

Reviews

***Exploring Language Teacher Efficacy In Japan.* Gene Thompson. Multilingual Matters, 2020. xv + 177 pp. e-book <https://doi.org/10.21832/9781788925402>**

Reviewed by
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Author Gene Thompson has waded into heavily populated waters with his book *Exploring Language Teacher Efficacy in Japan*. Understandably, there has been growing interest in the field of language teacher efficacy as it promises insight into a myriad of issues from teacher retention, to training, and classroom management. As Communicative Language Teaching (CLT) gained popularity in Japan, much research was done on the challenges it presented. The oral proficiency of Japanese English language teachers was of particular interest. In Japan, the 2013 edict from MEXT to have English classes held primarily in English sent a wave of concern through the Japanese English teaching community. As a teacher educator, Thompson was prompted—and well placed—to investigate the confidence of teachers in making this transition.

Thompson begins by describing the EFL landscape in Japanese high schools, and the movement towards L2-mediated instruction. The changes and challenges mirror those in other countries such as South Korea, Indonesia, and Nepal. The Japanese Exchange and Teaching programme (JET), established in the mid-1980s, which teams native speakers with local teachers, has a dubious success rate in terms of collaborative lesson planning and delivery, as well as student outcomes. Despite the knowledge that confidence and teaching practice are inextricably connected, it is noted that little is known about how confident Japanese teachers feel about their ability to implement CLT. Furthermore, Thompson narrows the term *confidence* as it pertains to Japanese teachers' efforts to move towards L2 instruction.

In Chapter 2, Thompson charts the journey from early theories of teacher efficacy to arrive at what is currently considered a form of self-efficacy. Two bodies of research which ignited the field in the mid-70s were the Rand Corporation and that of Albert Bandura. The Rand study determined that a teacher's belief that he or she was able to impact students' achievement was strongly linked to student achievement (Armor et al., 1976). Bandura (1977) theories of self-efficacy were applied, and what was found to be essential was the degree to which teachers believed they were competent as opposed to whether or not they believed their competence led to a certain outcome. The development of the Teacher Sense of Efficacy Scale (TSES) by Ohio State University in 2001 represented a culmination of three decades of work in the field. From the late 1990s, interest turned to collective teaching efficacy, recognising the fact that teachers often work in teams, and most certainly within organisations. Crucial research has demonstrated the link between collective efficacy and student achievement, even going so far as to identify it as one of the most significant factors. In addition, Thompson highlights how the influence of collective efficacy on individual teacher efficacy is a concern. Finally, of particular note in this chapter is the recognition that various cultural contexts have not been sufficiently examined, nor more specifically, the efficacy of language teachers.

An overview of research regarding efficacy in language teachers is given in Chapter 3; this moves onto language teachers in Japan, hence providing a background for Thompson's own research. The most significant work was by Nishino (2008, 2011) over a decade ago in which teacher attitudes to implementing CLT, as well as their confidence in using English, were investigated. Classroom practitioners who want to get to the meat of this book may want to skim Chapter 4, which discusses the methodology of efficacy research to date and delineates Thompson's own research design involving interviews with six Japanese Teachers of English (JTEs), 141 questionnaire responses, and multiple modes of analysis. Similarly, Chapter 5, which describes the development of Thompson's Japanese Teacher of English Teacher Efficacy Scale (JTE-TES), may be of less concern to some readers than the JTE-TES itself and the findings of the study discussed in later chapters.

The research is analysed in Chapter 6 with notable findings explained, implications for professional development and training outlined, and areas for future research identified. Briefly, JTE efficacy is challenged by trying to implement communicative activities while also having to prepare students for the university entrance exam. This is however not unique to Japan. In addition, English proficiency, teamwork, and external factors such as heavy

workloads and extra-curricular duties are factors impacting on teachers' efficacy. Thompson suggests that teachers would be well served by pre-service and ongoing training in time and stress management, rather than focusing on classroom management skills—long having been considered a primary source of concern.

Language proficiency is discussed in Chapter 7. The general belief is that the stronger the perceived proficiency, the stronger the efficacy beliefs. Thompson's study illuminates challenges facing JTEs, namely that of the time and effort necessary to retain their English ability, as well as using English with students and non-native-speaker colleagues. Such stressors may lead to lower rates of English usage, as each exchange, in reality, "outs" the speaker (i.e., their proficiency is no longer in question or secret). Reduced language use can lead to language atrophy. By explicating the tasks JTEs need to perform in English—teaching, lesson planning, conferring with colleagues—it is clear from Thompson's investigation that JTEs concerns about their proficiency is more nuanced than previously believed. Furthermore, the assumption that the higher the teacher's proficiency the more English used in the classroom was found to be misleading, which has profound implications in view of MEXT's 2013 directive.

Turning to L2 instruction efficacy in Chapter 8, Thompson's findings concur with previous research that teacher's experiences as students play a significant role in developing positive instructional efficacy beliefs. This is linked to experience with, and beliefs about, CLT. The study also suggests that experience abroad can influence teacher efficacy, although how and what kinds of experience are unclear. In Chapter 9, the interplay between personal teaching and collective efficacy is summarized; specifically, findings point to inter-collegial communications and collaboration about materials design as areas influencing weaker personal efficacy. Perceived L2 ability is also important here—if teachers are confident in their L2 ability, they are more likely to engage in L2 interactions. Finally, generational differences are identified, with younger teachers frustrated regarding opportunities to innovate and express opinions. Strong leadership and, potentially, collaboration with outside parties are ways of addressing this cultural and structural dimension of collective efficacy. In Chapter 10, Thompson looks at the development of teacher efficacy beliefs while considering the hierarchical structure and social pressure experienced by JTEs in high schools.

This review does not do justice to the extensive research and analysis that Thompson has conducted, nor his consolidation of research to date. His contribution to this body of work is significant in light of the challenges facing

Japanese educators who want to deliver communicative lessons while contending with preparation for university entrance exams. His propositions regarding teacher development—pre-service and ongoing—are insightful and actionable. For instance, teachers having practical experience with CLT-oriented lessons in their L2 would develop their L2 while also building knowledge of, and developing a more positive attitude toward, CLT methodology. Numerous paths of future research are proposed, particularly contextual and cultural variations. It is the relationship between teacher efficacy and student achievement—an area of little research—that is of the utmost concern, surely, as teachers with high efficacy tend to show greater effort and professional longevity. That is the crux of the matter.

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English Morphology for the Language Teaching Profession.
Laurie Bauer and I.S.P. Nation. Routledge, 2020. viii+177 pp.
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Reviewed by

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As English has become one of the lingua francas, more and more people are getting involved in English teaching and learning. For nonnative learners of English, especially learners of English as a foreign language (EFL), it is a challenge to understand English texts better when words seeming totally new often appear.

For example, some students know the word *create*, but when they see *creation* they may still treat it as a new word as they are unable to associate *creation* to the known word *create*. English learning can therefore be hindered by deficient knowledge of English morphology.

This lack of morphological knowledge can result in learners taking longer to recognize, memorize, and master words. Thus, the importance of learning English morphology has become increasingly acknowledged. We see more teachers attempting to weave word parts into their teaching agenda, and learners are flocking to memorize elements of words. Yet, the result is not always satisfying. How to teach and learn English morphology becomes a problem. Nation and Bauer's book, *English Morphology for the Language Teaching Profession*, addresses this issue and provides resources and guidelines which can be used to inform English morphology teaching and learning.

The book is composed of 19 chapters. Chapter 1 "Learning English Morphology" serves as the foundation of the book. It first introduces Bauer and Nation's (1993) word families and suggests that teachers use levels of families to design their courses, in terms of what words to present and when to present which words. The necessity for EFL learners to have some morphological knowledge is then explained: (a) words with inflectional affixes and derivational affixes are frequently seen in English texts, (b) affixes affect the meanings of words, and (c) uses of affixes affect the correctness of speech and writing. Learning morphological knowledge is noted to help to increase vocabulary size, increase the times of varied repetition of words, improve word-structure learning strategy use, and improve the quality of word processing. Advice on how to develop morphological knowledge, how teachers

can create learning opportunities to draw learners' deliberate attention to word parts, and how the morphological knowledge can be tested is also provided. The authors suggest that teachers apply these concepts from the book in their teaching while keeping in mind the four strands (Nation 2007, 2013) and the data on word frequency.

Chapter 2 outlines the presuppositions on readers' knowledge. Fully understanding this content requires some basic knowledge of word class; parts of speech; morphological categories such as tense, plural, and past participle; phonological categories such as manner of articulation (e.g., plosive); syllables and stress; and affixes.

Chapter 3 lays the groundwork for later chapters. Firstly, the authors make a distinction between sound and spelling. They then provide some general spelling rules and sound rules in English. One example of a spelling rule is that the letter "y" becomes "i" when it is before a suffix (e.g., deny + -ed becomes denied) unless a vowel and the letter "y" form a vowel digraph (e.g., boy + -hood becomes boyhood). One example of a sound rule is that the letter "c" is pronounced [s] before the suffixes -ic/-ical, -ify, -ize, -ist, -ity (e.g., electric + -ity becomes electri[s]ity). From Chapter 3 on, each chapter deals with one specific type of morphological rule with spelling rules and pronunciation rules provided in each scenario.

Chapters 4 to 9 cover inflectional morphology. Topics include plurals of nouns, the possessive, comparative and superlative, third person singular -s, the -ing form of the verb, past tense, and past participle. Each chapter begins with the standard case (e.g., in forming a plural noun, -s is added to most of the words, and -es is added to nouns that end with <s, z, sh, ch, x>). After the regular case, the authors move on to irregular cases, from more frequent words to less frequent ones (e.g., in Chapter 4, "Plurals of Nouns," umlaut plurals, such as feet and geese, are introduced before foreign plurals such as alumni and bacteria).

Chapter 10 and 11 deal with numbers and compounds respectively. Chapters 12 to 17 mainly cover derivational morphology. Suffixes that can create nouns, verbs, adjectives, and adverbs; prefixes that can make words; and making words without affixes are introduced. Within each chapter, how, when to use, and when not to use those affixes are discussed at length.

Chapter 18 "Learned Word-formation" introduces some roots and word parts of Greek origin as well as some with Latin-based etymology that are used in English. For example, psychology consists of "psych" (meaning "soul, mind" in Greek) and a suffix, which creates the meaning "study of the mind."

This part of the word-formation process is suggested to be of greater relevance to more advanced learners.

In Chapter 19, “Morphology and Frequency,” the authors briefly present the complex relationship of frequency, usefulness, and productivity in morphology. Suggestions on teaching morphology are offered: (1) inflectional morphology should be taught and learnt before derivational morphology as the inflectional affixes are more common than the derivational affixes; (2) within derivational morphology, students should be taught which affixes are productive and which are not as it is demanding for students to deduce productivity of certain affixes within their limited vocabulary. For example, *-ness* is a *productive affix* and should be taught to students because it can be used on most adjectives to make nouns. Even without being taught explicitly, students may be able to find that *-ness* is a reliable derivational process to make a noun out of an adjective, but that will only happen when they have abundant vocabulary knowledge.

This book can be used as a resource book by educators and learners. It will be of particular interest to teachers as it offers hands-on techniques and tasks that can be used in the classroom to draw learners’ attention to the morphological structure of words. Information given in the book can also help teachers to make decisions on what words to be presented in their classes, where the focus should be, what needs to be handled with care, and what can get away. This book will also be quite useful for designing teaching materials and language course curricula. With the level appropriate for beginning, intermediate, and advanced learners suggested for some sections in the book, teachers can make use of this information and plan the order of morphological rules to be taught based on the stage their learners are at.

Students can also benefit from this book as many practical points of advice are provided in each chapter. For example, the authors suggest that in learning plurals, words that must take *-es* to form plurals should be learned and then *-s* can be added to all the other words, based on the disparity between the number of plurals end with *-s* and the number of plurals end with *-es*. This hint is useful for teachers to plan their course teachings and is also valuable for students to identify in their English learning.

To conclude, I would recommend Bauer and Nation’s book to everyone in the English teaching industry, as it is informative for teaching, designing curriculum, and writing textbooks. Advanced students who are interested in word structures and origins can also find plenty of takeaways from the book.

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***Foreign Female English Teachers in Japanese Higher Education: Narratives From Our Quarter.* Diane Hawley Nagatomo, Kathleen A. Brown, and Melodie Lorie Cook (Eds.). Candlin & Mynard ePublishing, 2020. xix + 313 pp.**

Reviewed by

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Foreign Female English Teachers in Japanese Higher Education: Narratives From Our Quarter is an edited collection aimed at sharing stories from female teachers working in Japan's higher education system. The book spotlights issues affecting women and calls attention to the importance of starting conversation about the existing problems, keeping the conversation active moving forward, and looking for possible solutions. The book includes contributions from a variety of teachers with different backgrounds, sexual orientations, ethnicities, and nationalities to remind us that no matter what our differences are, we can all relate to challenges in each other's lives. This book will be of great interest to the female teachers working in Japanese higher education or women considering this path in the future. In addition, this collection is also of potential use to institutions that want to hire more women, as well as to any others interested in issues that women in Japan face.

In Chapter 1, Diane Hawley Nagatomo sets up problems that foreign teachers face, listing burnout and the "conveyor belt" (p. 2) mentality where employers prefer to hire those new to teaching or teachers new to Japan in order to benefit themselves. In addition, Nagatomo highlights the issues that are pertinent to the struggles of female Japanese and foreign teachers, such as gendered expectations of being a "good wife, wise mother", and the im-

pact such expectations have on women's careers. Both Japanese and foreign female teachers are vastly outnumbered by their male counterparts and even the possibility of marriage and having children, while seen as positive for male teachers, is viewed negatively for female teachers since women are generally expected to quit their jobs and have children after getting married (Belarmino & Roberts, 2019). The journey of looking for a balance between personal and professional lives has greatly impacted the contributors of Chapter 2, Amanda Yoshida and Adrienne Verla Uchida, because the existing gender expectations made it difficult to take care of the family, pursue a career, and further their education.

In Chapter 3, Sarah Mason talks about her experience of becoming a researcher and the struggles of being both a researcher and a mother. This feeds into to the broader discussion where although former Prime Minister Abe was highly supportive of "womenomics," his taxation laws encouraged women to delay re-entry into the workforce and that this policy will continue to be a major obstacle in supporting working women (Chanlett-Avery & Nelson, 2014). In Chapter 4, Kristie Collins addresses the gender biases she encountered and points out that due to the biases that women must be nurturing and caring, female professors are often expected to spend more time ensuring student welfare which in the long run damages the careers of female academics due to more limited opportunities for research and networking. Gerry Yokota in Chapter 5 shares her experience of social justice and her journey to full professorship. Frequently, the administration expects a greater involvement in the university's community, and I think that social justice activism provides an avenue for women to get involved while allowing them to express their more nurturing, caring selves. Chapter 6 deals with issues that members of the LGBTQIA+ community face in Japan and the difficulties that author Yoshi Grote has faced when teaching LGBTQIA+ topics in the classroom.

In Chapter 7, Eucharia Donnery talks about her being a female teacher in a university focused on technology and the dominant number of male faculty members and students, where nevertheless both the university and the community of female teachers take great steps to support female staff and students. Suzanna Kamata and Louise Ohashi, contributors of Chapters 8 and 9 respectively, share their experiences of not only being full-time associate professors and mothers, but also their involvement in literary and academic work outside of their official jobs. Wendy Gough, in Chapter 10, highlights her journey of leaving her toxic relationship behind and becoming a successful, empowered educator. Continuing on the topic of motherhood

is Chapter 11, where Phoebe Lyon answers the FAQs regarding pregnancy and maternity leave in Japan from her experience working full-time at a university. She also covers the importance of staying connected professionally even when taking care of children, as does the contributor of Chapter 12, Quenby Aoki.

Jennifer Yphantides (Chapter 13) brings up the issues of gender discrimination and power harassment in the workplace, such as “locker room” environments, lack of female representation, and power imbalances between tenured male and female teachers who often cannot raise any concerns because their future employment often depends on their male counterparts’ votes on applications for tenure. In Chapter 14, Wendy Jones Nakanishi also deals with hostile work environments and gender discrimination. Chapter 15, written by Cynthia Smith, highlights the struggles of the author, a member of the LGBTQIA+ community, and the social and legal issues that come with being in a same-sex marriage, such as the inability to get their marriage legally recognized in Japan. Avril Haye-Matsui in Chapter 16 brings up valid points about the issues for the community of Black teachers living and working in Japan and the challenges of having to fight against anti-Black stereotypes.

Contributors of Chapters 17 and 18 (Richa Ohri and Tricia Okada) share their stories as representatives of the Outer circle of English (Kachru, 1998) concerning native-speakerism and the expectations that an English teacher must preferably be a White man. As a non-native teacher of English from the Expanding circle, I personally related closely to the challenges they have faced. Similar issues have arisen for the author of Chapter 19, Donna Fujimoto, a Japanese-American who, even though a native speaker of English, did not fit the expectations of a blue-eyed, blond, White teacher of English. Fujimoto points out that Japanese-Americans already deal with being excluded from the circle of desirable English teachers, and her gender made things even more complicated. In addition, the author mentions how male applicants often got their job because a university was looking to attract more female students, a tactic also used by some *eikaiwa* (conversation schools) where only good-looking, White men were hired to then earn the *ikemen* (hot guy) school title. Chapter 20 by Fiona Creaser deals with topics of gender discrimination and offers a clear breakdown of different types of harassment women can experience, such as contrapower harassment. Finally, Kathleen A. Brown and Jo Mynard, in Chapters 21 and 22, address gaining academic leadership opportunities and developing unique leader-

ship styles while also dealing with the imposter syndrome (Parkman, 2016) which is more prevalent among females.

Overall, *Foreign Female English Teachers in Japanese Higher Education: Narratives From Our Quarter* has an extremely diverse range of contributors providing the collection with a broad overview of the challenges and problems that foreign women working in higher education face. I also see great potential for expanding the discourse by starting conversations about non-native speakers from the Expanding Circle who are teaching English in Japan, because, while our numbers are small, this will be a great direction for further diversification of English language education. Even though each chapter might not be useful to every reader, everyone will be able to find something that interests them. In the Introduction, on page xii, the editors state that they want this book to be a “girlfriends’ guidebook,” to which I can confidently say they did a marvellous job, because seeing this collection of experiences where women are elevating and celebrating each other is truly inspiring.

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***Professional Development in Applied Linguistics: A Guide to Success for Graduate Students and Early Career Faculty.* Luke Plonsky. John Benjamins, 2021. vi + 212 pp. e-book <https://doi.org/10.1075/z.229>**

Reviewed by
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Professional development for many readers of *JALT Journal* centres upon teaching language, and there are a myriad of books available to fill the holes in one's knowledge. However, with regard to professional development for applied linguists, there has been little material specific to the field. Luke Plonsky, editor of this volume, and his contributors attempt to fill this void.

Plonsky begins this edited collection by describing it as the guide he wishes was available when he was a graduate student. He argues that "acquiring an understanding of these more professionally-oriented aspects of academic life – a kind of 'academic and professional socialization' – is just as important as acquiring an understanding of the substantive and discipline-specific literature" (p .1). This is a noble goal, and the book contains plenty of good ideas and advice.

Ayşenur Sağdıç and Daniel R. Isbell (Chapter 2) provide a functional guide to doctoral programme applications. The content however is very much focused upon the US model and therefore provides quite a contrast to the experiences of many postgraduate and doctoral students. The section on choosing a doctoral school rings true, while also appearing to be a matter of common sense. The parts on applying for schools appear to be similar to the Japanese model, and the points on acceptance are likely to be applicable to any institution with the caveat that each has their own induction process.

Alison Mackey takes advantage of her background in advising doctoral students in Chapter 3, which is titled "Navigating graduate school and academia: Key questions and answers." The problem here is that no two programmes are the same and therefore any advice provided is highly contextual, although there is useful general information within the chapter.

Peter I. De Costa (Chapter 4) provides an excellent look at conferences, which are often encountered for the first time as a doctoral student. However, even those who may have attended conferences previously, but are not quite seasoned veterans, can find something to help improve their confer-

ence experiences. For instance, taking publishers' catalogues to mark up for library orders or interlibrary loans is an excellent idea for scholars on tight budgets.

Chapter 5 is a diverse view of work-life balance in academia by Tove Larsson, Shawn Loewen, Rhonda Oliver, Miyuki Sasaki, Nicole Tracy-Ventura, and Plonsky. There are some interesting insights here and there, particularly regarding relationships, and language use. The array of authors involved offers breadth as well as depth to the subject.

John Bitchener provides advice regarding the completion of a doctoral dissertation in Chapter 6. This advice is useful, but again, it must be considered provisional by nature because much of what occurs in a programme is specific to an institution or department or even supervisor.

Chapter 7 marks a watershed by focusing on the state of being a prospective degree holder. Avizia Long, Kristopher Kyle, and Graham Crookes examine the academic job market, but their chapter may only be useful for those who are planning to apply for positions in the US, due to the rather specific information provided. For those applying elsewhere, the process can also be difficult but the picture painted of the US academic job market is of an even much more grueling slog.

Bryan Smith (Chapter 8) examines in a most refreshing way how the politics and interpersonal relationships work in academia. The chapter begins with an overview of faculty responsibilities and how to balance them toward a tenure application. The second half of the chapter introduces potential pitfalls, maintaining a realistic look at how people operate as human beings who do not always have a sunny disposition. Particularly suited to those entering faculty positions for the first time, it provides a guide to cooperating and working collegially in sometimes difficult circumstances.

Reviewing manuscripts for academic journals may be one of the aspects of our work that junior faculty are exposed to at an early stage in their graduate studies or soon after graduation. Rebecca Sachs (Chapter 9) deals with this in an illuminating way, providing guidelines around what to do in a review in order to be of use to colleagues and avoid appearing as an overly negative critic.

In Chapter 10, Heidi Byrnes intends to show the ins and outs of professional organisations. An experienced hand with several terms in leadership positions, she provides an expert view. However, the perspective of an early career researcher (ECR) within professional organisations is not addressed well, and this feels like a missed opportunity given the setup by Plonsky in the opening chapter.

Jean-Marc Dewaele (Chapter 11) writes a particularly useful section on supervisor-supervisee relationships. Though ostensibly aimed at new supervisors of doctoral students, it is something that many students at the doctoral as well as masters level can benefit from reading. Certainly, what Dewaele says about managing expectations and taking time out from studies ought to be repeated to all graduate students as well as their busy supervisors.

Chapter 12 by Deborah Tannen on communicating with general, non-academic audiences covers interesting ground for researchers. *The Vitae Researcher Development Framework* (Careers Research and Advisory Centre Limited, 2011), contains a benchmark expecting that researchers “can communicate research effectively to a diverse and non-specialist audience” (p. 19). Thus, it can be expected that more work will involve communication to non-specialist audiences and readerships. Tannen, as a writer of popular linguistics, is an expert in this field and makes a strong case for developing these skills.

Kimberly L. Geeslin and Laura Gurzynski-Weiss (Chapter 13) round off the volume with perspectives from new and established faculty on preparing for tenure and promotion. While a great deal of this is again geared toward the North American system, much of the information is transferable, particularly the checklists which can aid in preparing documents, although many institutions have their own requirements. This marks an end to the book at the point where academics may no longer be regarded as ECRs. It also makes for an interesting action plan based on Bryan Smith’s earlier chapter.

Although undoubtedly helpful for graduate students, the book lacks reference to the literature on the scholarship of teaching and learning in higher education. In fact, many chapters even completely eschew reference sections, making following up on the ideas difficult. This is compounded by the rather cursory effort at an index.

In spite of this, the more general the chapters appear to be, the more useful they are. Chapters on tenure applications, work-life balance, and supervisory relationships are very welcome. The presence of checklists in some chapters is an excellent idea and these may make their way into the files of many students and their supervisors.

In a nutshell, as a straightforward, rewarding read, this book is useful, though not indispensable. It would be a worthwhile addition to libraries. However, there is insufficient specialist applied linguistics content to make this an essential purchase for graduate students in this field. In contrast, academics wishing to provide better advice to their graduate students on matters beyond the dissertation would benefit greatly.

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***Innovations and Challenges in Language Learning Motivation*. Zoltán Dörnyei. Routledge, 2020. xiii + 178 pp. <https://doi.org/10.4324/9780429485893>**

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Year in and year out, language teachers are faced with questions of how to generate and maintain motivation in learners. As such, motivation remains a popular field of interest across educational realms, evidenced by an expanding literature on the topic. In his recent monograph, *Innovations and Challenges in Language Learning Motivation*, professor of psycholinguistics and well-known SLA motivation researcher Zoltán Dörnyei surveys the landscape of motivation research and deliberates on potential research directions. Dörnyei's purpose is to evaluate the state-of-the-art in motivation research, especially recent efforts to incorporate more scientific approaches. The book can thus be read as either a brief history of the field, a summary of Dörnyei's own interests, or a set of suggestions for advancing future research.

The book is composed of two main parts, "Fundamental Challenges" and "Research Frontiers" with each containing three chapters. The first half highlights 11 issues related to motivation research in general and L2 learners more specifically. The reader is guided through an overview of constructs, approaches, and methodologies that have been employed in efforts to overcome these challenges. In "The Conceptualisation of 'Motivation'" (Chapter 1), Dörnyei discusses foundational issues in the field. A key example is the question of whether motivation should be conceived as intrinsic, regardless of circumstance. In other words, is it a temporary condition, or an otherwise constant quality that ebbs and wanes depending on context? From this foundational discussion of personality, the subject moves on to a range of constructs such as affect (emotion), cognition (mental processing),

and distinctions between conscious and unconscious motivation. Dörnyei encourages would-be researchers to contribute further to these areas, since interest is high, and they are timely topics with a favorable research climate in academic psychology.

The influence of social context has become an essential aspect of motivation research in SLA, and Chapter 2 charts this development in social psychology and qualitative research methods. This historical view is accompanied by summaries of recent efforts, such as Ushioda's (2009) person-in-context relational view, to systematically incorporate social context into motivation research. Even more recently, some researchers have adopted complex dynamic systems theory (CDST) to account for a wide range of factors (e.g., the duration of motivation). Doing so, according to Hiver and Larsen-Freeman (2020), offers a "way of thinking that represents a radically new foundation for scientific inquiry" (p. 288). Dörnyei, who is also highly involved with this shift, devotes substantial space in making the case for the potential of such research. On the other hand, he also admits that incorporating multiple phenomena into a research design presents as-yet unresolved feasibility challenges. Overall, Chapter 2 is less of a research "how to" than an introduction to these theories and related research.

Following this discussion, Dörnyei dedicates Chapter 3 to examining how research is being applied to the practical realities of facilitating L2 learner motivation. Noting that articles on motivation *theory* outnumber articles on the *usage* of these theories by a ratio of 2:1 (p. 54), Dörnyei provides an overview of areas of implementation to investigate such as engagement, role modeling, and classroom research. Of particular note is work adopting a "small lens" through including local cultural contexts in empirical research (see Ushioda, 2016), and others who have approached motivation from the level of task-based instruction. However, Dörnyei concludes that much of the research in these areas remains episodic or unsystematic. Considerable definitional challenges, a vast range of contextual factors, and reporting issues make both quantitative and qualitative research difficult. The main takeaway from this section is that, according to Dörnyei, further development and adoption of systematic techniques, such as retrodictive qualitative modeling or CDST, could facilitate more generalizable methods and results in motivation research.

While the first part of the book serves as a broad overview of the literature, the second part, "Research Frontiers," narrows down to three areas where future research might be particularly fruitful: unconscious motivation, vision, and long-term motivation. Each topic is examined in Chapters 4-6,

including summaries of their historical, psychological, and neuroscientific backgrounds. In Chapter 4, Dörnyei notes that these as-yet less-tread paths in L2 learner motivation research offer great potential but are replete with challenges. For example, though acknowledged in academic psychology to play a crucial role in learning, research on unconscious motivation depends on self-reporting and questionnaires and is thus often unreliable. To counter this, Dörnyei suggests triangulating a range of methods simultaneously as the way forward. In Chapter 5, the author moves on to vision, covering the etymology and intellectual history of this concept as well as the significant role it plays in motivation. As readers familiar with Dörnyei's (2009) L2 Motivational Self System will recall, vision has featured prominently in his earlier work. However, he acknowledges that much of his earlier work remains hypothetical and requires robust empirical evidence. Finally, the theme of Chapter 6 is long-term motivation and the ways it has been conceptualized in popular psychology with terms such as *grit* and *perseverance*. These are particularly trendy ideas in self-help literature. Dörnyei notes that the research in these areas is typically shaped as much by wording in research instruments as much as any evidence for the superiority of one idea or another. As he has insisted throughout the book, Dörnyei points to the need for more longitudinal studies and systematic approaches to better understand the durational aspects of L2 learner motivation.

In this book, Dörnyei casts his net far and wide across various topics of interest for both novice and seasoned motivation researchers. From this standpoint, the strength of this book is its breadth. Whether a reader is relatively new to L2 learner motivation, or an experienced researcher, this book serves as a timely update. The topics covered are carefully backgrounded with current citations—several of which were in press at the time of publication. As Dörnyei notes in his introduction, the book should be read selectively as several sections of the book overlap. The book also contains both a subject index and an author index, so it can be readily employed as reference material.

On the other hand, a drawback of this text is that owing to its broad scope, the depth of engagement on conducting practical classroom research is rather limited. As such, *JALT Journal* readers who are interested in applying specific research models and evidence-based results might be disappointed. Moreover, in part because of the efforts of the author to ensure that the material is up-to-date, the book will become dated relatively soon and is thus unlikely to be an enduring reference on the shelves of its readers. Lastly, though less a critique than an observation, this book follows the tendency

in most of L2 motivation research literature to skirt questions of individual differences in aptitude, cognition, and attention despite the relevance and status of these topics in mainstream educational psychology.

Nonetheless, this title is well-suited as an introduction to a wide range of topics in motivation and is thus appropriate for SLA training courses, university programs, or interested researchers and practitioners. The strength of this book is its overview of core concepts as well as the quality of discussion on the frontiers of unconscious and long-term motivation as well as vision. This book is a worthwhile read for graduate students, L2 researchers honing their research methodologies, and those interested in current trends in the field.

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***East Asian Perspectives on Silence in English Language Education.* Jim King and Seiko Harumi (Eds.). *Multilingual Matters*, 2020. xiv + 184 pp.**

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King and Harumi and the 15 authors contributing to this 184-page book (available in print and various e-book formats) suggest that research interest and insights into the existence of silence in East Asian EFL classrooms has increased this past decade. The editors also caution that there is much work to be done to further explore the meaning and frequency of silence in language learning (LL) environments. This book is comprised of a Foreword by Peter MacIntyre (the author of multiple seminal papers on LL), an Introduction by the editors, and eight unique research studies focusing on EFL student and teacher perspectives regarding silence. This volume included a wide-range of empirical research (e.g., quantitative, qualitative, and longitudinal) and approaches (e.g., complex dynamic systems theory) with the shared aims of clarifying the meaning, causation, and frequency of student silence in LL classrooms. Regarding the interplay of silence and human interaction in EFL contexts, the authors position their examinations within three main contextual factors: “psychological, cultural, and immediate educational settings” (p. 7).

While psychological states such as anxiety and shyness are pervasive throughout all cultures (Barlow, 2002), this volume supports evidence that when compared to EFL students of Western heritages (e.g., Eastern Europe, North American, South American), students from Confucian Heritage Cultures (CHC) are less likely to instigate conversations and are more likely to remain silent for prolonged periods during communicative activities (Bao, 2014; Harumi, 2011; King, 2013, Woodrow, 2006). The authors also argue that cultural factors such as power distance (e.g., teacher-student, older student-younger student), efforts to maintain group harmony, and fears of negative evaluation may push or pull a CHC student toward silence in an EFL classroom (p. 167).

In Chapter 2, Dat Bao explores associations between specific tasks and individual preferences between talk and silence. The impetus for this interpretive case study conducted at an Australian University was Bao’s observa-

tions that his East Asian postgraduate students tended to be more reticent in class when compared to students from other nationalities. To support students who are more likely to remain silent in class, Bao recommends that teachers create task designs that include “explicit instruction, appropriate wait time, timely support, relevant follow-up strategies and effective assessment policy” (p. 31). Bao also highlights that mental rehearsal is a productive action (i.e., individuals may be practicing speaking even though on the outside it appears that one is removed from the interaction).

In Chapter 3, Seiko Harumi examines the effects of EFL teacher talk on silence by analyzing 8 hours of video-recorded classroom data at various Japanese universities. As expected, teachers demonstrated the ability to shift the dynamics of a classroom not only through talk but also through listening and responding to the subtle cues of silent learners. In Chapter 4, King et al. report on a longitudinal intervention with the goal of promoting group cohesiveness among Japanese university Ls. Interventions conducted on three classes included in-class discussions (led by teachers), and a student-organized out-of-class activity (bowling, dinner then karaoke, campus picnic). These interventions were delivered with the prediction that when silent learners become more accustomed to their classmates, they may be less prone toward silence. While the in-class discussions proved effective in strengthening group cohesiveness and mitigating silence, student opinions regarding the effectiveness of the out-of-class activity varied. The authors suggest that the teacher’s role in shaping group dynamics is more pronounced than when a class of Ls interacts independently.

Chapter 5 introduces a cognitive-based therapy (CBT) intervention designed to help individuals break vicious cycles (e.g., worry/insecurities leading to silence). In a case study, through intervention sessions, Kate Maher encouraged a nervous Japanese female L to take a more balanced perspective regarding her learning situation. While the student continued to struggle to break the cycle of worry and silence (even at times during the intervention), the teacher’s role is again highlighted as a powerful tool to help learners cope with anxiety. This study was particularly interesting because Maher seemed to answer the call regarding the need for more research focusing on individual perspectives. However, when discussing the implications drawn from these findings, the author could have perhaps offered more insight on how to interpret or apply conclusions being drawn from a single case study.

In Chapter 6, Michael Karas and Farahnaz Faez explore the perspectives of 91 Chinese pre-service EFL teachers in a TESOL program at a Canadian

university regarding silence and the implementation of communicative language teaching (CLT) curricula in China. Surveyed teachers in the study cited “lack of language ability, anxiety and the fear of embarrassment” as the main reasons why students remain silent in LL classrooms (p. 112). Including student data could have perhaps strengthened the findings of this study. At times, the pre-service Chinese EFL teachers reflected retrospectively on their experiences as younger language learners. While these perspectives may be personally relevant, interested readers may want to hear more directly from teachers and students who are now currently using CLT methods in China.

In a longitudinal study with Japanese high school English LLs (Chapter 7), Simon Humphries, Nobuhiko Akamatsu, Takako Tanaka, and Anne Burns report on certain factors (e.g., confidence, anxiety) that affect a student’s capacity to speak (CTS) (i.e., ability to speak in various situations). The researchers differentiate CTS from willingness to communicate (WTC) and indeed make the point that some students may lack the CTS (and therefore remain silent) but that there are also silent students who do have the ability to engage in verbal interactions. Findings of the study indicate that “student confidence followed by classroom support” are the two most important underlying factors related to CTS. Surprisingly, anxiety and motivation were not found to have a significant influence (p. 137).

In Chapter 8, Jian-E Peng examines the relationship between WTC and silence during a university EFL class in China. Peng’s study is framed in a dynamic systems perspective where events in a classroom are not necessarily linear and certain actions may cause reactions of varying intensities depending on a multitude of factors. Peng found similar findings to King (2013) in that students rarely initiated talk, but compared to the Japanese university students in King’s study, these Chinese students spoke for longer durations. Peng uses self-reports of WTC and recorded instances of silence (p. 153) to argue the prevalence of certain attractor states within a lesson (e.g., unwilling and silent, silent yet yearning). The book closes with a more expansive look into dynamic systems theory and a sampling of observed data (collected by Amy B.M. Tsui and Rintaro Imafuku) pertaining to the classroom participation tendencies (e.g., self-initiated, group-initiated, teacher initiated) of a separate study focusing on Japanese university students.

As highlighted in this volume, time devoted to speaking practice is both (a) an essential component required to develop the skills necessary to develop in a second language (e.g., fluency, negotiating meaning, confidence) and (b) a limited commodity; especially when learners are studying a foreign

language in their native country. When confronted with silence, especially in classrooms where verbal interaction is required as a means to develop a communicative skill, teachers and students alike may face a crossroads of confusion (p. 54). To further complicate the implicit nature of silence, a multitude of factors lying beneath the surface of a given interaction may push or pull individuals toward action (or inaction). The authors of the chapters in this volume endeavor to address this murkiness by offering possible solutions for teachers and students to effectively manage, react to, and possibly cope with the dynamic nature of silence in language learning (LL) contexts.

Overall, I think this book would be of great interest to *JALT Journal* readers or any language teachers interacting with East Asian students. Although the authors acknowledge that it may be difficult at times to assess the meaning or reasons for silence in the EFL classroom, each chapter in this book offers specific solutions, recommendations, or pedagogical implications for teachers on how to (a) help students move toward action when they have the capacity to speak; (b) determine when to be patient and adjust to the acceptable length of silence that may vary from person-to-person, culture-to-culture, and lesson-to-lesson; and (c) adjust classroom procedures to provide hesitant students low-stress speaking opportunities.

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***Professionalizing Your English Language Teaching.* Christine Coombe, Neil J. Anderson, and Lauren Stephenson (Eds.). Springer, 2020. xiv + 435 pp. <https://doi.org/10.1007/978-3-030-34762-8>**

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Professionalization is the process by which members of an occupational community strive for increased social acceptance and status as well as internal capacity building among its members (Hoyle, 2001). The goal of professionalization is multifaceted, and includes improved working conditions and responding to criticism of the profession. Improving skills and credentials, at times as a result of new local and national government policies, is also a focus. Yet there remains a lack of consensus on what professionalization entails. On one hand, the focus is related to professional development, licensure, and certification. On the other, the focus is more personalized: how teachers can implement best practices in their classrooms (Ingersoll & Collins, 2018; National Center for Education Statistics, 1997). From this latter perspective, professionalization may be considered a reflective journey for educators as much as a measure of outward qualifications and accreditation. Achieving a level of professionalism has gained importance for language educators in recent decades, and has been influenced by employment requirements, national and international teaching associations, and the desires of individual educators. The hope of the editors of *Professionalizing Your English Language Teaching*, Christine Coombe, Neil J. Anderson, and Lauren Stephenson, is to contribute to this process with the chapters included in this volume.

The three editors of the current volume indeed exemplify the track of professionalism within the field of Teaching English to Speakers of Other Languages (TESOL). All three have published extensively in their areas of specialization within the field and have experience both in the classroom and working with novice and experienced teachers. In addition, Christine Coombe (2011-2012) and Neil J. Anderson (2001-2002) have served as

President of the TESOL International Association. Along with 45 other authors, many of whom have or are currently serving in international leadership positions, representing a total of 14 different countries, the editors bring together a diverse range of knowledge and experience in order to contribute to this important discussion of professionalism within our field. As indicated in their introductory chapter, the editors have provided a volume that begins with the theoretical foundations for the concept of professionalization, and then moves through 10 different sections focusing on current issues of concern among English language educators, including leadership, productivity, technology, collaboration, and teacher well-being.

While each of the 36 chapters presents a strong foundation from relevant research literature, this volume is not comprised of individual research studies. Rather, each chapter presents a thoughtful discussion of each topic as it relates to professionalism, and how each is related to the personal and professional development of language educators. The text provides an overview and raises the importance of the intricate connections between personal well-being, goal setting, consideration of career path, and professional roles that may be less explicit in some educational settings. What results is a very accessible volume, which encourages individual reflection, and which would be of interest to both novice and experienced educators alike. Even prior to entry into the field, some of the chapters would be quite appropriate for undergraduate or graduate students as they consider their future responsibilities and the opportunities ahead as they prepare to become language educators. Each chapter ends with a short series of questions, designed to encourage the reader to reflect on the key points presented. From a professional development viewpoint, either formal or individual, these questions can serve as a starting point for ongoing educational activities. Because each chapter is based on a focused topic, individual chapters could be used in single professional development sessions, or the volume as a whole or in part could be used through a series of sessions which could be tailored to the needs within specific contexts.

Some of the chapters included are of particular interest. Two chapters highlight how teachers can deal with the common pressure and stress in the profession, and how to increase their “happiness quotient” (p. 53). This emphasis on psychological well-being is timely, as the concern over the mental health of both teachers and students has increased during the last two years of the coronavirus pandemic, and has been the topic of much recent research (see Dabrowski, 2020; Gough et al., 2021; Mansfield, 2020). While the volume publication date of 2020 was too early to address the challenges faced

by teachers globally as they moved their instruction to emergency remote teaching (Hodges et al., 2020) and then in many cases to more sustainable online formats, the chapters on utilizing technology, online teaching, and developing an online presence can still provide a foundation to understanding these issues. Lastly, a unique characteristic of this volume is the discussion of professionalism throughout the entire career of an educator, focusing on productivity, setting individual goals, working with colleagues, navigating the search for tenure-track positions, and finally, finding opportunities to give back to the profession, through mentoring, leadership, research, and involvement in professional associations. For the reader, the chapters can provide a narrative of where each may stand on their own professional journey, and in which manner they may wish to direct their career trajectory.

Very appropriately, the authors also address the professional identity of non-native English-speaking teachers (NNESTs) within our field, focusing both on status and power inequities based on the native speaker fallacy, but also concerns related to appropriate English language proficiency levels. The volume itself gives voice to many researchers and professionals that are often under-represented in the literature. Nevertheless, the concentration of chapter authors remains largely from North American and Middle Eastern contexts, with only 25% of the authors from other global regions. The volume could have benefited from some additional perspectives from other areas, including more diverse voices from South, Southeast and East Asia, different regions of Europe, Central and South America, and Africa. Recognizing that no single text can achieve a complete canvas of all perspectives from all regions, the current volume admirably strives to reach that goal.

Throughout each chapter, what is apparent to the reader is that professionalization of the field and of the individual is a process, not a destination. This process of professionalization, and the consistent striving for improvement, can have lasting impacts on individual educators, their learners, and the institutions and societies within which they teach. By enabling educators to recognise and appreciate the factors that affect professionalism, this volume can offer educators at every stage a vision for enduring professional growth. As Gabriel Díaz Maggioli in his chapter on continuous professional development notes, if educators wish “to reach all their students and help them improve their learning and their learning potential, then they need to engage in sustained professional development that benefits both teachers and learners” (p. 255). To that end, this volume provides a useful tool for educators to continue along their progression of professional development and professionalism throughout their career.

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Teaching Language Online: A Guide to Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses. Victoria Russell and Kathryn Murphy-Judy. Routledge, 2021. xl + 276 pp. <https://doi.org/10.4324/9780429426483>

Reviewed by

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In their book *Teaching Language Online*, Victoria Russell and Kathryn Murphy-Judy demonstrate valuable concepts useful in both developing and teaching online and flipped language courses (the term “flipped” refers to a methodology that prioritizes active learning during class time while outside class students watch lectures or read assignments). They also provide comprehensive perspectives on designing and delivering blended language courses successfully (“blended” refers to a methodology in which students learn via electronic and online media as well as traditional face-to-face teaching). The authors clearly explain concepts relevant to course design and online teaching with materials arranged systematically, which enables the reader to efficiently access the necessary information.

In the opening chapter, the authors show the steps involved in course design by giving an excellent explanation of the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model. It highlights what is necessary to create robust, valid online programs. To this end, all aspects of the ADDIE model (including technology and media analysis, needs analysis, instructional approach, and content) are discussed in depth. The authors then demonstrate the application of backward design (i.e., reverse engineering) to the general teaching methodologies.

The reader is provided with an analysis of the trade-offs inherent in designing an online course which favors student success. The authors look closely at the two types of delivery—synchronous and asynchronous—with a focus on student and teacher engagement, assessment, and inclusion. The concepts above provide a roadmap for educators with a desire to venture into course design. The authors illustrate the importance of knowing the steps of the aforementioned ADDIE model in order to understand the theory behind the different design phases and recognize how to integrate them correctly into the process.

In Chapter 2, the authors address various concepts in online instruction and teaching including learner development, learning management systems (LMS), course structure, interactions, and course activities. This is followed by a discussion of the relevant tools and resources, like video, multimedia, and other available interactive media tools such as H5P (a free and open-source content collaboration based on JavaScript). Both the instructor and the learner can gauge which existing materials and assessment tools are practical for their needs. The authors also suggest useful approaches to vetting and curating resources (p. 119) and show that both the instructor and the learner can accurately judge the efficacy of online teaching and learning.

After laying the groundwork for online teaching in Chapters 1 and 2, Chapter 3 focuses on concepts unique to teaching language online. The authors make clear that skills for teaching languages in the classroom are easily transferable to teaching languages in an online environment. Communicative competence and the communicative language teaching approach (CLT) are emphasized. For online, blended, and flipped instructional settings, the authors discuss core language instruction practices for CLT. They provide readers with the essential points which should ensure success teaching online. Irrespective of the delivery mode—online, blended or flipped—the authors stress that developing communicative competence should be the overall goal of every language course (p. 175). Practitioners looking for further resources may be interested in Glisan and Donato's (2017) *Enacting the Work of Language Instruction* which provides a foundation for the work analyzed by the authors in this chapter.

In Chapter 4, readers are presented with an array of language resources and several professional development opportunities critical for course developers, designers, and instructors in the fields of online, blended, and flipped classroom language instruction. Russell and Murphy-Judy focus on several resources which are available through the ACTFL (American Council on the Teaching of Foreign Languages) online mentoring program (additional information to be found at <https://www.actfl.org/learn/mentoring-program>). These resources are relevant for online instruction, content development, selection and adaptation of curriculum, and methods of online language teaching. The authors likewise discuss professional educational organizations which focus on teaching and learning culture and language in online settings

Lastly, the authors explain that the overarching purpose of Chapter 5 is “to help language educators apply the findings of research to their online course design, development, and delivery” (p. 212). Throughout the chapter,

they unpack the relevant research. A key discussion that emerges from this chapter is the concept of teacher and student satisfaction, with class size one of the impacting factors. Moreover, the authors illustrate the Foreign Language Classroom Anxiety Scale (FLCAS) with respect to online language learners' anxiety in blended and flipped classroom settings (p. 219). This chapter is crucial for online teachers because it offers research on engagement, online course presence, and learners' connectedness.

In conclusion, *Teaching Language Online* provides insights into course development and design, development of course materials, teacher development, the best online teaching practices, and applicable field research. It contributes to a basic understanding of online language course design and the implementation of effective and efficient online, blended, or flipped approaches to language courses. Students and educators alike can focus on the growth and development of their specific online educational needs by absorbing the concepts offered in this valuable resource which has organized a massive collection of recommendations, guidance, and support.

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***Grammar: A Linguist's Guide for Language Teachers*. Tom Rankin and Melinda Whong. Cambridge University Press. 2020. vi + 208 pp. <https://doi.org/10.1017/9781108623360>**

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As there is such an extensive amount of literature on grammar, it is quite legitimate to ask what another publication on the subject will add to the field. In their monograph, Rankin and Whong, two academic scholars who are formal linguists by training, contribute by making key findings in linguistics and language acquisition research available and accessible to language

practitioners. The book has two overarching aims: to help readers develop a methodology for exploring the complexity of grammar, and to enhance their knowledge of language and linguistics. In connection with the second aim, the authors explain how the theoretical notion of Virtual Grammar is relevant and helpful to language pedagogy. Briefly defined, Virtual Grammar is the “*potential* suite of grammatical distinctions available to all humans by virtue of having the capability to develop language” (p. 107). As the authors point out, Virtual Grammar has close connections with the concept of Universal Grammar, but without any related theoretical baggage (p. 187).

Chapter 1 opens with an overview of the field of linguistics in order to highlight the complexity of language. Rankin and Whong illustrate that while language study is traditionally an area that attracts the attention of functionalists, in fact formalists are also interested in how language development unfolds. A formal perspective may provide useful insights into the nature of language use. For example, while the difference between “Dogs bark” and “Dogs are barking” may be explained in terms of the simple versus progressive aspect, an alternative explanation may invoke the distinction between the generic and existential meanings. This latter explanation is considered more useful as it leverages the fact that grammatical categories such as generic meaning and existential meaning are universal across languages.

The nature of language and languages is dissected in Chapter 2. The authors note that languages differ in the form of language families, dialectal variations, register differences, and idiosyncratic usage. Despite these differences, virtually all human languages share the same ability to express such core meanings as specificity and person. This underlying “unity in diversity” in languages facilitates language learning as it provides “a blueprint for what the grammar of a language can possibly be” (p. 72).

Chapter 3 details the nature of grammar. The chapter begins with an overview of the concepts of descriptive, prescriptive, and reference grammar, concluding that we should see past them to the underlying principles of grammar. This means departing from a rule-based view of grammar to a dynamic understanding of what concepts can be realised grammatically in different languages. The advantages of this shift in mentality for language learning are further elucidated.

Chapter 4 focuses on L2 acquisition, offering that this in fact shares some fundamental similarities with L1 acquisition. Some problems with the learning of an additional language are explored: for example, some grammatical features that are seemingly easy for L1 speakers to acquire may present major difficulties for L2 learners. However, no L2 speaker develops a grammar

which does not make use of the underlying grammatical systems. Teachers who explore language learning through the lens of Virtual Grammar will understand that the reason why certain grammatical features are consistently hard to acquire may be attributed to learnability issues.

In Chapter 5, Rankin and Whong look at language education, aiming to connect linguistics-oriented perspectives with broader educational issues. The chapter juxtaposes contradictory discrete ideas, (e.g., nativeness versus foreignness and awareness versus ability), in order to argue that these issues represent continua rather than dichotomous choices. Teachers are encouraged to free themselves from binary constraints so that they can adopt an eclectic approach that conceptualizes grammatical concepts as components of a Virtual Grammar.

The book is an excellent addition to an emerging body of literature that aims to address the gap between formal linguistics and language education (for a collection of papers on this subfield of investigation, see Trotzke & Kupisch, 2020). Rankin and Whong have based their book on linguistic theory and key language acquisition research, showing how the divide between research and practice can be bridged. Navigating the book is, to an extent, similar to taking a crash course in linguistics and language acquisition. While the knowledge gained may not tell teachers how to teach language, it might stimulate them to think about language education in innovative ways. For example, teachers teaching multilingual students might consider whether and how to use translanguaging as a grammar teaching strategy.

Running throughout the book is the concept of Virtual Grammar, which is used to leverage the shared properties across languages (i.e., universals) for teaching purposes. Given the importance attached to Virtual Grammar, it is surprising that the term is not fully defined until about halfway through the book when the connection between Virtual Grammar and Widdowson's (2016) notion of "virtual language" is explicated. The connections between Virtual Grammar and Universal Grammar are then mentioned, but only in the last few pages of the book. If the idea of Virtual Grammar were unpacked earlier, the reader might be better placed to understand what the term means when it is first introduced in Chapter 1. Additionally, as Virtual Grammar is an abstract notion, more examples could be provided to exemplify how grammar teaching practices can be grounded in the construct.

The book uses "Case in point" examples to provide training in linguistic methods. Each of these examples typically begins with a commentary on a specific linguistic phenomenon (e.g., subjectless sentences and politeness), followed by an analysis of contrasting language data from different

languages. A short conclusion is then drawn. This type of linguistic training has clear relevance for raising teachers' language awareness; the method may even be introduced to advanced learners who are analytically oriented. Future editions of the book might consider a discussion on the merits of this pedagogical option.

The target readers of the book are those without specialist knowledge of linguistics. The authors make their writing engaging to this audience through careful choice of interesting examples and language data. The writing is eminently clear and accessible, though some terms assume prior knowledge in linguistics. For example, on page 8 where the reader is introduced to "arguments and alignment", the text refers to such terms as *nominative-accusative system*, *subject arguments*, and *ergative case marking*. The reading hurdles created by such specialist terms could be addressed by the addition of a glossary at the end of the book.

Overall, Rankin and Whong have produced an immensely informative and insightful book on a subject that continues to engage a broad spectrum of readers. The book will be of special interest to language practitioners and graduate students, enabling them to see how linguistics interfaces with education (see Hudson, 2020) to inform the teaching of grammar.

References

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