Reviews

***Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959)*. Ali H. Al-Hoorie and Peter D. MacIntyre (Eds.). Multilingual Matters, 2020. xxii + 344 pp. https://doi.org/10.21832/ALHOOR5198**

Reviewed by
Matthew T. Apple
Ritsumeikan University

It is hard to overemphasize the importance of motivation for learning a L2. Indeed, motivation has proved a significant aspect of L2 learning and achievement at all levels of education (Masgoret & Gardner, 2003). This is due in large part—some might argue entirely—to the work of Robert Gardner, whose career and studies are celebrated, elaborated on, and nearly idolized in the present volume.

Available in a 344-page print version or in various ebook formats, the edited volume is divided into four parts and 14 chapters. It also has a short "Foreword" by Zoltán Dörnyei, an introduction by the editors, and a career self-reflection by Gardner before the first numbered chapter. After Part 4, the book ends with a very short "Epilogue" by Howard Giles, founding editor of the influential *Journal of Language and Social Psychology* known for his Communication Accommodation Theory, that sums up and reflects on Gardner's contribution to and influence on the social psychology subdiscipline of the social psychology of language (SPL), which includes research on bilingualism and intergroup communication as well as motivation and other nonlinguistic aspects of language learning.

In his opening reminiscence, Gardner notes that the original model he and Lambert proposed came out of the English language school system of Montréal, where primary and secondary students are required to learn French as a second language as part of Canada's bilingual education policy. Building on previous work in the 1950s that focused on L1 learning motivation as

influenced by parents and socialization inside the family unit, Gardner and Lambert (1959) proposed a model that included other social aspects for L2 learning of French by English L1 speakers. Although the questionnaire associated with studies based on the socio-educational model (The Attitude Motivation Test Battery, or AMTB) was not created until over a decade later (Gardner & Smythe, 1974), the initial model included motivational intensity, the desire to learn French, attitudes towards learning French, and the constructs of *integrativeness*, *attitudes towards the learning situation*, and *language anxiety*. The influence of this model cannot be understated and is, of course, the purpose of the volume. Yet from the very beginning, the model's naming conventions have proved a source of confusion. In his chapter, Gardner comments on the criticism by Dörnyei (2005) that "integrativeness" is used three times (the larger variable of "integrative motive" includes integrativeness, which also has a subcomponent called "integrative orientation"). However, Gardner fails to mention a stronger criticism: the very concept of "integrativeness" (which Gardner defines in his chapter as "some form of identification with, or acceptance of, the other [L2] community," p. 12) is losing its meaning thanks to the spread of "Global English" which "clearly does not rest with a specific geographically-defined community of speakers" resulting in "no clear target reference group" (Dörnyei & Ushioda, 2011, p. 72). One could easily argue this to be the same for any language (not just English) which is spoken in varying sociocultural contexts (e.g., "Spanish" in Argentina, Mexico, or Spain; "Chinese" in Beijing, Guangzhou, Hong Kong, or Singapore).

The criticism of integrativeness was revisited by Dörnyei and Ryan (2015, p. 79), who noted that the variable Gardner labelled as integrativeness has been reinterpreted in terms of a larger psychosocial or emotional identification with an imagined international community outside one's initial social context. On the other hand, Rebecca Oxford rightly points out in Chapter 8 that this concept in the socio-educational model was created as a response to earlier mainstream theories of motivation focusing entirely on cognitive factors within the individual and virtually ignoring social factors (p. 181). She also notes that time and motivation are central to the Gardnerian model in the sense that an individual language learner's motivation is not static but dynamic, but also suggested that an individual's integrative motivation could remain stable for long periods of time (p. 177).

The changing definitions and uses of the terminology of the Gardnerian model are neatly summarized by Jennifer Claro in Chapter 11, giving ample evidence that integrativeness is clearly meant to measure the desire

to identify with and become similar to L2 language community members. This chapter also lays out, in plain language, issues of construct stability and reliability that plague L2 motivational research and need to be addressed. Claro additionally argues that there is no need to claim that the cognitive theories of possible L2 selves (Dörnyei, 2009) are the same as the affective model of Gardner, suggesting the use of both as complementary: "Basically, Gardner focused on identification with an external referent and Dörnyei focused on identification with an internal referent… 'I want to be like that person (or group)' becomes, when internalized, part of the process of creating one's ideal self" (p. 247). As MacIntyre et al. (2009) wrote, a combative attitude between researchers who approach the issue of L2 motivation from different angles, using different approaches and different models, is detrimental and neither benefits the field nor assists L2 teachers to help their students learn. The two approaches are complementary, not mutually exclusive or opposed.

The connection of integrativeness and the integrative motive to issues of identity, investment, bilingualism and/or multilingualism, L2 confidence, and intergroup relations are further established in several chapters of the book. For example, Sara Rubenfeld and Richard Clément (Chapter 5) discuss the connection of the socio-educational model to social identity, self-confidence, and psychological adjustment as well as intergroup bias and discrimination. Bonny Norton (Chapter 7) examines the relationship of Gardner's model to investment and identity, noting one of the original foci of Lambert's social psychological model of SLA was personal identity development and change. However, it is difficult to appreciate much of this chapter without first reading a separate work about identity and power (see Norton, 2013).

The somewhat fractured nature of L2 motivational research is also apparent in the present volume, as exemplified by two chapters that provide counter-balancing examples of the so-called "quan-qual" divide. Paul Tremblay provides the quantitative perspective (Chapter 10) and gives details about Gardner's contributions to SLA from a statistical standpoint; Tremblay explains that Gardner was a teacher of graduate school statistics in psychology and was innovative in introducing psychometric measurement in social psychology and SLA, including factor analysis (FA) and structural equation modeling (SEM). Tremblay also introduces the relatively newer statistical procedures of multilevel modeling, latent profile analysis, and latent-growth models which can track change over time. On the other hand, the qualitative perspective is given by Ema Ushioda (Chapter 9), who notes that studies us-

ing the L2 Motivational Self System (Dörnyei, 2005) and a complex dynamic systems theory approach typically rely more on qualitative inquiry than studies using integrative motivation in the Gardnerian sense, which favors quantitative statistical analysis with or without a qualitative component (pp. 200-201).

In the final two chapters, Phil Hiver, Diane Larsen-Freeman, and Elaine Horwitz provide additional, if not quite opposite, approaches to both expanding on Gardner's ideas (Chapter 13) and reflecting on his contribution to broadening the scope of SLA beyond purely cognitive constructs such as aptitude (Chapter 14). The former emphasizes the nature of language learning and motivation as part of a complex relational system that changes over time and occurs within a larger context. The latter is concentrated on how Gardner's FA and SEM approach to affective aspects of language learning changed the focus of SLA away from the search for "the" cognitive variable that predicted language learning success. These two chapters neatly summarize many of the chapters of the volume and demonstrate the complicated social nature of language learning and how Gardner's studies have continued to influence L2 motivational theories and approaches.

In one unique chapter of the volume (Chapter 12), John Edwards examines the history of psychology, starting with Heraclitus, the Sophists, and the Socratic Age of ancient Greece before continuing to a discussion of natural philosophers of the 17th century (the empiricism of Isaac Newton and the introspection of René Descartes) and ending with the immediate forerunners to modern social psychology, including John Stuart Mill and August Comte, whose focus on positivism (pithily described as "empiricism on steroids," p. 270) still dominates psychological research. This chapter represents, I believe, the best, most recent summary of the history and importance of social psychology and its relation to language studies. However, it also exemplifies the North American/European focus of the field. Is social psychology a product of ancient Greek and Renaissance scholars? Are the various concepts and aspects associated with social psychology applicable to non-Western contexts?

As my colleagues and I have written (Apple & Da Silva, 2017), there still remains the question of whether such theories and models from Western, educated, industrialized, rich, and democratic (WEIRD) contexts can find the same applicability to non-WEIRD contexts, particularly in educational contexts where language learning has long been entrenched as a requirement for entrance to and graduation from educational institutions. In Chapter 3, Peter MacIntyre, Jean-Marc Dewaele, Nicole Macmillan, and

Chengchen Li show that Chinese study participants express drastically different emotions and motivations toward their L2 learning compared to those in "Western" contexts. The motivations, beliefs, and values of L2 learners in non-WEIRD contexts may differ so greatly that the ideas of integrativeness and possible L2 selves may have little relevance to them or to their teachers. One or two chapters based in non-WEIRD contexts would have helped to convince L2 researchers and teachers in such educational contexts of the usefulness of the research designs, methods, approaches, and theories proposed in the book.

Some of the chapters are quite dense and difficult to read, particularly in an ebook format. Many chapters feature long paragraphs and pulled quotes that are difficult to parse even in a printed version and are nearly impossible to get through in the electronic version. It would also have been nice if citations in the text were hypertext linked to references. With so many repetitive references—obviously, because this volume celebrates Robert Gardner's career and contributions to L2 motivation studies, his publications appear over and over again from chapter to chapter—moving all the references to a single reference section to which citations were linked might have saved some paper in the printed version and improved the reading flow in the ebook.

Finally, two chapters seem to have little connection to the main purpose of the book: Chapter 4 has no connection to Gardner's model or L2 motivation at all, although you can learn an awful lot about the Vygotskyian concept of *perezhivanie*. Chapter 6, although an interesting read about how motivation is related to naming your baby in a multicultural setting as a way of preserving and transmitting ethnic language and culture to future generations, is only tangentially related to Gardner's work, and uses questionable methodology. It comes across as having been inserted merely to provide an additional qualitative chapter in what is largely (and inevitably) a book about the contributions of a quantitative model of L2 motivation.

Overall, the authors of various chapters in the volume conclude that the influence of the Gardnerian socio-educational model has been to inform student teachers about the importance of being open and positive towards other cultures, developing interest in a L2, being positive and motivated about language learning in general, reducing anxiety, and being content in the classroom. Despite its flaws, the volume in the end is an impressive tribute to a pioneer in the ever-expanding and developing fields of L2 learning motivation and social psychology of language learning.

References

Apple, M. T., & Da Silva, D. (2017). Language learning motivation in Asia: Current trajectory and possible future. In M. T. Apple, D. Da Silva, & T. Fellner (Eds.), *L2 Selves and Motivations in Asian Contexts* (pp. 228-238). Multilingual Matters.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum. https://doi.org/10.4324/9781410613349

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 Self* (pp. 9-42). Multilingual Matters. https://doi.org/10.21832/9781847691293-003

Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge. https://doi.org/10.4324/9781315779553

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Pearson Education. https://doi.org/10.4324/9781315833750

Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology, 13*(4), 266-272. https://doi.org/10.1037/h0083787

Gardner, R. C., & Smythe, P. C. (1974). Second-language acquisition: Motivational considerations. In S. T. Carey (Ed.), *Bilingualism, biculturalism, and education: Proceedings from the conference at Collège Universitaire St-Jean* (pp. 11-30). University of Alberta.

MacIntyre, P. D., Mackinnon, S. P., & Clément, R. (2009). The baby, the bathwater, and the future of language learning motivation research. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 Self* (pp. 193-214). Multilingual Matters. https://doi.org/10.21832/9781847691293-004

Masgoret, A., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning, 53*(Supplement 1), 123-163. https://doi.org/10.1111/1467-9922.00212

Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters.

Early Language Learning and Teacher Education: International Research and Practice. Subhan Zein and Sue Garton (Eds.). Multilingual Matters, 2019. ix + 296 pp. https://doi.org/10.21832/ZEIN2654

Reviewed by
Alexandra Burke
Public Sector Educator

In 2020, language educators in Japan are currently in the 1st year of English education as a formal subject in public Elementary schools nationwide. Simultaneously, the number of young learners growing up in bilingual, trilingual, or multilingual households in Japan is increasing. Furthermore, the pace of globalization is driving down the age at which the world's children are exposed to multiple languages through societal and educational settings. Accordingly, this is an opportune time for educators of current and future teachers to read this volume from the Early Language Learning in School Contexts series edited by Janet Enever.

The chapters within the book highlight the diversity of situations in which English and other Modern languages are being taught now and how teachers learn, develop, and apply new skills in classrooms. Part of the appeal of this edited collection is that individual contributions are included from multiple regions in Asia, Southeastern Europe, the UK, Australia, and the USA. In one volume, readers can become familiar with how a variety of early childhood education systems are responding to the rapidly changing educational needs of children between the ages of 3 and 12.

The volume is in four sections with the "Preface" material setting the context and closing with conclusions and future directions. Although it is probably preferable to read the book sequentially, the individual chapters are also suitable for stand-alone reading. In Chapters 1 and 2, editor Subhan Zein introduces the themes explored in the book, and Yuko Goto Butler introduces research-based lessons illustrating how teachers of young learners of English (YLEs) are educated in East and Southeast Asia.

"Part 1: The Complexity of Teacher Learning" presents a narrative research study from Vietnam by Le Van Canh (Chapter 3) of how a young English teacher transitions from a student with a love of English to the overwhelming reality of needing to satisfy a wide range of pupil, school, parent, and personal expectations. The teacher undertakes postgraduate study, which

helps to balance her self-concept as an educator. In Chapter 4, Zein looks at differences in how adults and children learn and use language. This study in Indonesia looked at the ability of YLE teachers to put themselves into the mindset of a child to modify their language, with the result of making them much more effective communicators. Chapter 5 by Yuefeng Zhang opens with a short description of the role of English as an official language in Hong Kong. Following this, Zhang describes a Learning Study research project involving six preservice English Language Teachers who work collaboratively to identify areas of difficulty, research, teach and/or observe, evaluate, consider, refine, and then reteach a variant of the lessons. This method is intended to increase the ability of teachers to notice needs and adapt to their learners. In Chapter 6, Gee Macrory explores the attitudes of teachers and students in England to the introduction of new orthographies when the students are still relatively new to their first orthography. The scope of this chapter includes English and modern languages, generalist versus specialist language teachers, and the role and perceived applicability of phonics training in classes of different languages.

"Part 2: Innovations in Mentoring and Supervision" commences with a study from Taiwan by Chiou-Hui Chou, focusing on preservice YLE teachers using the communicative language teaching approach (CLT). A strong theme was connecting their coursework to practicum with the opportunity to microteach, review, refine, and reteach with the supervisor as a coach. In Chapter 8, Yasemin Kırkgöz discusses research in Turkey focused on inservice teachers with an external supervisor aiming to build more interactive, student-centered lessons for 7-year-old students. This 7-month study examined shifting from textbooks to incorporate more realia and encouraging collaboration over competition between students. In Chapter 9, Nettie Boivin outlines the context of multilingual education in Kazakhstan, where a goal of English competency by 2020 was set in 2007, shifting English as a foreign language (EFL) to English as an additional language (EAL), commencing with Year 1 students and aiming to use 21st-century techniques to underpin education. This was a major departure from a teacher-centered model delivered predominantly in Russian.

"Part 3: Strategies in Program Development" opens with Chapter 10 in which Valentina Carbonara discusses teacher competences and certification. The research focuses on a bilingual kindergarten in Turkey implementing an Italian educational approach known as Reggio Emilio. Chapter 11 by Junko Matsuzaki Carreira and Tomoko Shigyo includes a history of reforms of English education in Japan and the transition from English as a foreign

language activity to English as a subject. The authors also discuss in detail the training and infrastructure needed to shift from grammar translation to a team-taught communicative language teaching approach and ultimately to the cross-curricular approach and use of project-based learning, often delivered as content language integrated learning (CLIL). A large part of this transition has been to reduce the anxiety of generalist teachers who felt unprepared to create lesson plans for English language activities and lacked confidence in their spoken English.

"Part 4: Perceptions, Knowledge and Assessment" starts in Australia with research by Larissa Jenkins, Elisabeth Duursma, and Catherine Neilsen-Hewett. In a small study of bilingual and monolingual early childhood services, the researchers investigated the perceptions of deficits and advantages of bilingualism in services for children. They also explored educator bias not only on language use but also cultural background and the relationships with children who spoke different home languages. In Chapter 13, Katherine M. Griffin, Alison L. Bailey, and Rashmita S. Mistry detail how mass immigration in the USA has influenced the development of immersion methods for teaching alongside monolingual English education. Dual English–Spanish immersion courses have been developed where students get a good foundation in their home language before transitioning to a higher percentage of English, thereby making assessment fairer to these students. Both Chapters 12 and 13 contain evidence of a move away from a deficit approach of bilingualism to a benefits approach, which can only provide much-needed help to bolster the self-image of these learners in a predominantly monolingual system. In Chapter 14, editor Sue Garton brings together all the issues that have been discussed and looks to the future implications of early language learning. Part of her discussion is the speed of the introduction of English and the hope that some of the difficulties encountered during the introduction of CLT may be overcome during the introduction of CLIL. Garton also reflects on the importance of access to pre- and in-service training for educators on pedagogy for young learners and training in language skills. The shift from transmissive and prescriptive to learner-centered education requires substantial scaffolding for teachers to provide them the resources and confidence to stick with the new models, rather than relying on previous teaching habits when things do not go as expected.

This book is a very useful resource for university educators of future teachers and also education policy makers because of the clear overview provided about the varying ways in which English and other Modern languages are taught. This is important because it is unrealistic to expect that

languages can be taught the same way universally when there are stark differences in political and economic priorities and consequently the resources available to fund the education people may want. The unexpected appearance of SARS-CoV-2 has catapulted many students and educators around the world into online learning. It will be interesting to see if a by-product of this abrupt shift will unexpectedly translate into the increased learning opportunities for teachers that this volume recommends.

Reading in the Brain: The New Science of How We Read. Stanislas Dehaene. Penguin Books, 2009. xii + 388 pp.

Reviewed by
Greg Gagnon
Nanzan University

Numerous works have been written concerning the pedagogy of reading (for example, we could turn to Grabe, 2012 or Bamford and Day, 1998), but few have been written concerning how the brain functions as we read. Stanislas Dehaene is not a reading researcher, but rather a mathematician and psychologist, and he approaches research about reading from a cognitive science perspective. *Reading in the Brain* offers insights into several aspects of how the brain interprets the written word. This book focuses on the process the brain uses to interpret the many glyphs used to represent sounds, and how the brain decodes these. Dehaene describes the physical paths neurons take while we read, explores how the brain interprets various symbols into phonological units, and shows us where reading lives in our brains. He also discusses brain functions that impede reading and some possible reasons why. This book begins with an introduction, which is followed by eight chapters, and it ends with a conclusion offering some final thoughts.

   The introduction gives an overview of the key points of the book and the way the author intends to approach discussing it. From the first page, in the first paragraph, Dehaene calls reading "an amazing feat." He suggests that human beings are unusually culturally similar and that this is an effect of having brains with functionalities that are nearly the same from person to person. On page 7, Dehaene introduces an idea that he calls the "neuronal recycling hypothesis" by which he argues that the architecture of the brain is restricted to a set of rules, which nonetheless can become amended due

to the inherent plasticity of the brain. This key point prepares the reader for Dehaene's arguments about the way the brain has found to put glyphs together orthographically, whether in a structured or in a confused way. The remainder of the introduction is a Reader's Guide, which offers an outline of the book.

The first chapter provides a detailed explanation of the mechanics of reading, including eye movement, brain decoding, and the routes the brain uses for reading. Dehaene outlines two routes: a phonological route, where words are decoded according to how they should sound, letter by letter; and a lexical route, which interprets the meaning of words with the same spelling, but two different pronunciations, and thus two separate meanings. These two pathways combined provide the means for reading, and this becomes a major thematic element throughout the book. He also clearly rejects the notion of the computer model of the brain, calling it inadequate. Computers work in structured ways, and tasks are done with equal time, but in the brain, word decoding is not done in an exact, sequential mode, nor is the time it takes to understand the meaning of a word uniform. The second chapter illuminates how it was learned where the locus of reading is in the brain by neurologists such as Joseph-Jules Déjerine, a pioneer in the field, and more modern researchers such as Steve Petersen, Michael Posner, and Marcus Raichle. Dehaene summarizes their research on the brain, mostly done by examining problems that people with brain lesions or other brain traumas have had. Their research helped Dehaene locate what he describes as the "letterbox" (p. 62), which is where the brain interprets symbols in order to read them and is the key to understanding how humans are able to read or experience reading disabilities. This letterbox is the author's own observation, and it is his claim that reading is done exactly here, and not scattered all over the brain. Chapter 3 presents a comparison and contrast between simian brains and human brains. Dehaene describes how monkey and human brains treat visual images similarly, how the processing of stimuli are the same, leading towards the ability to see very simple abstractions of shapes. However, the human brain, in the letterbox area, develops these abstractions to an even more refined level, which is why, he argues, the shapes of many of our writing systems are very similar.

Chapter 4 outlines various writing systems around the world, and the author notes that the features of writing all conform to a few simple rules: shapes that conform largely to natural shapes and lines easily interpreted by the brain. Dehaene also discusses various writing systems; however, he focuses mainly on alphabetical systems and does not delve deeply into

pictorial writing systems, such as the Chinese or Japanese writing systems, which would have been interesting to know more about. The chapter ends with an explanation of how the Phoenician-inspired Greek alphabet systems added vowel glyphs, thereby making each word less ambiguous in meaning.

Chapter 5 may be of particular interest to reading researchers because it goes into considerable detail into how children learn to read. Dehaene describes research into how the brain interprets and decodes symbols for reading and strongly rejects the "whole language method" of teaching reading. Instead, he recommends that reading instructors focus on phonemes and clusters, especially in languages with opaque orthographic systems such as English and French. The chapter also outlines various stages in children's reading ability, from being able to recognize individual letters, then chunks of letters, and finally whole words, which can become sentences. It is only at this stage that children can begin to enjoy reading because meaning is now apparent.

Chapter 6 is a review of research into dyslexia. Dehaene introduces what its causes may be and also offers some suggestions on how educators can help those facing this condition. Chapter 7 outlines the way the brain relies on symmetry, why it does so, and how visuospatial acuity is extremely important for reading words on a page.

In Chapter 8, Dehaene muses on why only humans have learned to read. Many animals, such as birds and monkeys, can interpret symbols, and many apes can draw to a certain extent. However, why is it that humans, alone, combine these two skills to create writing? He suggests that it is the very plasticity of the human brain, coupled with a cultural imperative to record things in a permanent manner, that allows human beings to reach a new and powerful point in cultural development. Humans, different from other simians, read. Dehaene notes that while the brain is able to read, there was no specific evolutionary moment which allowed us to do so. The key, he believes, is culture, and he elaborates his reasons for his findings in the rest of the chapter. Finally, the Conclusion offers some ideas about the path of future research in reading and how we can look at neuropathways of the brain to help us understand the way we decode words. He strongly recommends much more research in this area, with an emphasis on experimentation that has a solid design methodology.

Reading in the Brain is a detailed yet clearly written introduction to brain science in general and how it relates to the phenomenon of reading specifically. Due to the large amount of technical detail about brain research, it may not be the easiest of reads. However, it does describe the experiments and

results is a straightforward way and avoids the use of jargon. Although titles in the Penguin Books series do not use in-text citations, 15 pages of endnotes and a 30-page bibliography provide a recap of what was available on the science of reading when this book was published in 2009. It also provides numerous charts and graphs describing the research results, so readers can better gauge for themselves the data provided. Although this book is a good start for learning more about the research done into how brains read and the brain's amazing capacity to interpret the written word, interested readers may also be curious to look at Dehaene's (2014) revisions and updates in reply to his critics.

References

Bamford, J., & Day, R. R. (1998). Teaching reading. *Annual Review of Applied Linguistics*, *18*, 124-141. https://doi.org/10.1017/S0267190500003512

Dehaene, S. (2014). *Reading in the brain* revised and extended: Response to comments. *Mind and Language, 29*(3), 320-335. https://doi.org/10.1111/mila.12053

Grabe, W. (2012). Reading in a second language. In R. B. Kaplan (Ed.), *The Oxford Handbook of Applied Linguistics* (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195384253.013.0006

Global Citizenship Education: A Critical Introduction to Key Concepts and Debates. Edda Sant, Ian Davies, Karen Pashby, and Lynette Shultz. Bloomsbury Academic. 2018. vii + 238 pp. ebook.

Reviewed by
Winifred Lewis Shiraishi
Nihon University

Global Citizenship Education is an introductory text intended for graduate-level study. The authors present a variety of viewpoints from academic literature in the field of global studies while valuing "pluralist, inclusive perspectives" (p. 2). The authors choose the use of "global" in contrast to "international" because, in their view, international seeks to look at the links

between nations whereas global implies a "coming together" (p. 3). The book and its annotated readings with assessment activities are intended for use by students in a wide variety of fields with the hope that educators find it a useful aid to teaching. Although this is a well-written, accessible resource in the field of global education, because the volume is written as a textbook with 21 chapters separated into three parts, there is far too much detail to cover in a single review. I will discuss the guiding ideas of global citizenship as defined by the authors and the ways in which these ideas are supported in each part.

In the first chapter of "Part 1: Key Questions, Concepts, and Dimensions," the authors define global citizenship and defend the necessity of global citizenship education. Several chapters are devoted to the concepts of global identities and local or national citizenships. These include spirited discussions on different approaches to citizenship based on residency, ethnicity, religion, indigenous status, or class; and how people perceive their individual citizenships. This segues into a discussion on ethics and rights and how those may be defined differently in various cultures, while trying to be cautious not to value a certain culture's perceptions over another.

The authors also encourage students of global education to consider how they define themselves as global citizens through a variety of activities presented at the end of each chapter. For example, in Chapter 6, the authors present various definitions of "local" and "global" not only as geographic proximity but also as socially constructed insiders and outsiders (p. 56) as well as different contexts in which these terms are used. In addition to an annotated bibliography, at the end of the chapter, there are two assessment activities (p. 61). The first activity is a series of questions for discussion around the film *Babel* by Alejandro González Iñárritu for students in social science courses. The second activity directs students to compare a set of social studies textbooks for teacher training.

In "Part 2: Key Educational Frameworks," the authors introduce some of the definitions, debates, and theories current in the field of global studies. These chapters provide the intellectual framework for a broader discussion on what the goal of global citizenship is and what it can mean. Part 2 consists of eight chapters on topics, including the meaning of citizenship and citizenship education (Chapter 9), the various interpretations of social justice (Chapter 10) (e.g., distributive justice, recognition justice, and participatory justice), character education (Chapter 12), diversity education (Chapter 13), and peace education (Chapter 14). Each chapter includes a summary of the works of two or three scholars in the field and provides supplemental activities for classwork or independent study. For example, Chapter 10 on social justice sets up an interactive module for students to debate participa-

tion in a music school contest and discuss the meaning of classical versus indigenous interpretations of music (p. 100). Chapter 14 reviews the different approaches to peace education and critiques on the concepts of peace education. For Japan-based educators, this discussion may be of particular relevance, and a brief overview of work in Japan on peace education is provided (p. 140).

Because *JALT Journal* is geared towards educators, it may be useful to analyze how the formal educational goals—teaching, learning, and assessing—are met within a sample chapter. Chapter 15, "Diversity Education," begins with a discussion of the 2015 attacks in France on the satirical newspaper Charlie Hebdo and the responses by the public on the rights of free speech and freedom of expression—both in condemning the attacks but also in its offensive characterization of a religion. The authors then tackle various philosophical and political traditions of diversity and citizenship (e.g., segregationist, liberal assimilationist, multiculturalist, and pluralist). All these approaches have at their core a debate on the relationship between the individual and the state and how that fits in with citizenship. An annotated bibliography is provided for further reading to reinforce the presented idea, making it an integral part of the learning process. Lastly, students are tasked to analyze how different countries face religious diversity issues in school settings, in this case, the issue of wearing hijab in schools.

The final part, "Key Issues in Research and Practice," provides an overview of global education research and its current use in the classroom. The authors admit that the data gathered was largely in English-, Spanish-, and French-speaking contexts. Further, since various topics within the global education umbrella—such as citizenship or social justice—may be explored in fields other than global education, it is difficult to determine the parameters of research materials used. As a reader, I will admit some confusion on this point. Because the authors make a distinction between international and global in the introduction, it would have been helpful to have that distinction made more clearly in the analysis of research.

The attempt to be inclusive and pluralistic is evident in the wide range of activities to elicit discussion at the end of each chapter. Further, many of the activities and readings are from free and open-source material. This is invaluable as more equitable access for students or researchers who may have limited funding or resources. The authors do, however, rely heavily on United Nations sources and studies. Although this is understandable as the UN does a lot of research that is beneficial to global studies, as a reader, there is at times an uncritical acceptance of UN data without providing

counter sources. This textbook is heavily oriented towards the humanities disciplines; so, for teacher training in science or technology fields, perhaps supplemental activities focusing on the issues of data privacy, censorship, and piracy could be expanded at the instructor's discretion.

As an educator, *Global Citizenship Education* made me think more critically about the current texts I use in English language education and the ideas about global education they may or may not reinforce.

Creativity and Innovations in ELT Materials Development: Looking Beyond the Current Design. Dat Bao (Ed.). Multilingual Matters, 2018. xi + 256 pp. https://doi.org/10.21832/BAO9696

Reviewed by
Tara McIlroy
Rikkyo University

The aim of this edited volume is to report on innovation and creativity in materials design in ELT. The approach is to bring together some established voices and new researchers to inform materials design and implementation at primary to tertiary levels. Materials may be traditional course texts or something from more learner-centred approaches, for example, process drama or narrative writing. Editor Dat Bao defines creativity as the need to produce novel ideas, and innovation is understood to mean new procedures or methodology that bring about improvement. The potential audience of the volume is broad and may include teacher trainers, language practitioners, trainee teachers, coursebook writers, and also language education researchers.

The book comprises 13 chapters and is divided into three parts. The first part focuses on improving ELT materials using creative pedagogies. What this means in practical terms is identifying problem areas such as conventional teaching activities with reports on how the authors make suggestions to improve teaching with such materials. Part 2 brings together poetry, drama, and other tools for learning, all of which may have been marginalised in ELT. Part 3 of the book goes beyond materials to the learners themselves. Learner-centred pedagogy, as a theme of the volume, is seen through involvement of learners in materials creation and modification. In Chapter 1, Bao reviews all the chapters in the book with the approach of bringing out

key questions, making only brief comments about the readings, and intentionally leaving the chapters for readers to explore. Several of the chapters are coauthored by the editor, bringing a unity to the learner-centred theme of the discussions.

Part 1 contains five chapters which describe creative pedagogies in a variety of settings. In Chapter 2, Brian Tomlinson critically examines typical activities such as listen-and-repeat and correction activities from an analysis of coursebooks, resulting in activities that encourage longer responses and promote greater depth of interaction. Alan Maley (Chapter 3) defines the two key terms "creativity" and "materials," providing the necessary background to these terms, while also allowing for various interpretations. For example, connections to Csikszentmihalyi's concept of 'flow' (1990) and the notion of optimal experiences seem relevant here, particularly the part of the theory that connects intrinsic motivation, satisfaction, and psychological well-being. Flow experiences are enjoyable and engaging, achieved with effortless action and intense focus. This then leads to the key question of which is more important, creative process in making materials or creative output? Bao's Chapter 4 presents a constructivist theoretical perspective that builds on the idea that learning occurs when learners are actively involved in the process of meaning-making. According to this view, learning can be enhanced by activities that involve learners in knowledge construction during the learning process. This is followed by a chapter from Bao and Ranran Liu who examine creativity in primary English coursebooks. Their findings suggest that ELT materials could be improved to connect children's creativity and L2 learning. The chapter also looks at emotion and cognition, evaluating activities in terms of how well they evoke imagination, playfulness, and self-expression. The fifth chapter in this section, from Tan Bee Tin, is on the topic of promoting autonomy using creative tasks. Essential to the creative process in these activities is the condition of disciplined and imaginative use of constraints or limitations on activities. Constraints can be external (environmental factors, time constraints) or internal (related to the goals and outcomes of the task), and constraints desirable for creativity should increase the potential for success, for example, a well-defined problem. Creative tasks (e.g., brainstorming, collaborative writing, or role-plays) seek to encourage using the language items in new ways rather than the typical controlled language learning tasks which ask students to practice prespecified items and repeat narrow language structures. Taken together, this part of the book provides multiple pedagogical approaches to how materials can be adapted to create meaningful learning activities.

Part 2, "Improving ELT Materials Through Specific Resources," begins with a chapter on process drama by Hae-ok Park (Chapter 7). The author uses principles of L2 materials design from Tomlinson (2011) to structure activities with improvised interactions and spontaneous reactions. In Chapter 8, Paul Hullah presents a clear and focused discussion of literature in the ELT classroom. Hullah's enthusiasm is for classic literature, engagement with which is achieved through his use of creative and learner-centred activities. Bao coauthors the following two chapters with Xaiofang Shang, Flora D. Floris, and Willy A. Renandya, looking at technology in L2 materials use and online resources in task design. As in Part 1 of the book, the diverse approaches suggested allow for a variety of interpretations, leaving the reader to decide on how these ideas may be used in any particular educational setting.

Part 3 of the book features three chapters focusing on teacher and learner involvement in creating materials. In Chapter 11, Rajeevnath Ramnath looks at a genre-based approach to materials development by exploring MA students' creative uses of materials at high schools in Thailand. Materials from commercial textbooks were used to create activities such as fictional narratives, arguments, and informational recounts. Bao writes in Chapter 12 about visuals projects which he conducted with the aim of developing self-expression. The next chapter details EFL teachers' perspectives on textbooks in Bangladesh. Mohammod Monimoor Roshid, Md Zulfeqar Haider, and Hosne Ara Begum evaluated textbooks using a multifaceted conceptual framework and survey responses from 100 teachers.

Overall, the book is a welcome addition to the field of materials design and helps bring new perspectives from practitioner-based observations and pedagogy. The individual chapters show how curriculum design and innovation of materials occur in practice. Although the book could be used in L1 undergraduate ELT courses, the most useful readership is likely to be trainee teachers and graduate students. Learner-centred adaptations that encourage innovation using published ELT materials are particularly relevant at the current time when teachers are looking for new ways to engage and motivate learners.

The key strength of the collection is certainly the varied contexts and perspectives from which the authors derive their content. Showing how practice differs across cultures and education settings offers the chance to share insightful innovation amongst practitioners and researchers. One alternative to this is the contextualised, culture-oriented approach (see Reinders et al., 2019, for a Japanese-focused example). This volume takes a different path

and uses writing from authors who are internationally based and, therefore, represent various perspectives on materials design. Although innovation, creativity, and change have already been widely explored (see Kennedy, 1988 and Waters, 2009, for example), the very nature of exploration continues to inspire new writing and new ways of teaching. A natural progression from this volume would be to look more closely at indigenous practices and multilingual materials design, expanding from ELT to language learning in other languages.

References

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper and Row.

Kennedy, C. (1988). Evaluation of the management of change in ELT projects. *Applied Linguistics, 9*(4), 329-342. http://doi.org/10.1093/applin/9.4.329

Reinders, H., Ryan, S., & Nakamura, S. (Eds.). (2019). *Innovation in language teaching and learning: The case of Japan.* Palgrave Macmillan. http://doi.org/10.1007/978-3-030-12567-7

Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.

Waters, A. (2009). Managing innovation in English language education. *Language Teaching, 42*(4), 421-458. http://doi.org/10.1017/S026144480999005X

Quality in TESOL and Teacher Education: From a Results Culture Towards a Quality Culture. Juan de Dios Martínez Agudo (Ed.). Routledge, 2020. xxvi + 280 pp. https://doi.org/10.4324/9780429198243

Reviewed by
Kashif Raza
Qatar University
Matthew Vetrini
CLARK Memorial International High School, Osaka

The quest for and definition of a quality education has always been an ever-shifting target, although only recently has it begun to be considered a human right. Furthermore, quality has been neglected and ignored because it is difficult to measure and is highly context dependent. The main aim of the book is to address contemporary issues in quality and quality assurance in TESOL and teacher education. This is particularly relevant as the field expands to different settings and contexts and intersects with technological advancements in language education, diverse student and teacher populations, multilingualism, and the need for continuous language teacher development. With twenty-six chapters, the "Foreword" by Thomas S. C. Farrell, the "Afterword" by Jack C. Richards, and an introductory chapter by the editor, this volume, endorsed by renowned scholars in the field, will appeal to a wide audience.

The first section, entitled "Quality in TESOL Education in a Globalized Multilingual World," comprises five chapters. The first chapter, written by David Little, suggests that language teaching, especially in Europe, has been promoting political and social cohesiveness without giving considerable attention to quality. In the second chapter, Graham Crookes employs a critical inquiry approach to measure quality in the field of TESOL and argues that improvement in language teaching may very well lead to improvements in teaching in general. The third chapter, by Gabriele Azzaro and Agudo, provides a critique of poorly administered educational reforms in Italy and warns that, without quality education, the entire human society is at risk. The fourth chapter, by Ian Eyres and Clare Woodward, focuses on quality in teacher education programs and uses the English in Action program to suggest that continuous professional development in any context, but especially

in low- and middle-income countries, is essential for maintaining quality in language education. The last chapter in this section, by Chang Zhu, Liesbeth De Paepe, and Cynthia White, notes that, as technology improves and the need for online and/or blended language education increases, so does a need to better establish and maintain the quality of teaching in such environments. They add that the development of principles and frameworks, which allow for quality maintenance as well as improved performance, can assist language teachers to improve current teaching practices in online and blended education.

Section II has 11 chapters and deals with "Quality in Diversity in TESOL Education." Entries in this section explore the concept of quality in teacher roles, instruction, learning strategies, status, materials, and feedback. For instance, chapters by David Crabbe, Andrew D. Cohen, and Joanna Baumgart cover teacher–student relationships, learner autonomy in learning, and the significance of teacher talk respectively, where the authors also argue for an equal representation of both students and educators in decision-making. Similarly, Ali Shehadeh provides an overview of instructional approaches in TESOL and emphasizes that, although there are several approaches and methods of TESOL instruction, the decision to prioritize one over another should be informed by the specifics of a teaching context. Presenting a similar argument, Michael Dunn, Kristen Pratt, and Faith Van Putten propose a multitiered system of support for bilingual special education students and call for reimagining quality instruction for these learners where local contexts are taken into consideration while developing accommodation approaches. Another area of focus is learning strategies where Sophia Papaefthymiou-Lytra, Evangelia Karagianni, and Anastasia Pouliou outline criteria for creating materials that promote learners' intercultural awareness as well as active learning by identifying seven elements: context, content, organization, cultural ways of teaching and learning, teacher role, assessment, and students' perceptions. Alexander Gilmore (Chapter 13) investigates quality and authenticity maintenance in TESOL by examining the level to which standards of quality are met within the field, and Atta Gebril's and Gavin T. L. Brown's chapter on the conceptualization of quality in feedback also highlights the significance of strategies that increase the relevance of materials for learners such as intended content clarification, goal identification, and mapping out future objectives. Additionally, a chapter by Péter Medgyes and Tamas Kiss commands our attention to the discrimination faced by expatriate native-English speaking teachers—an under-developed area of research. Drawing on research based in Japan, Daniel Roy Pearce, Tim Stewart, and

Akira Tajino discuss the issues faced in team-teaching. These chapters raise the issue of "status": one at field level and the other at classroom level.

Section III is focused on "Quality Teachers for Quality Education" and comprises nine chapters. Christine Coombe discusses teacher qualities and uncovers 10 characteristics of highly effective English teachers such as passion for teaching, instructional effectiveness, and social life. John Trent argues that, in addition to state-mandated standards, a language teacher identity perspective should also be considered to understand quality assurance and teacher effectiveness in the field of TESOL. While Darío Luis Banegas and Agudo explore the challenges in TESOL teacher education, including but not limited to teacher competencies and autonomy, Agudo, Azzaro, and Banegas highlight in Chapter 20 the significance of emotional training for successful teaching. Three chapters focus on preservice teacher training. John M. Levis and Sinem Sonsaat (Chapter 21) put stress on a specific skill for development, teachers' pronunciation. In Chapter 22, Anh Tran, Hoa Thi Mai Nguyen, and Hongzhi Yang take a cultural-historical activity theory perspective to emphasize the significance of quality practicum by concentrating on elements such as the identification of objectives, interconnectedness of activities, mediating tools, and relevant rules. Claire Tardieu, in Chapter 23, discusses qualifications for effective teacher educators by looking at standards such as required degree(s), language proficiency, research skills, and teaching experience. David Nunan, Hayley Black, and Julie Choi focus on innovation in assessment and evaluate an innovative approach, group dynamic assessment, to propose changes to traditional assessment methods. The last chapter in this section, by Thom Kiddle and Gavin Dudeney, covers the challenges in online language teacher education programs (e.g., accreditation, diversity, participation, course materials, and interaction) and their implications for teacher education.

"Part IV: Looking Back and Ahead" contains only a single chapter in which MaryAnn Christison and Denise E. Murray highlight the practices and notions which are holding the field of TESOL back (e.g., outdated administrative styles and lack of insights from the classroom) and suggest that, to determine quality, a definition must be ascribed which is based upon data, research, and best practices.

This book is a collection of chapters that deal with quality assurance in TESOL from different perspectives. Each chapter includes proposals for quality improvement as well as a list of questions for us to reflect upon and discuss within our academic and professional circles. The book successfully draws our attention to maintaining quality in teacher education as the field

of TESOL expands across the globe. Future endeavors should focus on quality debates on areas including, but not limited to, leadership, research, materials development, instruction, and language policy, especially how these relate to specific contexts and local settings.

Re-Theorizing Literacy Practices: Complex Social and Cultural Contexts. **David Bloome, Maria Lucia Castanheira, Constant Leung, and Jennifer Rowsell (Eds.). Routledge, 2019. xiv + 274 pp. https://doi.org/10.4324/9781351254229**

Reviewed by
Akie Yasunaga
Tokyo Denki University

This book is an invaluable collection of empirical field studies conducted in various local communities and institutional language programs around the world. The contributors to the book demonstrate thought-provoking implications of their research, grounded upon an expanded view of literacy as social practice, which consists of literacy practice and literacy events, with which people use written texts for making meaning in their social, cultural, and historical contexts. In this approach to literacy, people—the participating actors—are viewed as positioning their ideological voice in literacy practice. The perspective forms a body of research in new literacy studies.

In contrast to literacy as social practice, traditional practice in school literacy education teaches students the norms of dominant linguistic features as separate from the contexts where the literacy practice is conducted. In effect, this model disseminates and reproduces standardized forms of the texts together with culture and hegemony while at times suppressing the ideology of marginalized people. This traditional model and the contrasting view of literacy as social practice form the foci of the book. The first theorization is the ideological model, inclusive of people's attitudes, emotions, and beliefs and the social contexts in which literacy practice takes place. The latter is referred to as the autonomous model, treating texts as knowledge processed in the mind. Schools are considered as a place where hegemonic language and the norms of the texts are passed on (according to the editors in the "Introduction"). The authors of the book take on the new literacy studies position, claiming that ideology is inextricably and historically inter-

woven in written texts, and they strive to investigate literacy from multiple perspectives within different social strata.

The book is written in commemoration of Brian Street (1984), who theorized an ideological model of literacy. In 2016, a *festschrift* seminar was held in honor of the scholarship Street achieved and the project of compiling articles that exploit Street's theory of literacy began. Although having written the last section of the book while in hospital, unfortunately, Street passed away in 2017 and could not see the published version. The book invites readers to continue the conversation and to take up his work, retheorizing literacy practice and developing sociocultural dimensions of literacy.

The book is divided into six parts. In the opening chapter, the editors put forward the aforementioned contrasting views on literacy: a community-based, ideological model and the autonomous model that dominates literacy education in schools. In the subsequent chapters of Part 1, the focus of discussion is multimodal layers of literacy. First, Bloome, Judy Kalman, and Matt Seymour introduce school literacy practice in the historical realm from perspectives of the role of literacy in establishing social control and exercising power. Then, Gunther Kress and Rowsell present contemporary literacy practices that merge images into written texts (i.e., modular texts) for realizing effective communication. Next, Castanheira presents the literacy practice of two Brazilian families. She highlights local literacy education practice influenced by religious practices preserved in the community.

The authors in Part 2 meticulously examine how written texts encompass the actor's and writer's aspirations and the surrounding social environments. In this vein, first, MinJeong Kim and Kelly King look into children's collaborative story writing and demonstrate children exercising authorship in their story construction. Next, Virginia Zavala investigates young Peruvian students' literacy practices under the bilingual program within the national policies of the Peruvian government. These authors provide specific attention to the youths' elastic literacy activities associated with digital technology, in which their identity and the culture of the local community are embedded.

In Part 3, contributors explore the heterogeneous characteristics of language in diverse social contexts. Mollie V. Blackburn draws on Bakhtin's (1984) proposition of polyphony—plurality of independence and interdependency during interactions of people—and examines student's scripts during a literacy event. Then, Paul Prior and Andrea R. Olinger investigate heteroglossia in academic discourse in which gestural metaphors are registered in written discourse.

Part 4 extends the discussion into institutional praxis by outlining how dominant identities and culture mediated by both teachers and students are dispersed or even stressed through the educational system. Uta Papen analyzes how multiple forces, for example, the policy of education, the local classroom culture, and the teacher identity, influence literacy education in a primary school in England. Mastin Prinsloo and Lara-Stephanie Krause look at literacy education that is geared towards a national testing system to measure the literacy progress of the hegemonic standard language of primary school students in South Africa. The students often speak a different language at home; therefore, literacy education for testing can reinforce norms and the acquisition of a fixed state of knowledge, not the dynamic, fluid, and nonstatic nature of literacy normally practiced in communities. Lynne Isham and Leung examine a literacy event in which students engage with content and shape their ideas through a teacher's interrogative questions in a secondary school philosophy class in London. The authors show how the literate talk for polishing critical thinking is infused with students' ethnicity and identity. Last, in Part 4, Ursula Wingate explores a new direction for literacy education by reflecting on the challenges it is facing in terms of different pedagogical orientations, for example, English for academic purposes, genre pedagogy, academic socialization, and academic lingua franca.

Part 5 deals with the interrelationship between literacy and personhood as human beings. Michiko Hikida presents an analytical model to investigate text features: Krono-Logic (a flow of the time being) and Kairo-Logic (stillness in motion). She demonstrates her analysis in a particular move in a talk by two students during a collaborative activity. Next, Zanib Rasool examines her family story to show how the culture and religion of the local people are manifested in written communication. Lastly, Stephanie Power-Carter and Bita Zakeri investigate literacy in terms of power relations in a South African school. They state a literacy program with a dominant language influences the identity of marginalized students and often silences their voices when they write discourses.

Street (1984) stresses that we should examine literacy through actual fieldwork. In other words, we should study (a) how people position their ideological self in the texts, (b) how participating people embed meaning in their texts, and (c) the sociocultural contexts—communities in which the ongoing practice is taking place. In the last chapter, Street nudges all researchers and practitioners to join in this continuous conversation because he acknowledges that we have not established satisfiable, valid pedagogy to connect the new literacy model to the policy of literacy education; similarly,

the editors note that we are in the process of "fashioning literacy as social" (p.18) in educational praxis.

Reflecting on Street's work and the contributors' efforts, it is clear that this volume will afford readers with multiple angles to examine and advance their literacy research methodologies and teaching practices. For those teachers who typically follow the autonomous model of teaching literacy, this book would broaden their pedagogical perspectives.

References

Bakhtin, M. (1984). *Problems of Dostoevsky's poetics.* C. Emerson (Ed. & Trans.). University of Minnesota Press.

Street, B. (1984). *Literacy in theory and practice.* Cambridge University Press.