Reviews

English L2 Reading: Getting to the Bottom (4th ed.**). Barbara M. Birch and Sean Fulop. Routledge, 2021. xi + 294 pp. e-book. https://doi.org/10.4324/9780429397783**

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Those looking for an introduction to reading development and reading research have a wide array of excellent books to choose from. Available volumes range from books focused on theory and research, with some practical applications, such as Grabe and Stoller's *Teaching and Researching Reading* (2020), to books focused on practical teaching advice that is supported by research, such as Nation and Macalister's *Teaching ESL/EFL Reading and Writing* (2021). As an addition to the coverage in this field, the fourth edition of *English L2 Reading: Getting to the Bottom* may be of greatest use to those looking for an introduction to the English writing system and some of the models used to explain reading processes.

The book is organized into thematic chapters with a strong focus on writing systems, the Baddeley (2003) model of memory, and models of psycholinguistic infrastructure based thereon. As suggested by the title, the emphasis is on the lower-level processing of texts, from the grapheme level to the word or phrase level. The chapters are presented as textbook units, with pre-reading, while-reading, and post-reading discussion questions. In addition to the main text, each unit contains several boxes in which the etymology of one or two words selected from the text is explained. According to the authors, the goal of these boxes is to "improve lexical awareness" (p. 26), and questions about the terms are included among the post-reading discussion questions. Most chapters conclude with one or two classroom suggestions.

Chapter 1 provides a brief introduction to models of memory, and models of linguistic infrastructure, codes, and networks. These concepts are then referenced throughout the remainder of the text. A description of the stages in L1 reading development follows, with a very brief discussion of L2 reading development. The chapter concludes with a few suggestions for increasing young learners' awareness of the sounds that make up English words, such as segmentation practice through nursery rhymes and rhyming games or clapping for each phoneme included in a word.

Chapter 2 describes the major types of writing systems used in modern languages and a brief history of the English writing system, while in Chapter 3 Birch and Fulop explain some of the preferred reading strategies employed by readers of each system described in Chapter 2. The authors create fictional readers of each writing system and use these imaginary representatives to illustrate changes in strategy that might be needed when learning to read in English. These fictional readers are also referenced in later chapters.

In Chapter 4, the authors begin to link the English writing system with the sound system. The chapter opens with a discussion of the development of phonological awareness in the L1. English phonology, prosody, and stress are then briefly described. This is followed by a short section covering the development of phonemic awareness in L2 learners, in which the authors state that the ability to distinguish English phonemes is necessary for effective reading, but perfect pronunciation is not. They suggest minimal pair and rhyme identification exercises to foster this ability.

Chapter 5 introduces the concept of graphemes and their relationship to English phonemes. Some attention is given to the processes in the brain thought to be involved in grapheme and word recognition, many of which were suggested by eye-movement research. Chapter 6 builds on the grapheme concept to argue that the English writing system is generally systematic and learners can use probabilistic reasoning to determine grapheme-phoneme correspondences. The authors suggest that extensive reading is necessary to build the experience needed for such probabilistic reasoning, but they also note that direct phonics instruction may benefit some learners. Inductive and deductive methods of word study are described in general terms and two activities are suggested for classroom use: dictation and dicto-comp, in which students recreate texts as closely as possible after listening to them.

In Chapter 7, the authors outline historical methods of phonics instruction, such as synthetic methods, which they then proceed to caution against. L1 reading developmental stages are described, and the authors again sug-

gest that direct phonics instruction may be beneficial. Several strategies for teaching students to determine the correct pronunciation of written English words, such as reasoning by analogy, are described in general terms. Reading while listening and shadowing are recommended as activities to reinforce grapheme-phoneme correspondences and improve pronunciation.

In Chapter 8, the authors continue to build the case for a systematic English writing system that was begun in Chapter 6. First, the concept of morphemes is introduced. This is followed by an explanation of differences between the pronunciation of English root words and related words created by derivational morphology. The authors explain English spelling conventions in terms of consistent representations of morphemes. They advocate for direct instruction of derivational morphemes, particularly for English for academic purposes (EAP) students.

The focus of Chapter 9 is on spelling, rather than reading. Factors that may affect spelling are introduced, followed by strategies that writers employ for determining the correct spellings. L1 spelling development is discussed, and general descriptions of spelling instruction suitable for L1 learners are provided. Factors affecting L2 spelling are briefly described, such as interference from errors in pronunciation, difficulty spelling unstressed syllables, lack of sufficient exposure for probabilistic reasoning, and interference from transparent writing systems (systems with one-to-one grapheme to phoneme correspondences).

Chapter 10 contains a description of the size of the English lexicon and various processes that are involved in word formation. Attributes and behaviors of "good" word learners are described. These attributes include such things as strong working memory and the ability to repeat newly encountered words. Behaviors of good word learners include fixating on and attempting to pronounce unknown words as well as trying to ascertain some meaning from context. The authors advocate active word learning for building L2 linguistic infrastructure. They suggest actions such as repeating unknown words or creating a mental image that includes both the meaning of the target word and a word that is similar in sound to the L1 equivalent.

The final chapter revisits the models of reading and memory presented earlier, placing them in the context of automaticity and fluency. Attributes of fluent readers, such as structural priming (exposure to one code causes the triggering of syntactically related codes in phrases) and prosody (conveyance of the syntactic organization and meaning of text while reading aloud) are described. The authors suggest that techniques used for L1 remedial reading instruction may be helpful to L2 learners. Further, they argue in

Chapter 11 that when engaging in intensive reading, repeated exposure to the same text in a variety of ways (e.g., silent reading multiple times, discussion of unknown words and structures, listening to the text as read by a proficient reader, reading aloud by themselves, and recording or dramatizing the text) is important for reader development. They go on to say that students should not be invited to read aloud in a formal setting until they have had the opportunity to engage in such varied practice.

English L2 Reading: Getting to the Bottom provides a reasonable overview of the English writing system and compares it to other writing systems in current use. Indeed, the most useful sections of the book for teachers may be the appendices, which include a table of English graphemes (Appendix A), and a table of English phonemes and their principal spellings (Appendix B). The use of word boxes to explain the etymology of various words in each chapter may be interesting to some readers, but it is more distracting than helpful. Some teachers or advanced students might benefit from the information about affixes contained in some of the word boxes, as in the entry for the word family including *analogue*, *analogous*, *analogy*, and *analogical* (p. 159). However, it is difficult to fathom, for example, how knowing that the word "test" derives from the Latin word for "earthen pot" (p. 259) will be of significant help to either teachers or L2 learners.

Readers looking for an introduction to some of the theories of psycholinguistic structure and processing as applied to reading may find *English L2 Reading: Getting to the Bottom* interesting, while those who are looking for a basic explanation of the English writing system are likely to find the second half of the book useful.

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***Offensive Language: Taboo, Offence, and Social Control*. Jim O'Driscoll. Bloomsbury Academic, 2020. vii +191 pp. https://doi.org/10.5040/9781350169708**

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Jim O'Driscoll's *Offensive Language: Taboo, Offence, and Social Control* focuses on the use and control of language, and in particular, of language online. Its thesis comes in the very last line of the book where O'Driscoll writes, "If, therefore, we want to avoid the possible disastrous consequences of the latter, it may be wise to loosen the chains of the former" (p. 172). Or, to paraphrase with all the referents he uses in place, that overly zealous gatekeeping of what can and cannot be said online may lead to political counterreaction far worse than the discomfit of encountering uncomfortable ideas. O'Driscoll builds up to this through the course of four sections and 172 pages in which he establishes what he means by offensive language, carefully analyzes innumerable examples from real life, and then examines the process of gatekeeping.

In Part I, "Offensive Language and Why it Matters," O'Driscoll makes the point that offensive language is not something to be casually dismissed, that it is indeed something that can cause harm. He quotes the author Stephen Fry, "Sticks and stones may break my bones, but words will always hurt me," (p. 3) and introduces the nexus of the book: language which gives rise to a negative reaction. He states that his rationale for the book is that "there is some evidence to suggest...(that) ...the territory of taboo language is expanding" (p. 10) and that this is a threat to public discourse. O'Driscoll then details the theoretical basis for his analysis, and why he chose the analytic tools he employs in the text. His starting point for analysis is the *reaction engendered*, his working definition of offensive language being "any word or string of words which has or can have a negative impact on the sense of self and/or well-being of those who encounter it" (p. 16). Analysis from this angle, he notes, is in line with a general shift in research away from the utterance, and towards reaction to the utterance. O'Driscoll describes his approach as sociopragmatic, but one that also incorporates elements from other fields of research such as Speech Act Theory. For his description of the different roles played by participants in the examined interactions,

O'Driscoll employs the nomenclature of Goffman (1979). His analysis also employs the tools of "textual intervention" as described by Pope (1995), where one part of the data is replaced with a different word or words and the change in effect is examined. O'Driscoll's starting point for the analysis of incidents is a description of all possible relevant aspects of context, an approach he ascribes to Mey (2001).

In Part II, "Potential Offence: Taboo Language," O'Driscoll talks about language in the abstract, about what people might find offensive. He begins the section by examining what is meant by *taboo language*. He rejects using a description of how a word functions or is intended to function in a context as a useful focus for offensiveness since "an assessment of offensiveness rests primarily not with the producer of language but its recipient" (p. 39). Instead he opts to define taboo language as "any (string of) words whose production is transgressive of polite social norms" (p. 40). He ends the section by describing three kinds of taboo language: (a) *taboo words* (words that are taboo however they are used), (b) *taboo reference* (taboo because of what is being pointed at), and (c) *taboo predication* (a reference that becomes taboo within a certain context)—each of which he examines in detail by including real life examples of each and of the offense that was taken.

In Part III, "Actual Offense: Case Studies," O'Driscoll introduces some further theoretical considerations before launching into case studies of incidents where offense was taken, where he breaks down each case using the analytic tools he previously described. The cases he looks at range from the well-known to some that come from direct experience. They also range from the highly impactful (such as the case of Fomusoh Ivo Feh and two of his friends who were sentenced to 10 years in prison in Cameroon for forwarding a text message about the terrorist group Boko Haram that was intended as an ironic comment) to the less serious (like an email misunderstanding between colleagues where a comment intended as jocular was seen as hostile and needed clarification). For the reader, the case studies provide useful insights into the ways a single communication can be interpreted. O'Driscoll notes how technology-mediated communication particularly exacerbates "the problem around participation framework" (p. 93). The communication may end up being viewed by people who see it in a very different context from that of the original participants. He also notes the longevity of offensive statements, which can be "revisited by the offended party," (p. 93) and how easy it is for people to share their offense online. For language teachers, the takeaway is perhaps that we should always encourage our students to err on the side of caution.

Part IV, "Reprise," is the final and shortest section in the text. Here, O'Driscoll examines the reporting of offensive language, looks at the issue of social control and free speech, and presents his thesis, that of overreach on the part of the gatekeepers of online discourse in the policing of language.

O'Driscoll, a former EFL teacher now in higher education in the UK, writes on a subject that is important and highly topical, and his meticulous analysis of incidents where offense has been taken, and why it has been taken, is a valuable addition to the public debate. *Offensive Language* also serves as a useful introduction to different modes of and possibilities for analyzing interactions, and Part I where this overview is given is perhaps the strongest section of the book. In short, there are components here for what could have been a truly excellent book.

However, there are a number of points that keep it from attaining this level. It is not all clear at whom the book is targeted. The almost tentatively presented conclusion suggests he felt he was writing to a potentially hostile audience. Is he writing to students similar to those whom he teaches who he suggests have quite a different view of freedom of speech than does he? On the other hand, his final recommendations suggest a book written for those with gatekeeping power, though they do not seem otherwise addressed. Furthermore, he offers only an admonition that we as a society need to go more lightly in policing speech, and none of the concrete steps that those involved in policy might be interested in reading. Also, while a book on this topic could have found a receptive general readership of educated non-experts, the style and focus of the book suggest it was not written with such readers in mind either, though his message that "for participants in interaction, it is a call for tolerance and empathy" (p. 170) would seem to be relevant to all of us.

Perhaps the biggest flaw, however, is that he does not seem to firmly establish the connections between gatekeeping language and the backlash that he suggests is the reason we need to temper control, and merely points to the rise in political power of more authoritarian figures who also flout social strictures on language use. Nor does he present other reasons for laxer control that might be given, such as the need to allow for the more open discussion that allows a society to self-correct.

In conclusion, *Offensive Language: Taboo, Offence, and Social Control* is a book with great topicality and potential that in the end falls short of what it might have been while remaining a worthwhile read, most especially if social discourse is an area of special interest.

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English Language Teacher Preparation in Asia: Policy, Research and Practice. **Subhan Zein and Richmond Stroupe (Eds.). Routledge, 2019. xii + 302 pp. e-book. http://dx.doi.org/10.4324/9781315105680**

Reviewed by
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The overarching aim of this edited volume is to offer policy suggestions to improve English teacher education throughout East and Southeast Asia. In a series of research-based chapters, the contributors to this book, who hail from many of the countries that comprise the ASEAN Plus Three (the Association of Southeast Asian Nations, plus Japan, China, and South Korea) investigate, describe, and critique the current state of English teacher education in their respective territories.

The book begins with an introduction by Zein, who notes that ASEAN has established English as its working language. This fact lends an international significance to English education, and consequently to English teacher education, in Asia. However, Zein assures the reader that little is known about the state of pre-service English teacher education in this region.

The book is divided into four parts, with "Part I: Setting the Scene" containing only one chapter focused on current trends in pre-service teacher education. In this chapter, authors Ng Chiew Hong and Cheung Yin Ling highlight common threads among English teacher education systems in different Asian countries. They note that English teacher competence is a political issue in multiple nations because English education is part of a larger globalization strategy in those nations. The authors also list other commonly recognized issues affecting many countries, such as large class

sizes, insufficient lesson preparation time, an ambivalence on the part of governments towards the use of English as a medium of instruction in place of their own national language, and a general preference for communicative teaching at the policy level which stands in contrast to the grammar-centric teaching often favored in actual classrooms, among other issues.

With the general overview complete, Parts II to IV comprise a series of chapters from various countries. The chapters are all research-based and include a wide range of topics. For example, the four chapters that make up "Part II: Innovations in Teacher Preparation" cover, in order of appearance, translanguaging in English classes (Indonesia), teacher evaluation procedures (Brunei), the benefits of a pre-service practicum (Malaysia), and issues of native-speakerism (Cambodia). In the first of these, the author Zein recommends that teacher education programs give teachers-in-training the chance to watch videos of themselves and others teaching and, after watching these videos, to discuss and evaluate the ways that English-medium and L1-medium instructional strategies can be effectively employed in class. Zein's chapter is noteworthy because it is the only chapter in this book that focuses on practical approaches to teacher education. All other chapters in this book address matters of educational policy and the design of education systems. For instance, the recommendations in the remaining chapters of Part II are that teachers should not be evaluated based exclusively on their students' grades, that a pre-service practicum is good preparation for teachers and should be longer than it currently is in Malaysia, and that policy makers should not write policy documents based on the 'native speaker' ideal.

Chapters in the following parts of the book make other large-scale policy suggestions in diverse areas of English teacher preparation. In "Part III: Teacher Preparation, Development and Evaluation," authors from Brunei, Japan, the Philippines, South Korea, and China make recommendations which should probably be heeded by policy makers everywhere, though many of these are decidedly broad. For example, in Chapter 10, Hoo Dong Kang recommends that curriculum developers "need to focus on the development of practical courses in which students can apply what they have learned to the real-life classroom" (p. 194) based on a survey of educational stakeholders in South Korea. Other recommendations are more specific but similarly large in scale, as in Chapter 11 when Sally Thomas, Lei Zhang, and Dini Jiang argue that schools in China should become professional learning communities to better meet teachers' professional development needs.

Finally, in "Part IV: Teacher Preparation and Policy," there are three chapters that describe the language teacher education systems of Vietnam and Myanmar and highlight certain issues. In Chapter 12, Khanh-Linh Tran-Dang and Marianne Turner note that Vietnam has introduced new English teaching materials and approaches, such as task-based language teaching, but that awareness among teachers of these new policies and their practical implementation may be lacking. Furthermore, in Chapter 14, Mai Trang Vu argues that there is insufficient emphasis in Vietnam on the capacity of teachers to act autonomously, and that "a more visible focus on teachers' formal knowledge and critical reflection" is needed (p. 274). Meanwhile, the description of Myanmar's teacher education system in Chapter 13 by Mary Shepard Wong, Jennifer Miller, and Brooke Treadwell is more alarming, as it describes a situation of neglect, scarce resources, low pay for teachers, and irrelevant content on teacher training courses. This places Myanmar in sharp contrast with more affluent nations in ASEAN such as Brunei Darussalam, which is described in Chapter 7 in terms of its relatively successful teacher education system.

Overall, in my assessment, the chapters in this book represent an impressively broad set of studies on English teacher education in Asia. I would recommend this book to anyone responsible for setting educational policy, ideally at the national or regional level. Policy makers from many countries in Asia will find at least one chapter about some key challenges facing English teachers and teacher educators in their own jurisdiction, as well as much profitable insight from research elsewhere. Good English teacher education policy could certainly be written based on the recommendations in this book. The book may also be of use to those studying educational policy. Any PhD student needing a bolster to their literature review on English teacher education throughout Asia would do well to read this book.

I would not necessarily recommend this book to teacher educators seeking ideas for their own sessions and programs. As mentioned, the book contains only one description of a practical activity for teacher educators: video watching. There are certain ideas in the book that could inform the design of teacher education sessions and program, such as the importance of critical reflection highlighted in Chapter 14. However, I suspect that most of the recommendations offered are outside the responsibility of teacher educators. For example, proposals such as revising the system of teacher evaluation, extending teaching practicums, setting up professional learning communities in schools, and paying teachers more fairly seem to be of greatest use to policy makers who are empowered to act on them. Nevertheless, it is surely

beneficial for teacher educators to be aware of such proposals, and so this book might be suitable material for a teacher educator preparation course focused on policy making and issues in the English education industry.

It should be noted that the implications of the various chapters mostly reflect views that are commonly held among English education stakeholders today. If you believe that teacher evaluations based only on student test scores are questionable, you will find nothing in this book to change your mind. Likewise, if you believe that native-speakerism sometimes exerts an undesirable influence on English education in Asia, you will find this belief reconfirmed also. The effect of this book is not to reveal any surprising truths about what makes education systems work well. It is to confirm truths that are already widely known, and package these so that policy makers can (hopefully) make use of them. However, for early-service teachers, some of these truths may be as yet unfamiliar, and so this book may be of use to educators working with such teachers.

The Art and Architecture of Academic Writing. Patricia Prinz and Birna Arnbjörnsdóttir. John Benjamins, 2021. x + 299 pp. https://doi.org/10.1075/z.231

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The Art and Architecture of Academic Writing by Patricia Prinz and Birna Arnbjörnsdóttir serves as an introduction to academic writing for university courses. As such, students will primarily use this textbook to learn how to write evidence-supported, thesis-driven essays and research papers. The authors' intended users of the book are English language learners and users who are enrolled in university programs where English is the main language of instruction (p. 3). Consequently, students will require an English proficiency level of CEFR B2 or above to use this textbook successfully in coursework with peers and an instructor or by only the most committed in independent study mode.

Working in higher education in Japan, where once a week courses for 15-week semesters are common, there is enough material in this book to cover over two semesters. The authors explain that students develop their

academic writing voice in Part I, while students practice synthesizing an argument from multiple sources in Part II. Part I spans Chapters 1 through 7 of the textbook and covers standard thesis-driven essays assigned in college courses. Part II consists of Chapters 8 through 12 where students learn to write two varieties of thesis-driven research papers: a case study and a literature review.

To the authors, most university academic writing assignments share the following qualities: "they are factual, require evidence to support the writer's point of view, use specific types of language, and organize ideas in predictable patterns" (p. 7). Their "art" of academic writing correlates to specific academic language use and their "architecture" of academic writing corresponds to organizing content effectively. They explain the art and architecture of academic writing in Chapter 1 and Chapter 2 respectively.

In Chapter 1, the authors make a clear distinction between language style in private-versus-public and informal-versus-formal contexts. It should be noted that this opening chapter persistently frames the readers as 'non-native speakers' and this framing continues throughout the textbook. As such, this book may be less suitable for teachers who oppose reinforcing native-speakerism in English language education.

In Chapter 2, the authors explain the mechanics of theses, main ideas supported by evidence, topic and concluding sentences, body paragraphs, and finally development of the introduction and conclusion. It may surprise some teachers that the second half of Chapter 2 does not deal directly with the architecture of academic writing. Instead, it details how to identify the directions given in different assignment types or prompts and covers how to revise common grammatical issues such as sentence fragments, comma splices, and infinitive fragments. This approach is calculated, though, as Prinz and Arnbjörnsdóttir end most chapters by targeting common academic vocabulary and grammar challenges for 'non-native speakers.' As such, this textbook will best suit a course with grammar and vocabulary objectives as these sections account for nearly a quarter of the textbook.

Chapter 3 introduces the AWARE framework for the academic writing process. The letters in the acronym stand for the following: *arranging to write*, *writing*, *assessing*, *revising*, and *editing*. Each aspect of AWARE is clearly described, exemplified, and paired with accessible practice material. Students are guided through the AWARE framework for each assignment in subsequent chapters. While repetitive, the scaffolding is consistent and should be pedagogically effective in particular for course schedules like those in Japan which do not typically allow time for multiple essays of each different type.

In Chapters 4 through 7, students practice applying the AWARE framework to distinct writing assignments. However, essays are not the singular focus of each chapter. Chapters 4 and 5 utilize enumerative (partitive) essays to teach how to write a thesis and organize body paragraphs. Chapter 6 exemplifies how to write body paragraphs according to more complex theses such as compare-and-contrast and cause-and-effect. Chapter 7 does not cover a new essay type, but rather uses all three previous essays to teach how to write effective introductions and conclusions. Given the iterative nature of assignments, teachers may have to align their course to the order provided in the book unless they are willing to fill in several gaps to use the text in a non-sequential fashion.

The skills addressed in Part I are applied to synthesizing ideas from multiple sources in Part II. Chapter 8 explains key aspects of academic writing that are important for university course research papers. This entails covering the nature of quantitative versus qualitative research, primary versus secondary sources, the process of conducting research, and summary writing. Detailed guidelines are also provided on how to avoid plagiarism through proper quotation and paraphrasing skills.

In Chapters 9 and 10, students are guided through the steps to conduct a case study research paper. The assigned topic is, "A Remarkable Person I Know," with examples given such as "a family legend" and "a personal mentor" (p. 183). This topic may not match the curriculum goals in some programs, could prove to be limiting, or might even be uninteresting for some students. However, the authors scaffold this research project by requiring students to use the skills, vocabulary, grammar, and AWARE framework which they repeatedly practiced throughout the textbook. This structured approach should reduce the challenge of writing what might be a student's first case study.

In Chapters 11 and 12, students rework their previous case study thesis statements to compose a literature review research paper. Retaining this topic choice facilitates preparing students for the literature review paper, but it may stifle student engagement and investment. An additional concern is that the topic may not be academic enough for students to practice engaging with the caliber of primary or secondary sources they will encounter in their content coursework during university. Despite this, the materials outline and demonstrate each step of the literature review while incorporating skills covered in previous chapters. This may help students streamline the task and their efforts while maintaining a clear direction in the development of their research.

For writing research papers, this book compares well with resources like *Sourcework* (Dollahite & Haun, 2012) and *They Say/ I Say* (Birkenstein & Graff, 2010). Prinz and Arnbjörnsdóttir offer more effectively scaffolded skills development for inexperienced writers than *Sourcework*, and in these materials the authors specifically demonstrate how to write academically whereas students spend more time reading about how to write in *They Say/ I Say*.

There are several practical considerations which may determine whether this textbook is suitable for an institution's particular program or course. This textbook is applicable for both international as well as domestic students in Japanese university academic writing courses as long as the curriculum design does not include both Part I and Part II in one 15-week semester course. However, this textbook could also be used to introduce academic writing skills to 'native speakers' despite the repetitive 'non-native speaker' references. Another practical consideration is that teachers considering using the material will likely need to design their course around the textbook contents given the highly interwoven scaffolding of exercises, prompts, and assignments. Teachers who want an academic writing skills textbook to supplement their own writing assignments may not find this book suitable for their classes. Nevertheless, most instructors could adjust the assignment prompts to achieve their curricular goals.

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Teaching Listening and Speaking in Second and Foreign Language Contexts. Kathleen M. Bailey. Bloomsbury, 2020. 220 pp. e-book. https://doi.org/10.5040/9781350093560

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In *Teaching Listening and Speaking in Second and Foreign Language Contexts*, Kathleen Bailey's aim is to provide readers with an overview of the key concepts while focusing mainly on the techniques and practices in the designated topic area: teaching speaking and listening of L2. The target audience is primarily novice language teachers, but also experienced teachers who are adapting to career changes, teacher educators, and teachers of any languages.

The book consists of 14 chapters, each of which sets out to introduce both theoretical and practical elements of teaching listening and speaking. In every chapter, Bailey tries to raise awareness on certain key issues by beginning the chapters with guiding questions, then addresses these issues in a main "what we know" section and subsequently shares practical activities and outlines some challenges. Each chapter concludes with discussion questions and follow-up tasks suitable for group work. Finally, a technological tools section of useful resources for language development and a section of additional suggested readings for professional development round out the book. In the volume, Bailey mentions that she presents ideas in the first person instead of using a more academic style in order to make these ideas more understandable for readers. In addition to this, she recycles content from time to time to connect ideas across chapters. For these reasons, novice teachers, experienced language teachers, and teacher educators are likely to find the book particularly informative, interesting, and useful as a resource or course text for undergraduate and graduate courses.

In Chapter 1, the focus is on reviewing the concepts and introducing the vocabulary related to teaching speaking and listening. Bailey opens by providing some useful definitions of key concepts that every language teacher should know, such as foreign language versus second language, and the components of spoken language. Moreover, she differentiates the terms *multilingualism*—"the presence of many languages in one area" (p. 3) and *plurilingualism*—"the range of language varieties that many individuals

use" (p. 3) and explains their relation to the language learning and teaching processes covered in the chapter. The linguistic subsystems, referred to as the *components of language*, such as the sound system, morphology, syntax, discourse, and two types of knowledge - declarative as well as procedural knowledge are defined in this part of the book. The importance of *declarative knowledge*—"knowing about something and being able to explain it" (p. 6) and *procedural knowledge*—knowing how to deploy such knowledge in real life (p. 6) is explicated in a way appropriate for the target readership. Along with the three different uses of language: *transactional*—language involved to use services (p. 6), *interactional*—language used to bond and know other people (p. 6), and *ludic*—"discourse involv[ing] jokes, puns, riddles, comedy routines, and many forms of storytelling" (p. 7), spoken grammar is eluci-dated in the first chapter with simple examples. At the end of the chapter, in the Challenges section, learners' opportunities for target language practice are introduced with the terms - *high* and *low enclosure*. According to Schu-mann (1978), the enclosure is considered high, when there is separation in two language groups. Schuman continues: "If the two groups share the same social institutions, are free to marry outside their group and engage in the same professions, crafts and trades, then the degree of enclosure is low" (p. 78). First language use in language classes is addressed with real-life examples from the author's experience. This opening chapter also includes a preview of the subsequent 13 chapters in the book.

Chapter 2 provides a brief history of teaching L2 speaking and listen-ing throughout different periods, but early history—before 1970s is not discussed much. Bailey also discusses a few important languages teaching methods (such as grammar-translation method, direct method, audiolingual method, and alternative methods) by outlining how speaking and listening have been taught under these methods. In this chapter, readers will be in-formed about the methods that prioritized the development of L2 listening and speaking as well as those that de-emphasized them. Throughout the chapter, Bailey shares her own language learning experiences and at the end she discusses issues related to error treatment.

In Chapter 3, communicative competence and language proficiency are explored by focusing particularly on communicative language teaching activities. Bailey explains that communicative competence deals with the general and larger matters of identifying linguistic abilities, developing syl-labi and lessons, and assessing students' achievements; whereas proficiency deals with more specific behaviours, such as characterizing peak perfor-mance and the stages that lead up to it. Can-do statements about certain

linguistic behaviors are frequently used to demonstrate proficiency. The chapter also introduces communication strategies in L2 contexts and how to help students learn to use strategies like reduction strategies, compensatory strategies, and time-gaining strategies.

In Chapter 4, some ideas derived from second language acquisition (SLA) that are related to teaching speaking and listening, in this case—interactionism and sociocultural theory are presented. Additionally, the chapter introduces the concepts of input, intake, output, interaction, scaffolding, affordances, and zone of proximal development (ZPD) (p. 45) together with their relevance with L2 speaking and listening skills. These notions will be quite familiar to language teachers as they are several of the core concepts of SLA and sociocultural theory. However, the idea of *affordance* (p. 52) and its direct relation to teaching might warrant broader consideration. Here, Bailey uses a quotation to explain that an affordance is the "relationship between an organism and a particular feature of its environment" (van Lier, 2000, p. 252). Readers of this volume will come to understand why that in the process of language teaching and learning the activities that teachers use assist students in different ways due to this notion of affordances.

Chapters 5 and 6 are mainly about teaching listening and speaking in non-interactive contexts while Chapter 7 focuses on teaching interactive speaking and listening. Non-interactive contexts mean the situations which include listening to songs, announcements, podcasts, radio programs, and watching TV; while interactive situations consist of conversations and other forms of oral communication. Bailey claims that the usefulness of learners employing the target language to accomplish things, including doing things with others, has been demonstrated in the SLA research. SLA research findings have been turned into instructional activities by language teachers, curriculum designers, and materials developers. In Chapter 8, two of the most important implications of this trend for research to impact practice are detailed: task-based and project-based learning and teaching in L2 speaking and listening.

Chapter 9 offers information and teaching activities on listening and speaking fluency. Since fluency is usually associated with speaking skills, some *JALT Journal* readers might be less familiar with the construct of L2 listening fluency. According to Segalowitz (2007), listening fluency is the ability that can be used to understand fast speech, and Bailey explains the importance of listening fluency in this chapter.

In Chapter 10, readers are informed about a sensitive issue, L2 pronunciation, and are provided with an explanation of three key aspects of teaching

pronunciation: *accentedness*—the degree of difference between speech and accent, *intelligibility*—the measure of how much of what speaker says can be understood by an average listener, and *comprehensibility*—how easy a listener can process what another person says.

In Chapter 11, Bailey explores the concepts of pragmatics, speech events, and speech acts touching also upon how language learners can use their knowledge of these concepts in order to accomplish their communication goals.

The book closes with three chapters in which Bailey discusses assessment. Ways of assessing listening and speaking skills of language learners in non-interactive contexts are taken up in Chapters 12 and 13, while Chapter 14 is focused on evaluating listening and speaking in interactive contexts. The chapter reviews how teachers can assess their learners' oral proficiency when they are interacting in the target language. Moreover, this final chapter also addresses teaching languages for specific purposes.

In conclusion, *Teaching Listening and Speaking in Second and Foreign Language Contexts* offers a useful overview and interesting practical activities for teaching speaking and listening in the contemporary world of language education.

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Investigating Spoken English: A Practical Guide to Phonetics and Phonology Using Praat. **Štefan Beňuš. Palgrave Macmillan, 2021. xvii + 272 pp. https://doi.org/10.1007/978-3-030-54349-5**

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Readers of *JALT Journal*, and indeed many ELT professionals around the world, may be in a position in which they are teaching English but lack confidence or proper training in phonetics and phonology. In a survey of ESL instructors and program coordinators in Canada (Foote et al., 2011), results from 159 individuals showed that teachers are "not receiving the professional development they need to feel completely comfortable teaching pronunciation" (p. 16).

One of the greatest dangers of introductory textbooks on phonetics and phonology is that the writing can end up being very dry, detached from the reader's own reality, and sometimes difficult to understand. Fortunately, the approach by Štefan Beňuš in *Investigating Spoken English: A Practical Guide to Phonetics and Phonology Using Praat* is (true to the title) extremely practical, and the author continually encourages readers to actively analyze their own speech and that of others. The approach is descriptive, not prescriptive. In other words, the author is not concerned with labeling "correct" and "incorrect" pronunciation, but more with enabling the reader to describe what is occurring (in the vocal tract and the sound signal) when one pronounces sounds in a certain way. The primary tool for doing this is acoustic analysis freeware called *Praat*, available from www.praat.org and widely used by scientists, teachers, and students around the world. The book utilizes examples from both "British" and "American" English.

The book includes a companion webpage for each of the 14 chapters, complete with 73 sound files, 32 Praat TextGrid files (for annotation), and 2 Praat scripts for automated analysis. The sound files available online include some NPR interviews, as well as other short excerpts from 'native' English speakers and the author himself, an L2 speaker.

Absolutely crucial to the book are the many "Activity" sections where the author leads the reader to introspect about how words are pronounced, or to use Praat for example to analyze sounds, before going on to answer the questions that he posed. In Chapters 2 to 13 there is an average of 10 of

these "Activity" sections per chapter. This hands-on type of reading is what makes this book so valuable and different from other books on the market. And from the perspective of a language teacher, many of the introspective activities could be used in a pronunciation lesson as awareness-raising tasks for English learners.

There are also short "Find Out More" and "Advanced" sections throughout the book, where the author gives more examples with the help of online videos, manuals, websites, and so forth to enhance the material in the textbook. These are quite interesting but are not critical to understanding the book.

Chapter 1 introduces the aims and structure of the book. The first paragraph of the chapter succinctly describes the primary goal of the book: "This book assumes that you are fairly proficient, 'native' or 'non-native', speakers of English. But that despite this proficiency you are not consciously aware of how speaking and pronunciation are done. [...] The primary goal of this book is to bring this unconscious knowledge into your conscious awareness" (p. 1).

Chapter 2 is a very clear introduction to the fundamental concepts in phonetics and phonology, with interesting analogies to demonstrate the subconscious knowledge we have of how to speak. The writing style makes the material very approachable for readers who do not have a background in phonetics. Real phonetic data from x-ray imaging and electro-magnetometry are used to clearly illustrate the continuity of speech.

After an introduction to articulation in Chapter 3, necessarily heavy on vocal tract anatomy, the author then introduces acoustics and Praat freeware in Chapter 4. This is an excellent introduction to a very powerful tool that language teachers can use in their classrooms to make the speech signal visible.

Most of the remainder of the book (Chapters 5 through 13) progresses bottom-up from a focus on segmentals, namely vowels and consonants in Chapters 5 and 6, and allophonic variation—how the same consonant or vowel can sound different depending on the context—in Chapter 7, to combining segments into syllables in Chapter 8, word stress in Chapter 9, aspects of connected speech (combining words) in Chapter 10, and then suprasegmentals—prosody—in Chapters 11 to 13. Chapter 14 then brings everything together in an utterance-by-utterance comprehensive pronunciation analysis of authentic radio interviews. As one progresses through these chapters, one learns more and more advanced techniques of using Praat for analyzing speech.

With the stated target audience being students taking undergraduate phonetics and phonology courses, some language teachers may find the sheer volume of material more than they bargained for. In my opinion, this book would be best used by language teachers as a resource to improve their own ability to understand, describe, and analyze the speech produced by themselves and their students. As an L2 student, there's nothing more frustrating than trying to learn pronunciation by simply repeating again and again after the teacher and being told that it's not quite correct (but not *why* it's incorrect). However, not only having teachers introspect about their pronunciation, but also having students do that can be extremely helpful in both teaching and learning pronunciation. It is interesting to see the look on my Japanese students' faces when, after telling me that the "u" in "tsuki" (moon) and "tsugi" (next) are pronounced exactly the same, they open their own sound files in Praat and find that the former is completely devoiced and the latter is fully voiced.

If I had to say something negative about the book, it would not be about the content or the author's approach, but about more technical features related to the links in the e-book and the online supplementary content. When downloading the files from the Electronic Supplementary Material, there is no way to download all files simultaneously. One must instead download each file separately, and each chapter's files are on a separate webpage. In addition, although the link names are very clear and relevant on those webpages, the files that get downloaded have unhelpful, cryptic filenames. Regarding the links to YouTube and other videos appearing sporadically throughout the book, many of them do not work when accessed. Luckily though, in the Electronic Supplementary Material for each chapter, the publisher has downloadable docx files, which contain all clickable links.

Putting these minor technical issues aside, this book should be a very welcome addition to the library of any language teacher who is interested in broadening their knowledge of phonetics and phonology in a very practical manner. The book should be especially appealing to teachers who would like to introduce or expand the use of freeware such as Praat in their classrooms.

Reference

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