

# Reviews

***Autonomous Language Learning With Technology: Beyond the Classroom.*** Chun Lai. London, England: Bloomsbury, 2017. viii + 228 pp.

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The influence of technology on the field of language education over the past decade is undeniable, and language educators and researchers alike need to understand the nature of this influence if they are to adapt to rapidly changing educational contexts. A great deal of research in this area has focused on the use of technology in the language classroom with the goal of guiding teachers and curriculum developers as they seek to make the best use of the wide range of digital tools available. *Autonomous Language Learning With Technology Beyond the Classroom* by Chun Lai is a new volume in the “Advances in Digital Language Learning and Teaching” series edited by Michael Thomas, Mark Peterson, and Mark Warschauer that offers a thorough overview of an area that has received far less attention: the use of technology by language learners outside the classroom. The author has divided the topic of autonomous language learning with technology beyond the classroom into three parts: understanding, promoting, and researching.

In Part I, “Understanding Out-of-Class Autonomous Language Learning With Technology,” Lai begins by describing key concepts related to the themes covered in the book. Chapter 1 provides an in-depth review of the literature relevant to a discussion of autonomous language learning, including the nature, sociality, and teachability of autonomy. Rather than simply paraphrasing a list of works and schools of thought, Lai brings together various points of view into an accessible diagram (Figure 1.1) to help the reader visualize the concepts described. Of particular use to those new to this area of research is an explanation of the relationship of various related

terms connected to autonomous learning (Table 1.1), such as self-directed learning, agency, and informal learning.

After this overview of key terms, Lai moves on to related background and theory. In Chapter 2, the reader can find an extensive review of the literature at the crossroads of the fields of autonomy and technology and how they both relate to learning in general and language learning in particular. Lai sheds light on various conceptual frameworks, giving a clear explanation of each author's model or contribution to the understanding of these complex ideas. One especially topical section describes Wong's (2012) learner-centric view of mobile seamless learning, a model that seeks to categorize and explain various social, educational, and spatial factors that influence mobile-assisted learning.

For those interested in research in the current use of digital tools by learners, Chapter 3 provides a detailed overview of studies from Europe, North America, and Asia that have reported on autonomous language learning with technology outside the classroom. The studies show a wide range of types of out-of-class activities, such as watching English language movies and television programs, interacting with English speakers on social media, and using language-learning applications on mobile devices. Despite this diverse collection of data, Lai manages to identify certain trends and evaluates these trends through a theoretical framework where she seeks to define different aspects of autonomous language learning, provide guidance on effective language learning contexts, and interpret language learning environments from a sociocultural perspective. As in other chapters, Lai synthesizes the studies reviewed in a clear diagram (Figure 3.1).

Lai rounds out Part I with arguably the most important chapter of the book: "Factors that Affect Out-of-Class Autonomous Language Learning with Technology." Chapter 4 is significant not only because of its direct application for educators seeking to maximize their students' language learning outside the classroom, but also because this is the area that is most informed by Lai's own research (see Lai, 2015a; Lai, 2015b; Lai & Gu, 2011; Lai, Wang, & Lei, 2012; Lai, Zhu, & Gong, 2015), which sheds light on the role of parents and teachers in influencing students' use of digital tools outside the classroom. The first section of Chapter 4 covers internal factors that affect learners, including gender, proficiency, level, learning beliefs, and preferences. This is followed by a description of external factors, such as social influence on learners, institutional expectations, and features of technological resources available to learners. After looking at both internal and external factors, Lai covers the interplay of these two as-

pects, concluding the chapter with several more diagrams taken from her studies that help readers put together these complex factors into visual representations (see Figures 4.1, 4.2, and 4.3).

Part II, "Promoting Out-of-Class Autonomous Language Learning with Technology," covers three areas: learner training (Chapter 5), teachers' role (Chapter 6), and resource and environment design (Chapter 6). Lai begins Chapter 5 with a description of learners' own perceptions of the value of out-of-class language learning. Perhaps unsurprisingly, Lai found that learners see learning beyond the classroom as essential. However, many classroom teachers may be interested to discover it is also reported that learners generally see themselves as being primarily responsible for exploring the use of technology outside the classroom with their teachers providing support, such as recommendations and strategies for using new and effective resources. Lai moves from this realization to offer guidelines for educators who want to support autonomous learning with technology, covering different aspects of this effort as well as how these recommendations may be combined most effectively.

The teacher taking a role in autonomous learning may seem like a contradiction, but Chapter 6 lays out a process for doing just that. According to Lai's recommendations, which are drawn from a range of studies from the fields of education, technology, and language learning, teachers can use in-class curriculum, counselling, and advising to support and reinforce learners' own self-directed language study with technology. She does point out, though, that teachers themselves often create barriers to learner autonomy through their own reluctance to relinquish control. The description of a teacher's role in promoting autonomy in Chapter 7 is completed with a discussion of the resources and environment design that would best contribute to learners' autonomous language learning in Chapter 8. Chapter 7, the last chapter of Part II, may be of particular interest to educators and administrators who are setting up or attempting to improve their self-access center or multimedia library.

After the thorough overview in Part II of the topic of autonomous language learning with technology and guidelines for promoting such learning, Lai moves on to Part III, "Researching Out-of-Class Autonomous Language Learning with Technology." Chapter 8 categorizes the relevant studies that have been carried out, while also providing a framework for future research, and Chapter 9 highlights areas in need of more research. In particular, Lai points out the lack of longitudinal studies that look at changes in learners' use of digital tools over time. In addition, she claims that a deeper and

more dynamic view of learners' use of technology would provide valuable insights for the field. For example, there is a lack of research on the relationships between different technologies as used in overlapping or distinct spaces and contexts. Furthermore, researchers need to take into account the ever-shifting nature of digital resources and learners' use of them. The final chapter sums up the research landscape with one last illuminating diagram that would be of use to anyone looking to orient their next research project in this area (p. 191).

At a time when digital technology is becoming seamlessly integrated into our lives and the lives of our students, Chun Lai has provided a very thorough overview of the interaction of technology with language learners' autonomous learning along with plenty of guidance for both educators and researchers. This book will be a valuable resource for those looking to learn more about how students are making use of technology outside the classroom, as well as how educators and researchers can contribute to this important aspect of language study.

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***Language Teacher Psychology*. Sarah Mercer and Achilleas Kostoulas (Eds.). Blue Ridge Summit, PA: Multilingual Matters, 2018. xxii + 341 pp.**

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*Language Teacher Psychology* is an edited collection that aims to generate a greater interest in and awareness of language teacher psychology in both empirical and practical terms. The book successfully achieves this goal, helping to highlight the value and importance of language teachers and their criticality for effective language learning. The collection includes contributions from a wide range of contexts and backgrounds from around the world including Armenia, Pakistan, Finland, China, Japan, and the United States, and thus facilitates the rich development and wide applicability of key psychological constructs. While readers may find it difficult to relate all of the aspects covered to their own local teaching environment, this variety of contexts achieves the editors' goal of raising interest in language teacher psychology within ESL internationally.

The early chapters are quite heavy with the discussion of theoretical constructs but do serve the useful purpose of creating a body of shared terminology, knowledge, and understanding that can act as a foundation for further debate on a more informed basis. This foregrounding also makes the empirical research of the later chapters much easier to follow. Overall, the book does provide a good balance between research to understand language teacher psychology and empirically informed interventions that can help to empower and support teachers. The editors have done a good job of transforming these disparate contexts and approaches into a coherent volume by adding useful cross-references that show how the constructs and examples of various chapters work together to enhance our overall understanding of language teaching psychology.

In Chapter 1, Sarah Mercer and Achilleas Kostoulas set a roadmap and put the focus clearly on the language teacher with a quote from Ken Robinson (2013, April): "There is no system in the world or any school in the country that is better than its teachers. Teachers are the lifeblood of the success of schools" (6:58). The book aims to extend our understanding of the psychology of teachers because they are centrally important in language learning,

and all stakeholders connected to ESL can benefit from a more comprehensive understanding of teachers' behaviors, emotions, motivations, cognition, and other related constructs. The emerging research into teacher language psychology introduced in the book aims to ultimately inform the wider field of language teaching in order to support teachers to be in a more positive and effective state, so that these teachers will not only enjoy their jobs more, but will also do their jobs better, with more creativity and enhanced pedagogical skills. The laying of theoretical groundwork is continued in Chapter 2 where Phil Hiver, Tae-Young Kim, and Youngmi Kim focus on language teacher motivation by discussing what motivates teachers to enter the profession, what motivates them in the classroom, and how teacher motivation influences learner performance. Chapters 3 and 4 continue with the theoretical underpinnings, with a focus on motivation and the contributions of different theories such as goal achievement theory, self-efficacy theory, self-determination theory, and ideal and ought-to self.

Manka M. Varghese (Chapter 5) explores language teacher identity and its connections to teacher education while widening the field by drawing on the constructs of cultural models and figured worlds. In cultural models, teacher identity is seen as culturally formed cognitive schema that is largely shared within a cultural group. Figured worlds look at identity construction as a narrative or story line within which social identities and relationships are continually negotiated, a socially and culturally constructed realm of interpretation in which particular actors are recognized, certain acts are assigned significance, and particular outcomes are valued over others. In Chapter 6, Wendy Li and Peter I. De Costa take up identity development in novice EFL teachers, a target group explored more fully in the review by Samar Kassim of *Reflecting on Critical Incidents in Language Education: 40 Dilemmas for Novice TESOL Professionals* later in this volume.

In Chapter 7, Anne Feryok explores language teacher cognition (what teachers think, believe, and know) as a self-organizing emergent phenomenon. In other words, a higher system emerges which is more than the sum of its parts. Other chapters cover additional valuable constructs such as self-efficacy (Chapter 8), teacher emotions (Chapter 9), beliefs and practices of competent language teachers (Chapter 10), teacher attitudes (Chapter 11), language teacher agency (Chapter 12), and teacher resilience (Chapters 14 and 15).

I found four chapters near the end of the book to be of most interest. Chapter 13 by Joseph Falout and Tim Murphey on the topic of "job crafting" is influenced by positive psychology. Job crafting happens when people

make alterations in the conventional tasks, relationships, and roles involved with their work so that it becomes more meaningful to them. In their study, the researchers asked teachers to report on how they created meaning in their professional role, and these data were used to define four teacher roles (Navigators, Transformers, Nurturers, and Wonderers) to describe how teachers seemed to conceptualize themselves. In the second phase of the study, these roles were looped back to teachers, who were then asked to reflect on the extent to which they identified with them. This interactive study offered a powerful way for teachers to exert control on their professional well-being and provides a good example of how psychological research can connect directly and usefully with teachers. In Chapter 16, Tammy Gregersen and Peter D. MacIntyre also draw on positive psychology and offer interesting examples to show how signature strengths can be used as a tool to structure mentor–mentee interactions. Chapter 17 by Rebecca L. Oxford, Andrew D. Cohen, and Virginia G. Simmons is a fascinating insight into the lives and perspectives of third age teacher trainers (TATEs), described as relatively healthy “young–old” people who have gone through the first age of life (education) and the second age (employment) and are now retired, while still feeling energy, purpose, and well-being. This is a very readable chapter in which the authors use narratives to analyze themselves as TATEs in the language field, showing that they have strong experience and knowledge, good emotional regulation, and are open to new possibilities while also recognizing emerging health issues.

In Chapter 18, Mehvish Saleem takes a more holistic approach towards the exploration of language teacher psychology, which is refreshingly different from the many distinct psychological constructs that were analyzed separately in most of the other chapters. Although there is no doubt that enhanced understanding of individual constructs such as self-efficacy or motivation is useful, ultimately it is how they work together to produce language teacher psychology in real situations that is going to be of most practical interest to teachers, teacher educators, administrators, and other stakeholders.

Overall, *Language Teacher Psychology* demonstrates successfully that a teacher-centered approach within the field of psychology of language learning deserves further attention at both a theoretical and empirical level, recognizing the value of studying psychological constructs as isolated entities, while ultimately providing more holistic, emergent, and situated approaches, which add practical insight to the subject.

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***English-Medium Instruction in Japanese Higher Education: Policy, Challenges and Outcomes.* Annette Bradford and Howard Brown (Eds.). Bristol, England: Multilingual Matters, 2018. xxiii + 300 pp.**

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As English has increasingly come to be used as a lingua franca, greater emphasis has been placed on developing advanced English skills that can assist learners beyond the realm of formal education. This necessitates language education that goes beyond the learning of discrete points of linguistic knowledge and helps learners to recognize English as a medium through which knowledge can be gained and viewpoints explored. One way in which this objective has been operationalized is through English-medium instruction (EMI). The move towards greater use of EMI in higher education circles in non-English speaking countries is noteworthy, and this volume details the policies and issues that have had an effect on the implementation of EMI across Japan. It is of potential use to any institutions that are looking to create EMI programs and even those who have already implemented EMI.

The 18 book chapters are divided into six parts, which make finding materials relevant to a particular reader much easier. To consider how the introduction of EMI could affect students at their institution, readers can easily turn to Part 4, "The Student and Faculty Experience." Program coordinators might be more interested in Parts 2, 3, and 5 on the implementation, challenges and solutions, and curriculum contexts respectively. Collectively, the parts contribute to an overview of EMI in Japan, but they are not built on each other in a way that would make skipping any individual part confusing.

Part 1 situates EMI within the Japanese context and provides a good overview of the governmental policies that have had an effect on the de-



velopment of EMI and English-taught programs (ETPs, in which students can complete a degree through English-taught classes alone) at Japanese universities. In the first chapter, Bradford and Brown use Dafouz and Smit's (2014) *ROAD-MAPPING* framework to help establish the level to which EMI has progressed in Japan. The ROAD-MAPPING acronym refers to *roles of English* (RO), *academic disciplines* (AD), *(language) management* (M), *agents* (A), *practices and processes* (PP), and *internationalization and glocalization* (ING), and the explanations of each element do well to set up the context for the rest of the book. Both Hiroko Hashimoto (Chapter 2) and Bern Mulvey (Chapter 3) focus on how EMI has been influenced by MEXT directives, with a very clear demonstration of the ING component, which is concerned with how international and local forces drive decision making, described in the previous chapter.

Part 2, "The Implementation of English-Medium Instruction in Japan," only contains two chapters, but both are insightful. Hiroyuki Takagi considers how EMI can be used to further the internationalization of curricula (IoC), while in the second, Beverley Anne Yamato and Yukiko Ishikura give a detailed explanation of how an English-taught undergraduate program was developed at Osaka University. Takagi introduces his "conceptual framework of IoC" (2013) and uses this to explore the current situation of EMI and the potential directions that it could take. He uses two case studies of universities to clearly show how his framework can be applied to a university's endeavours to become more international and to highlight some of the challenges resulting from trying to increase internationalization through EMI. These challenges are echoed by Yamato and Ishikura. This fifth chapter in the book is likely to be particularly useful for institutions considering instigating their own EMI or ETP programs as the authors highlight not only the success of the program, but also the efforts required by all stakeholders.

Some of the ideas presented in previous chapters are built on in Part 3, where the focus is on implementation challenges. Gregory Poole argues quite successfully that there is a fundamental disconnect between the administrative systems presently in place at institutions and what MEXT and university leaders envision for the internationalization of higher education. Although at times the writing borders on becoming a rail against bureaucracy, there are also reasoned examples of how administrative practice hinders internationalization. This links well to the subsequent chapter by Hiroshi Ota and Kiyomi Horiuchi who look specifically at EMI program accessibility through examining international admissions procedures. They give a general overview of some of the difficulties in applying to study at Japanese universities

and then focus in more detail on the admission procedures for a sample of universities that offer ETPs. It is a very informative chapter and an interesting read for anyone who has ever wondered about what their international students have gone through in order to enter a university. Sarah Louisa Birchley highlights how increased attention to marketing when designing EMI programs might produce better results. Using both her personal experience as an administrator and instructor in Japan, along with marketing and higher education management research, she explains how examining course design from a marketing perspective can help produce a better EMI “product.” Each of the seven perspectives from which a product can be examined (product, price, place, promotion, people, physical facilities, and processes) is well-explained, along with how these ideas can be applied to EMI course development.

Though Part 4 focuses on the experiences of both students and faculty, I feel that Christopher G. Haswell’s examination of issues related to student perceptions of nonnative English (Chapter 9), and Juanita Heigham’s look at the role of international students (Chapter 10) raise issues that are of particular note. Much of the volume’s content focuses on government and university attempts to internationalize higher education through EMI, but these two chapters look at what that means for students in these types of programs in terms of issues relating to varieties of English, integration of international students into campus life, and administrative support for international students. Chapter 11 by Sae Shimauchi on gender differences in motivations towards and perceptions of international awareness is interesting, but less impactful when compared with some of the other chapters. Based on interviews with only 12 students enrolled on an EMI course, Shimauchi concludes that gender does not influence motivations for taking such courses. Bernard Susser’s chapter exploring his own “epiphany” with regard to teaching (viewing students as language users rather than language learners) is one that is likely to resonate with many teachers who have been asked to teach either through content-based instruction (CBI) or EMI. Susser explores some of the subtle distinctions that are important to make when the content, rather than language development, are the focus of a course, as is the case in EMI. In her chapter, Miki Horie provides a good summary of ways to improve intercultural learning in addition to highlighting the need for faculty development. The chapter is thought-provoking and the information provided about a 2008 publication in Japanese by Nakai [*Faculty Guide to Classroom English*] could be very useful for building common ground between colleagues.

Part 5 provides three examples of EMI and ETP curriculums at three institutions. Bethany Mueller Iyobe and Jia Li describe how EMI has been introduced at a small university where the majority of students are domestic and come from local schools. The way in which students are introduced to EMI in a gradual and highly supported manner is of particular note given the nature of the institution. The solid general reflections on the successes and challenges of the programme make this important reading. Jim McKinley highlights the need for students to be considered language users rather than learners if EMI is to be expanded successfully. In addition, he reiterates the need for linguistic support for weaker students. Nílson Kuniوشي and Harushige Nakakoji give an illuminating example of the logistical problems related to developing and implementing an ETP within a science and technology department, such as students gaining access to laboratories or needing to repeat. Together, these chapters provide a good insight into some of the EMI and ETP programs in operation.

The final part includes a chapter from Akira Kuwamura on the future of EMI in Japan and also acts as a useful summary of the book as a whole, with links made across sections and the different situations presented. In the last chapter, Bradford and Brown make extensive use of *Roadblocks on the Information Highways: The IT Revolution in Japan* (Bachnik, 2003) to present parallels between the introduction of IT in the 1990s and the current situation of EMI. From the business community pressing for more graduates with English language (computer) skills to a focus on the number of students taking EMI courses (computers available) rather than quality (usefulness), the parallels are apt and well-explained. The book ends on an almost pleading note, asking stakeholders not only to look to implement but fully integrate EMI into university culture if they want it to be successful.

The diverse range of contributors provides the volume with an excellent overview of the current status of and challenges facing EMI in Japanese higher education. Though the broad scope of the book means that any one individual might not find every section useful, every section will be of use to someone. Sharing the volume amongst relevant stakeholders might help encourage greater understanding of both the need to work together and the level of work that a successful EMI program requires.

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***Reflecting on Critical Incidents in Language Education: 40 Dilemmas for Novice TESOL Professionals.* Thomas S. C. Farrell and Laura Baecher. London, England: Bloomsbury, 2017. vi + 163 pp.**

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The first year for a teacher just entering the classroom has been called one of the most critical points for professional development. It is a time filled with anxiety and challenges for new teachers. The “novice teacher,” as defined by Farrell (2012), is one who has completed a teacher education course and is still in their first three years of working in the English language classroom. This book centers around the novice teacher, showcasing the beliefs of authors Farrell and Baecher that preservice teaching courses focus more on educating teachers based on theory than teaching adequate practical skills on how to deal with the realities of teaching. This theory–practice divide puts these new teachers in a difficult position, and if they cannot manage to improve their teaching situation, many decide to leave the field (Tschannen-Moran & Hoy, 2007). The authors have realized one way to circumvent this trend is for teacher education programs to better prepare future teachers for what they may face by employing reflective practices. Reflective practices allow teachers to think about and analyze the dilemmas in their professional life for the purpose of cementing their teaching theory.

These stories come from TESOL practitioners from all over the world who teach in a variety of teaching contexts ranging from young learners to adults. Each chapter follows a set format: (1) an introduction to the main theme; (2) a general inquiry question; (3) questions to prompt the reader to think more deeply about the inquiry question, the context of the issue the teacher faced, and how the teacher tried to problem-solve; (4) questions for the reader to reflect on whether they have faced a similar situation and how they had or would handle such a situation; and (5) how the teacher followed up after they attempted their solution. A list of suggestions to further explore the topic in the reader's classroom closes out each chapter.

Chapter 1 deals with creating a positive classroom community in the language classroom. It centers around four specific cases of critical incidents from novice teachers in fostering relationships with challenging students, confronting cultural tensions, establishing the teacher role with students, and promoting collaboration between classmates. As these are all issues that teachers are almost guaranteed to face, it was interesting to read about how different teachers handled these issues in contexts that ranged from a private international middle school in an EFL context to a culturally diverse high school class of students in an ESL context who cannot work together.

Chapter 2 is about curriculum development and features the following four main issues: working with mandated curricula, integrating content and language in an EFL elementary immersion school, aligning lessons to standards, and facing a lack of resources. Teacher preparation programs often focus on teaching methodology and on how to be a teacher while not touching how to handle when teachers are faced with administration duties and constraints that do not align with their teaching philosophies. The gap between teachers' and administrators' expectations prompts a discussion about how there should be more of a focus in teacher training programs regarding teachers and their relationship with education administration.

Chapter 3 is on teaching mixed-level/large classes. The issues addressed are planning for mixed-level classes, managing large classes, engaging lower proficiency students, and supporting preliterate students. Chapter 4 follows with classroom management. One dilemma featured a large high school class that would not stay on task. The novice teacher reflected on it and changed her teaching style into a student-centered style, where students had to use self-access material and took on more responsibility for their learning.

Integrating the four skills in a classroom can be a challenge for teachers, and thus, it is a huge plus that this book addresses various issues with teaching each skill. Chapter 5 contains a relatable story of students who were

too shy to perform speaking activities and how the teacher attempted to problem solve. Chapter 6 focuses on developing reading. With many schools pushing for the increase of independent extensive reading, it was helpful for me to read about a teacher who found a way to increase readership in her once reluctant class. Chapter 7 is about listening skills and features a Japanese teacher in Japan who realized her students were very bored with the passive listening style of her chosen textbook. She analyzed her critical incident and decided to supplement lessons with different types of media to stimulate the interest of the class. Chapter 8 outlines the development of writing skills with a memorable excerpt of a teacher having difficulty persuading students of the benefits of process writing. The students believed that only grammatical accuracy mattered and protested at having to write so many drafts of the same pieces of writing. The teacher struggled with convincing the class of the importance of the content in writing and how it can only be improved through revisions. These chapters offer deep insights into a variety of issues in teaching each respective skill and may inspire teachers to rethink of how they are teaching the four skills in their classrooms. The critical incidents in these chapters felt even more realistic for me because while the teachers tried their best to solve the dilemmas, it did not mean they were always successful or satisfied with the solutions.

In Chapter 9, the authors move on to the theme of addressing challenges in the workplace. The incidents in this chapter take on two issues very familiar to teachers in Japan, high-stakes testing and working in a team-teaching model, and two issues that have not received much attention, special needs and poverty. The last chapter, Chapter 10, introduces specific aspects of professional development. Working with a mentor teacher, understanding one's teaching context, establishing one's identity as a teacher, and developing one's language proficiency are the highlighted critical incidents. These last two chapters center on the many factors outside of teacher control that influence the classroom. TESOL professionals work in a multitude of settings that are constantly changing often with a stream of different students each year. It is valuable to explore how these factors can be problematic for teachers and think about how we can positively change a circumstance and improve upon ourselves.

As a novice TESOL professional, this book was a great read, not only because many of the problems described were so relatable, but also because it easily prompted me to reflect on how to potentially improve my own teaching. In particular, if there is an absence of guidance from other teachers, this

book will help the reader to recognize that there are other professionals who are struggling with similar issues and overcoming them.

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***Second Language Testing for Student Evaluation and Classroom Research.* Greta Gorsuch and Dale T. Griffee. Charlotte, NC: Information Age Publishing, 2018. xix + 371 pp.**

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Language testing is an inescapable part of almost any language curriculum. Through its near ubiquitous influence on most courses of study, and even as the entire purpose for many students' English studies, language testing has, deservedly at times, earned somewhat of a bad reputation. In *Second Language Testing for Student Evaluation and Classroom Research*, much thought was given to addressing these concerns head on, encouraging teachers to learn more so that they can enact change and make better decisions using test results. Greta Gorsuch and Dale Griffee both earned their EdD degrees from Temple University Japan, and many of the points they make seem rooted in their experience teaching English as a Foreign Language. The book is very accessible. The authors try to position testing and the ideas that come with it, including discussions of validity and test statistics, in a way that not only allows teachers to understand the concepts but also see the relevance to their own contexts.

Although the book begins with a standard introduction to the history of testing, it is apparent from the start that this is a book made with a conscience, with the authors immediately arguing that we should use tests to

help those in need rather than to find and enable those who started with an advantage. Chapter 1 contains the basics of norm-referenced testing, which refer largely to the standardized tests EIKEN, TOEIC, TOEFL, and IELTS, which are popular with learners in Japan. These tests are designed to separate students by ability or serve as a gatekeeping metric to identify students judged to have a sufficient level of proficiency. It was particularly refreshing to see a discussion of test validation included in this chapter as well, with the salient disclaimer that tests themselves are never “valid,” but “rather, the question of validity is focused on *the interpretation that test consumers make based on the scores* [emphasis in the original]” (p. 12).

In Chapter 2, the authors’ efforts to explain ideas from the ground up with this book become clear as they move from defining basic terms such as *test item* to explaining the different item formats along with their unique considerations. An example of this is on page 26, where the authors advise ensuring item distractors (answer choices) for multiple choice questions are approximately the same length and recommend piloting test items with similar classes before their use. Although some of the rules of thumb provided here seem to lack explanation or justification, the practical focus of the book becomes clear and both novice and experienced test creators would likely find some useful advice within. In Chapter 3, the reader is guided through the process of developing one’s own tests while considering curriculum and course goals. This serves as an introduction to criterion-based testing and its role within a curriculum. In what is perhaps the most useful and important chapter for teachers and researchers new to testing, the authors outline the stages of test creation from construct operationalization to reporting on the test after administration. In Chapter 4, the authors seek to bridge the gap between theory and practice—or rather, the perceived gap between theory and practice. Positioning this book as one aimed for teachers who are not necessarily testing experts, they take great care in this chapter to explain why teachers should indeed care about theory in their daily teaching and testing. Chapter 5 is devoted to performance testing, which they define as a way for learners to demonstrate their language ability through a task or activity that they will likely need to perform in the future. These are, therefore, primarily measuring productive skills, and the authors discuss the creation of holistic and analytic scales to measure student success in addition to rater training, which is an important but easy to neglect part of language assessment.

In Chapters 6, 7, and 8 the authors start to dive into the measurement and statistical aspects of testing, beginning with scales, distributions, and



descriptive statistics, moving to a chapter on correlations and their uses, and then concluding with an introduction to reliability and dependability measures for norm- and criterion-referenced tests. Although whole books have been written on test validity (e.g., Markus & Borsboom, 2013), Gorsuch and Griffie manage to squeeze in a good deal of important basics into Chapter 9, discussing the most common subcomponents of test validity without getting too philosophical. Washback from testing and its influence on teaching for the test, as well as test use, are included in this discussion, which finishes with a short description of what the test validation process looks like. Chapter 10 is focused on score cutoffs such as the assignment of letter grades based on specific score ranges (e.g., 91%-100% is often an A) or the decision to admit or reject students who are above or below a decided score, as is often the case with admissions tests in Japan. The ideas presented in this chapter are very important given the weight that these score cutoffs often have on our students' futures, either through entrance to university or as records of grades that stay with students throughout their schooling.

In Chapter 11, the authors challenge the reader by pointing out that there is often a mismatch between the assumptions teachers make about learning and the ways that they test knowledge. They suggest ideas to make tests more useful to learners by focusing on two topics, test effect and dynamic assessment. Test effect is the learning that takes place from the taking of tests and quizzes, and dynamic assessment is a growing field of testing which tries to measure not only what students have learned, but also what they "can do with assistance" (p. 275-276). In effect, both ideas stress that tests can be more than simply measurement tools—they can also aid in the learning itself. The authors conclude the book with Chapter 12, a shallow dip into how tests can be used in research, including some example studies.

One of the more unique features of this book is the glossary, which is full of not only statistics and testing vocabulary, but also common idioms and phrases used throughout which may otherwise be difficult for a learner of English reading the book. In addition, this book has an accompanying workbook available with review questions and activities that encourage those using this textbook to bridge the gap between theory and practice in their own contexts. Together, these books would serve as suitable class materials for graduate courses in a master's program and as resource materials for doctoral students looking specifically into testing and assessment.

The strength of *Second Language Testing for Student Evaluation and Classroom Research* is its frequent references to real teacher experiences, and its aim to make language testing principles accessible. The authors wrote

that they started their careers not particularly fond of tests, but over time begrudgingly acknowledged their necessity within language programs. It is easy to imagine this book was written to be the book they wish they had had when taking their testing classes early in their careers—indeed, in some ways, it is the book I wish I had had. The book is very teacher-centered, and it is apparent on every page that these authors still see themselves as teachers first and foremost. In most chapters of the book, they take the time to lay out step-by-step instructions on how to implement the ideas they introduce, helping those who may otherwise feel too overwhelmed to get started.

A weakness of this book could be that it is not comprehensive enough on its own to support the creation and maintenance of a language program. That is not the aim, however, as it seems much more appropriate as an introduction to language testing for graduate students or teachers in training. Readers looking to go to the next step may be interested in Carr's (2011) hands-on introduction to test design and analysis (including practice data sets) or Fulcher's (2010) more advanced introduction with in-depth discussions of topics such as item specifications and washback. Overall, however, in this book, Gorsuch and Griffie provide the necessary explanations and practical advice for teachers to get started and talk about testing principles using accurate and accepted vocabulary. It provides a modest degree of depth for those curious to learn more while focusing more directly on the immediate steps teachers need to take, and the issues they need to think about now in order to improve their approach to language testing.

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***Project-Based Language Learning With Technology: Learner Collaboration in an EFL Classroom in Japan.* Michael Thomas. New York, NY: Routledge, 2017. xi + 234 pp.**

*Reviewed by*

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*Project-Based Language Learning With Technology: Learner Collaboration in an EFL Classroom in Japan* is an academic study highlighting the ways in which insights from technology-mediated project-based language learning (PBL) research can contribute to the understanding of learner interaction. Furthermore, the research conducted by Thomas considers the role of technology in language learning more generally. PBL is becoming widely used in schools and other educational settings, internationally and within Japan. Therefore, there is a growing need and demand for research that can provide reliable and contextually relevant analysis. This book is an attempt at filling this gap in research by focusing on lower ability learners of EFL within Japan.

The book contains seven chapters, covering a critical review of existing research about project and task-based learning, digital technologies, and foreign language learning. Chapter 1 offers an introduction to the use of technologies in teacher-mediated learning, covering computer-assisted language learning (CALL), task-based language teaching (TBLT), and PBL. Chapter 2 establishes context for the book by presenting an overview of TBLT, the implementation of task-based approaches in Asia, and the ongoing implications for the development of PBL in Asia. Chapter 3 takes a historical look at the development of computer-mediated communication through the rapid onset of globalization and how the outcome of these developments have ushered in the widespread acceptance of CALL as a useful tool to mediate language learning and associated anxiety. The chapter goes on to present a detailed look at the effects of ongoing research into CALL and the implications for PBL in the future. Chapter 4 presents a literature review on CALL in Japan and explores the unique cultural and pedagogical context for English language education in Japan. As a part of this review, Thomas identified a gap relating to research on technology-mediated project-based language teaching with lower proficiency Japanese learners. Chapters 5 and 6 presents two classroom projects that were designed to investigate learner

collaboration in a technology-mediated EFL classroom environment with Japanese university students. These projects were undertaken expressly as part of the research for this book and provide the basis for the discussion in Chapter 7 on how PBL can better support language learning in Japanese higher education.

The first project to be looked at in detail (the Podcast Project) is taken up in Chapter 5 and tracks three key themes through the implementation of the project: (1) learner anxiety, (2) learner agency and empowerment, and (3) the role of the instructor. Students were tasked with planning and collaborating with other students while utilizing a vast suite of technologies to develop a podcast. As part of this project, students were afforded a considerable amount of freedom in completing their tasks, the most effective of which being the use of smartphone technology. This led to a decrease in learner anxiety and an increase in learner empowerment, both of which are directly related to the use of smartphones in CALL methodologies (Kiernan & Aizawa, 2004).

In Chapter 6, for the second project (the Virtual World Project), Thomas reports on how Japanese students were able to adapt to the role of researcher. In this task, students utilized the 3D world of Second Life (SL), an online environment where individual player-controlled avatars are able to communicate with one another. Using the online avatar they created, students conducted a survey with other SL inhabitants. Students were required to engage in various tasks to complete their overall goal. They needed to design an avatar, familiarize themselves with how to navigate the avatar within the online world of SL, develop knowledge of the multimodal forms of SL communication available, and conduct surveys utilizing these forms of communication. In contrast to the first study, in the second study, there was a larger focus on the development of sociocultural communication skills, along with target language and digital literacy skills.

The research presented in this book leads to the recommendation of a necessity for reform in English language education in Japan, moving away from the favored method of high-stakes testing and moving towards more process-oriented approaches. Further to that point, the book states that Japanese foreign language education needs to consider an approach that is holistic and aimed at the personal and social development of learners by emphasizing the importance of learners' productive and creative skills.

My approach to reflecting on the themes raised as part of the book was to apply the pedagogical principles from the study in Chapter 6 in a classroom setting. I began by revising current in-class tasks to be more effectively

technologically focused, making effectual changes to the class output tasks and aligning technology with language-focused activities. By emulating the Virtual World Project on a smaller scale, I was able to observe that students can successfully incorporate the use of real-world processes, tasks, and tools in their research, design, and implementation of tasks. Furthermore, by making the course contextually authentic through the incorporation of relevant events outside of the school, students were more able to align their learning with problem-solving processes used in the real world. In the case of my classroom, we looked at the efficiency of the Kobe public transportation system and how to minimize delays during peak hours. In line with Ellis (2003), who states that there is a need to advance the development of task-based and project-based language teaching syllabi that are localized and personalized, it was noted that, during this project, students were more able to overcome learner anxiety by engaging in multimodal forms of communication.

Although the viewpoints this book raises are valid and specific to the Japanese context, I have a concern that the long-standing resistance to innovation in the Japanese education system will lead to inevitable constraints on the effectiveness of any prescribed reforms. Although this book does well in providing an achievable framework in certain educational contexts, I remain hesitant as to the efficacy of broader implementations of PBL or other CALL methodologies in response to SLA. Arguably, this resistance to moving away from authoritative pedagogical approaches is reliant upon what Kirschner, Sweller, and Clark (2006) deem the superiority of teacher-based instruction.

In conclusion, this book provides an effective contribution to the ongoing debate about how educators are best able to integrate technology into the classroom and will be of particular interest to educators, researchers, and students in applied linguistics, CALL, TESOL, and especially those promoting task-based learning. Although focused primarily on the Japanese context, the findings contained within this book can have wide-ranging implications as a guideline for potential reform.

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***Cognitive Grammar in Stylistics: A Practical Guide.* Marcello Giovanelli and Chloe Harrison. London, England: Bloomsbury, 2018. vii + 200 pp.**

*Reviewed by*

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*Cognitive Grammar in Stylistics* focuses on presenting Ronald Langacker's (1987, 2008) cognitive grammar to students doing linguistic studies of literature. In contrast to systemic functional (Halliday, 1973) and generative (Chomsky, 1959, 2013) grammars, cognitive grammar takes into account both the cognitive and functional elements of grammatical constructions. Although Langacker's presentation of cognitive grammar is notoriously difficult to read and understand, Giovanelli and Harrison are clear, concise, and efficient. They deftly show how a grammar can effectively take into account both cognitive and functional elements to produce holistic, elegant analyses. They also show how the connection between text production and the experience of the reader can be traced and explained using grammar. The book provides a very clear and effective case for the need to pay attention to both how grammar is organised conceptually in the mind and its effects in real-world settings with real people. Despite its rigour and depth, the book has an informal and conversational tone, making it easy to work through.

Each chapter takes a basic, practically-focused approach to the presentation of one of six key topics: conceptual semantics (meanings, schemas, encyclopaedic semantics, and domains), construal (specificity, scope, profiling, trajector-landmark, and vantage points), nouns and verbs (profiles and things/processes, noun and verb schemas, reference point models, and scanning), clauses (archetypal roles, profiling relationships, and clause

types), grounding (instantiation, grounding strategies, clausal grounding, and modality), and discourse (reference points, dominions and cohesion, current discourse space, and simulation). The chapters begin by introducing key terms and definitions, with reference to a variety of interesting examples from literature. The basic concepts of cognitive grammar are presented in a straightforward way. The examples make clear how the terminology can be useful in describing the choices authors make, and how the production of texts have a tangible, empirical effect on how readers experience texts. The presentation of analysis encourages readers to try for themselves and apply the concepts to their own chosen texts and experiences. Each chapter then includes an example of a longer analysis and suggestions for further reading, making it ideal for teachers and lecturers hoping to guide students to work on their own.

The book includes both descriptions of language in the mind and language in use, and the authors emphasise that language is an embodied phenomenon, rejecting a false dichotomy between studies of discourse and cognition. The book is full of illustrations and examples that help the reader visualise difficult concepts and better understand the processes of language use, from political posters that exemplify conceptual metaphors to simple stick figure drawings that further reinforce the book's informal, relaxed tone. Giovanelli and Harrison move seamlessly from constructed, simplified examples to authentic ones taken from literature, advertising, and conversation, showing how basic principles can be applied to texts that students will be engaging with throughout their studies.

A particularly good example of the ways in which the book presents a concept from cognitive grammar in an accessible way, is the chapter on construal, a key concept in cognitive linguistics. The description of construal gives the student a toolbox of words to describe concepts that many will already be implicitly familiar with from their experience of reading; that is, that some texts feel more subjective than others. Giovanelli and Harrison show how breaking down different sentences to investigate the way actions and scenes can be portrayed affects how users interact with texts and how objective and subjective perspectives are taken. These tools then allow students to move beyond impressionistic analysis of texts, thinking vaguely about how they feel when reading, to rich descriptions that make sense of those feelings.

The extent to which Giovanelli and Harrison do this in a seemingly effortless way cannot be overstated. I was consistently surprised at the clarity the book brought to concepts that I have found challenging in my teaching

for many years. *Cognitive Grammar in Stylistics* is one of the easiest-to-read, most accessible grammar books I have encountered. The strength of the book lies in part in embedding the presentation of cognitive grammar in the field of stylistics, because the examples taken from the literature are particularly interesting and illustrative. By producing such a clear set of explanations, the book shows that grammar need not be overly complicated and authors, when they make an effort, can describe complex concepts in direct language.

The key strengths of the book are, however, one of the potential downsides: the simplification of the particulars of cognitive grammar and Langacker's own infamous complicated approach to the concepts. By presenting the theory in a practical way, readers may be tempted to forgo Langacker entirely and rely on these definitions and explanations. Taken alone, the book is internally consistent and coherent, but the extent to which it is an accurate portrayal of the complexities of cognitive grammar is a different question. Of course, Giovanelli and Harrison do not encourage engagement with the book in this way, and readers should remember that it is a textbook intended for students and thus limit their expectations about its level of detail accordingly. Returning to Langacker and empirical work employing this framework is absolutely necessary to go further with cognitive grammar.

Giovanelli and Harrison have produced a remarkable book, one that need not be limited to students interested in cognitive grammar and stylistics, but also anyone wanting to understand how good grammatical descriptions can show how language functions and why we experience particular sentences and utterances in the way that we do. The book can be taken up in any context where grammar is taught because of its power to make grammar and language analysis fun, interesting, and, above all, explanatory.

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***Mapping Genres, Mapping Culture: Japanese Texts in Context.***  
**Elizabeth A. Thomson, Motoki Sano, and Helen de Silva Joyce.**  
**Amsterdam, The Netherlands: John Benjamins, 2017. vi + 248**  
**pp.**

*Reviewed by*

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*Mapping Genres, Mapping Culture: Japanese Texts in Context* is an edited anthology by Japanese language scholars on the bidirectional continuity between Japanese texts and culture. In the opening chapter, "Mapping genres using systemic functional linguistics," the editors explore theories of language in context and text genre and provide a detailed outline of the book. The following eight chapters then each focus on a specific text genre in the Japanese language, yet with the mutual aim to map the genres of Japanese texts from a social semiotic perspective within a systemic functional linguistics (SFL) framework. SFL is an approach to language developed in the 1960s by Michael Halliday. It expands on previous works of linguist Bronislaw Malinowski—also frequently mentioned in this volume—and is associated with a number of purposes such as sociological inquiry and discourse analysis (see Halliday & Matthiessen, 2004). In this book, following Halliday's tradition, SFL is referred to as a way of looking at language as a form of social behavior, meaning examining what language is used for. Two key elements of SFL, context and semantics, are repeatedly specified in each chapter, the former being related to genre and the latter to register. In this collection, the chapter authors describe genres in a variety of fields, from the humanities to the media, providing an insightful picture of Japanese culture from the viewpoint of genre.

In Chapter 1, Elizabeth A. Thomson, Motoki Sano, and Helen de Silva Joyce set the scene for the analytical work in this volume by first introducing the readers to SFL, the theoretical framework that has informed the analyses in all following chapters. Next, they sketch the notion of genre within SFL theory, and finally introduce each of the chapters. Kazue Kato (Chapter 2) reports on the procedural genre—a type of text that informs how things are done or should be done, such as how to purchase a ticket—by analyzing five texts from various contexts with the aim of identifying and describing the nature and lexico-grammatical features of Japanese procedural texts.

In Chapter 3, the focus is on the directive genre in the Japanese workplace. Yumiko Mizusawa analyses the administrative genre of 57 written Japanese directives to clarify workplace interpersonal relationships within the Japanese social hierarchy. The topic of Chapter 4 is persuasive text, those texts that express the social activity of persuasion in a culture. This study by Sano comprises 11 persuasive texts varying in terms of field and mode and attempts to examine the linguistic characteristics of these texts. Chapter 5 is on news stories. Masamichi Washitake addresses the generic structure and semantic formation of Japanese front-page newspaper reports with the aim of determining whether Japanese news stories are more narrative in nature or more like the orbital structure of English news stories. In Chapter 6, Noriko Iwamoto describes the analysis of three war reports with the view to identify the ideational and interpersonal orientations of Japanese newspaper texts published during World War II. Katsuyuki Sato explains in Chapter 7 the Japanese procedure and method of reading and interpreting Chinese texts into Japanese with a focus on the genre known as *Kundoku-bun* (text written in a mixture of Chinese characters and *katakana*) to demonstrate how classical Chinese has come to influence Japanese language and culture. Chapter 8 gives a detailed outline of three case studies of Japanese folktales. Through this analysis, Thomson tries to demonstrate how textual organization, semantics, and grammatical choices of traditional tales establish cultural norms in children. In the final chapter, Ken Tann applies the concept of the context of culture to *nihonjinron* (a body of texts that asserts the uniqueness of Japanese national and cultural identity). This chapter complements the referenced studies in cultural anthropology by bringing SFL to the analysis of *nihonjinron* texts to investigate their significance as discourse on culture and characterize them linguistically as a form of identity discourse.

Throughout the chapters, the patterns in texts are investigated to provide linguistic evidence of how texts form genre groups that reflect the broader cultural context. The term “context of culture” is used to describe the general context for language as a system in which lexical items and grammatical categories should be related to their cultural context (Halliday & Hasan, 1989). Collectively, the chapters attempt to describe semantic and lexicogrammatical characteristics; the volume therefore fundamentally focuses on linguistic patterns. One of the greatest strengths of this book is that each chapter provides detailed analysis of the concerned genre and a wealth of information on the language choices in the analyzed texts while skillfully referring to the SFL approach in a comprehensible manner. On the other hand, though some chapters do so more than others, and despite the claims

of the book's objectives, overall there is scant attention given to the nature of Japanese culture and the norms and values found within Japanese society. For example, Chapter 2 ("Exploring the structure and meaning of the family of procedural texts in Japanese") concludes the analysis of procedural texts by stating the results of this study using technical terms of the applied methodology: "It seems that Japanese language is strongly affected by particular aspects of the *context of situation*, especially social status and degree of control in *tenor* [emphasis added]" (p. 53). Although the approach taken throughout the book is a social-semantic one, primarily concerned with meaning making in social contexts and how texts enact social processes in different contexts, it is hard to say that it actually reveals characteristics of Japanese society and culture. This issue could have been further investigated and better presented throughout the book.

Overall, however, I recommend this book to learned scholars and students, especially in the field of Japanese linguistics and pragmatics. Organized around the context of genre and clearly contributing to the understanding of genre and genre variation in the Japanese language, this book is not an easy read. However, it can be of interest to those versed in the SFL approach as well as teachers and learners in a wide range of linguistic fields. I do suggest that a basic knowledge of Japanese is preferable to make this volume even more meaningful and engaging.

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***Complexity Theory and Language Development: In Celebration of Diane Larsen-Freeman.* Lourdes Ortega and ZhaoHong Han (Eds.). Amsterdam, The Netherlands: John Benjamins, 2017. xv + 234 pp.**

*Reviewed by*  
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Diane Larsen-Freeman continues to have a wide-ranging impact on the field of second language acquisition (SLA) research and theory, not least through her insight into drawing upon complexity theory from the natural sciences to push forward understandings of language development. Proponents of complexity theory view systems (e.g., language or a language classroom) as made up of multiple agents, in possession of distributed control, open to nonlinear coadaptive interactions with other systems over different timescales, constantly changing, and emergent (see Davis & Sumara, 2006; Larsen-Freeman & Cameron, 2008). *Complexity Theory and Language Development: In Celebration of Diane Larsen-Freeman*, an edited collection of 10 chapters, aims to honour Larsen-Freeman's contributions by offering "a seminal exploration of complexity thinking, both in theoretical and empirical terms" (p. 1).

Although not containing sections, the book could be divided into three parts. The first comprises an introductory chapter regarding complexity theory in SLA by Larsen-Freeman herself. Larsen-Freeman's chapter is a lengthy affair (that said, the final 12 pages are references). She moves from a brief history of complexity theory to an overview of what complex systems consist of and a narrative of her own development of thinking concerning this perspective. In essence, Larsen-Freeman argues that complexity theory offers a "meta-theory", a "conceptual framework that provides broad theoretical and methodological principles for how to judge what is meaningful (or not), acceptable (or not), and central (or not) in the task of building knowledge about a phenomenon" (pp. 2-3). She does this by outlining 30 axioms dealing with language, language learners and users, language learning, and language teaching understood from a complexity perspective. Although much to take in, any of the axioms would provide a valuable starting point for a research agenda.

The next six chapters deal with theoretical issues. In an extremely brief Chapter 2, Kees de Bot considers whether complexity theory and dynamic systems theory are the same or different. He argues that the terms can be usefully blended together into CDST (complex dynamic systems theory). I would, though, tend to agree with Hiver and Al-Hoorie (2016) who see the insertion of “dynamic” as superfluous; complex systems inherently involve dynamism. Chapter 3, by John H. Schumann, takes the consideration of labels in another direction. By combining research from neuroscience and linguistics, and given a more complex understanding of the mind and its interaction with context, Schumann contends that direct mapping of brain processes to mental processes through precise terminology is not possible. Zoltan Dörnyei (Chapter 4) then turns to the need to reconceptualise individual differences research from a complexity perspective. Based on McAdams’ (2006) work with personality, Dörnyei introduces a fascinating framework for considering the whole person through looking at dispositional traits, characteristic adaptations, and integrative life narratives. Chapter 5, by Peter D. MacIntyre, Emily MacKay, Jessica Ross, and Esther Abel, continues with the theme of individual differences. The authors look at appropriate research tools for conducting empirical work with complexity underpinnings. The chapter draws on past studies to provide an overview of 12 different techniques that might be readily used to explore the dynamism of language learners’ experience. Taking a step back, Wander Lowie (Chapter 6) considers four methodological principles for adequate complexity research. He argues that studies need to focus on time and change, look at individuals, make use of computer simulation techniques to examine nonlinearity, and capture interacting timescales. The final chapter in this section, Chapter 7 by Marjolijn Verspoor, focuses on L2 pedagogy. The author asserts seven principles for teaching that align with complexity and dynamic usage-based views on language. Of key importance, she charges, is meaningful, integrated exposure to authentic language use in which students are encouraged to discover the forms and structures of language themselves.

The final three empirical chapters are intended to illustrate the application of complexity theory to research into language development. In Chapter 8, Conny Opitz focuses on language destabilization and relearning. She offers an intriguing model for how the combination of different studies treating participants as individual cases “affords the basis for the discovery of generalizable patterns and profiles” (p. 187). Barbara Köpke next explores language attrition and aphasia in Chapter 9. The author uses past research to illustrate the brain’s adaptive potential when faced with certain contex-

tual events. Finally, in Chapter 10, ZhaoHong Han, Gang Bao, and Paul Wiita draw a parallel between the law of conservation of energy from physics and interlearner differential L2 attainment. They contend that by assigning numerical values to the four parameters of aptitude, motivation, L2 input, and L1-TL distance it is possible to describe, explain, and predict ultimate L2 attainment.

The book presents somewhat of a conundrum. While the editors admit that the contributors do “not agree with Larsen-Freeman . . . on all counts” (p. 3), some chapters make strong claims that seem to run very much in opposition to the fundamental tenets of complexity thinking (e.g., Lowie’s argument for statistical modelling to be essential, and the assertion by Han et al. of predictability by reduction to numbers). Other chapters could be said to have only tenuous links to complexity (e.g., Köpke). This said, some of the chapters might be useful for novice researchers (e.g., Chapters 1, 5, and 8) and others for practitioners (e.g., Chapter 7). Certainly, Dörnyei’s push for examination of narrative identity from a complexity perspective deserves more empirical attention. All in all, while meeting its stated aim, this volume might be best recommended to people who already have a sound understanding of complexity theory in applied linguistics and wish to explore the territory further.

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