

interviewing, and listening to guest speakers and writing summaries, analyses, and comparisons to one's own practices—simultaneously build L2 proficiency and SRL.

The book is at its strongest when the authors speak from their own experiences; for example, how Evans chose one of his three offices for his writing, or from other authors' experiences; for example, where Margaret Drabble, J. K. Rowling, and Marcel Proust chose to write (a hotel room, a café, and a cork-lined room to block out sound, respectively). The authors show us the sample performance monitoring charts of two students, but they are hypothetical rather than real students or case studies, which would have engaged readers more. The book is at its weakest when it specifies what teachers should do about constraints (e.g., class size, low proficiency levels) on applying SRL curricula—as if we teachers were such poor self-regulated learners ourselves that we cannot adjust our teaching according to different situations. In the two final chapters, their repetitious advice sometimes verges on the obvious, unless it is meant only for teacher education students or first-year teachers.

Other problems are the seemingly simplistic dismissal of controversies in ESL writing: the World Englishes controversy, the English hegemony controversy, and the conflict about whether to correct every error. The authors' too-quick resolution of these controversies (World Englishes do not serve students well; they need to know standard native speaker English to survive professionally and academically; most students want to have every error pointed out to them) without the support of other studies and scholars suggests a certain sociolinguistic and even rhetorical naiveté. Indeed, the authors over-emphasize error and usually speak of rhetorical concepts, such as theses (only one idea) and paragraphs (must have a concluding sentence that echoes the topic sentence) in old-fashioned ways long problematized by the field of composition.

Although the book could use updating, complicating, and condensing, as well as editing for its occasional linguistic errors, it is brimming with good analysis, advice, and activities that directly address a serious problem in ESL writing instruction and propose in detail the excellent solution of a self-regulated learning program.

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BORG, SIMON. *Teacher Research in Language Teaching: A Critical Analysis*. London, UK and New York, NY: Cambridge University Press, 2013. Pp. 264. \$43.75, paper. ISBN 978-0-521-15263-1.

In his introduction, Borg refers to *teacher research* as a paradox. He explains that he arrived at this notion as a result of the contradictions he observed between the inherent value of practitioner research for teachers within the field of language teaching and teachers' limited engagement in it. Consequently, Borg identifies this incongruity as the premise for his work, drawing on the findings of four research studies grounded in data he collected from 2005 to 2011. Although Borg is a proponent of teacher research because of its many benefits, he notes that the nature of his work is not prescriptive—he does not propose that all teachers should be involved in research. Instead, the book's mission is to equip the reader with an understanding of the nature of teachers' level and the quality of in-service professional development. His findings ultimately support a need for teachers to overcome certain barriers to fully engage with research in language teaching.

In Chapter 1, Borg establishes the framework for a discussion about teacher research by introducing key terminology and principal elements: definitions, origins, concepts, goals, criticisms, barriers, as well as the general state of the art for language teaching. The theoretical overview in this preliminary chapter is an appropriate start, as it serves as the reference point when analyzing the findings that emerge from the studies.

Chapter 2 offers a description of the research design and methodology. Enlisting 1,730 teachers and administrators who were at one time employed in English language teaching schools from around the world, the research project represents a broad cross section of practitioners in the field of education. Borg's mixed-method design included the use of questionnaires, interviews, and open-ended written responses. Reference to the research instruments utilized in obtaining the data as well as methodological difficulties encountered throughout the study (questionnaire design, scheduling, time differences) appear to have been applied consistently in each region of the world.

The subsequent five chapters encompass the empirical evidence from Borg's four studies. Examination of language professionals' views of research in Chapter 3 reveals that their tendency

to associate it with scientific inquiry and academic work was a deterring factor for research engagement. Chapters 4 and 5 address two aspects of teacher research engagement: engagement *with* research (mostly through reading published materials) and engagement *in* research (designing and conducting their own scholarly investigations). Collectively, these two chapters offer an insightful look at the frequency with which teachers say they read and engage with research, the reasons for their (lack of) engagement, and the effects of such engagement on their teaching practices. The effects on teacher quality in the sixth chapter indicate that both teachers and administrators acknowledge that the benefits of teacher research though the actual practice is hindered (as we discover in Chapter 7) by the research cultures within the institutions where practitioner are employed. Simply put, teachers report that their work environments are not conducive to teacher research engagement.

In Chapter 8, Borg identifies the characteristics that support and impede teacher research engagement. As a way to exemplify conditions that encourage such engagement, he describes two successful teacher research projects in which he was involved. However, he points out that the existence of a facilitative environment does not necessarily guarantee teacher research engagement; therefore, he suggests the implementation of teacher research courses and projects that will prepare teachers to become competent researchers.

In Chapter 9, the author reexamines the results that emerged from the studies and offers several ideas for stimulating stronger research cultures. Also included in this chapter is a checklist of facilitative conditions for teacher research projects—a helpful tool for anyone who is designing a project to promote teacher research. Possible topics include the nature of teachers' engagement with research, the types of research to which teachers respond positively, the role of identity formation in motivating teachers who do research, the administration's general attitude toward teachers' research endeavors, and the most effective strategies for developing teachers' skills in research design and implementation.

As we have come to expect from the Cambridge University Press series on Applied Linguistics, the book is superbly edited and organized, especially with the range of topics that are reviewed and addressed. In particular, the use of tables, graphs, and bulleted lists in Chapters 3–7 imparts clarity and enhances the readers' understanding of the quantitative and qualitative data. Borg does a

commendable job in presenting a comprehensive discussion on the subject of research in language teaching.

Language Teacher Research Engagement is a call to arms for teachers to engage more fully with the research processes and products in their field, which may not be a good match for most graduate courses in applied linguistics, curriculum and instruction, or educational administration. However, "Teacher Engagement with Research" (Chapter 4) and "Teacher Engagement in Research" (Chapter 5) would be excellent supplemental material for courses in Educational Leadership and Management or General Studies of Education Reform. Overall, the book fulfills its purpose by providing insight that will bridge the gap between research production and research engagement. Although it is geared toward language teaching professionals, its theoretical and practical insights are helpful for teachers from every field who are consumers and current or potential producers of educational research.

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MCGRATH, IAN. *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory*. London, UK and New York, NY: Bloomsbury Academic, 2013. Pp. xv, 240. \$39.95, paper. ISBN 978-1-441-19060-4.

Textbooks and teaching materials are two topics that have received increasing attention in the last two decades. The potential reader of this book may well think that the volume follows the traditional approach of describing materials, their implementation in the classroom, and their optimal use by teachers. However, the first thing that can be stated about this work is that it has an extraordinarily well-designed and well-organized literature review that revolves around the relationship between materials and textbooks of interest to different groups of teaching stakeholders, including teachers, students, administrators, and publishers.

The book contains ten chapters that are grouped into three parts. The first part describes the importance of materials in terms of textbooks, including a definition of materials, their importance in language teaching, a general literature