Chapter 3. She examines inter- and intra-learner differential success and failure in L2 language development, reviewing case studies of individual adult L2 learners in relation to their linguistic and social backgrounds. Using these case studies, she investigates linguistic properties most often fossilized and argues that fossilization is selective and local. That is, syntactic transfer of the speak-

ers' unique L1 systems and their experience with discourse pragmatics are embedded in every instance of interlanguage.

In Chapter 4, Silvina Montrul investigates the phenomena of transfer, simplification, and fossilization. She discusses adult L2 learners' ability to access universal grammar in the context of bilingualism and multilingualism. Using research findings on the language proficiency of members of immigrant communities, she argues that L2 learners develop syntactic features from input and develop such features systematically. She also postulates that some features of language change may be a consequence of the transmission of interlanguage such as through incomplete language transfer or fossilization among members of speech communities where language contact occurs.

Selinker (1972) posited that L2 learners could not possibly achieve native-like competence from formal explicit instruction. In Chapter 5, Bill VanPatten investigates this issue by looking at the limitations of instruction. He argues that interlanguage systems develop independently and systematically out of formal instruction, showing common trajectories toward language acquisition as in the example of staged development of syntactic systems. He contends that L2 development is associated with building underlying mental representations of the language through language input, internal language related mechanisms (e.g., universal grammar), and human-internal mechanisms for processing meaning.

In Chapter 6, using a functional approach to linguistic analysis, Kathleen Bardovi-Harlig maintains that L2 learners construct TL forms from their accessible linguistic resources—the ones they have experienced in their history of language learning. L2 learners may utter novel TL forms in a particular context (e.g., pragmatic discourse), but this is because their control over TL forms has not yet stabilized. In other words, pragmatic discourse in the TL is constrained by L2 learners' internalized TL forms.

In Chapter 7, Susan Gass and Charlene Polio discuss the appropriateness of certain research methodologies with relevance to Selinker's claim that interlanguage studies should focus on analyzing observable data that reveal psychological operations when a learner is producing a sentence in an L2. They argue that grammatical judgment tests, nonsense word studies, and artificial languages are not relevant to observable data for the analysis of interlanguage because L2 learners are not engaged in producing meaningful utterances.

In Chapter 8, Lourdes Ortega examines Selinker's objections to making descriptions prior to explaining theoretical foundations. Ortega reviews

advancements in the description of the acquisition of negation over the past 40 years, from foundational theories of developmental stages and sequence, to variationist and usage-based sociocultural approaches—building schema and accumulating language resources from input affordances. As Ortega notes, researchers have refined and expanded descriptions by applying different theoretical interpretations while using differential analytical tools and theoretically bolstered explanations.

In Chapter 9, Diane Larsen-Freeman examines successes and failures in L2 learning from the standpoints of nativeness and nonnativeness. Researchers tend to regard interlanguage development in terms of an idealized TL norm, viewing the end goal of L2 learning as native or near-native TL fluency. However, Larsen-Freeman argues that L2 learners' interlanguage and the TL norm never converge. She suggests that we should not use a fixed state of native-like language attainment as a yardstick, but instead reconcile naturalistic language development and the native-like TL norm.

Most fittingly, in the final chapter, Selinker himself examines unresolved issues in interlanguage study: the system of fossilization and our understanding of the interlanguage system. Selinker vehemently rejects the notion of interpreting interlanguage data by imposing an externally derived system, the TL norm, or deriving learning theories from children's L1 acquisition. Selinker calls for creating "deep interlanguage semantics" (p. 234), which describe and explain learners' unclear, nontarget-like, novel forms associated with learner intentions together with their L1 system, the TL system, and the societal background. This stance is rationalized on the basis that each form should entail idiosyncratic meanings.

Selinker's (1972) seminal paper *Interlanguage* brought about three important changes in the study of SLA. First, it dramatically shifted our strategy for researching L2 acquisition from analyzing practice-based drills toward studying meaningful language production. Second, the conceptualization of three separate systems (L1, TL, and interlanguage) coexisting in the minds of L2 learners significantly broadened research methodologies in the field of SLA as elucidated in this book. Finally, Selinker helped to distinguish adult L2 learners' latent psychological state in the brain from the psychological state of latent language structure postulated by Lenneberg (1967).

The arguments made in this book are definitely compelling. When compared with 40 years ago, we now acknowledge, first, that fossilization is not global but occurs in selective linguistic properties because there is a closely interrelated link between fossilizable syntax features and language transfer from an L1 to a TL system. Second, we have expanded our understanding of

what we now call nonnative varieties of English observed among members of speech communities and their relationship to interlanguage. Third, we are now convinced that interlanguage systems exist in their own right, and this realization has expanded SLA theoretical viewpoints as opposed to Cook's (2008) multicompetence theory, which held that L2 learners possess both L1 and L2 knowledge in one mind, and Ortega's (2013) proposition of a bi- or multilingual turn. Through this book scholars and doctoral students alike can gain invaluable insights that are useful for their future SLA research.

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