

address a common problem in materials for language classrooms, which is the mismatch between Global Coursebooks created by international publishers for multiple markets, whose ideology and pedagogy complement the globalization agenda of centrist government policymakers (and native English teachers), and the materials chosen by non-native English teachers, which are created by local publishers and highlight ideologies focussing on the national culture as well as pedagogical practices that were in vogue many decades earlier. Kennedy and Tomlinson do not offer specific strategies or predictions for how long it might take to implement change, due to the fact that each country has unique dynamics and issues to address. However, their proposed framework offers new insight and a potential solution for change agents, especially for those who have experienced failure in the past through using top–down or bottom–up strategies.

As a scholarly resource book, *Applied Linguistics and Materials Development* largely succeeds in its modest aims. It would be ideal for graduate students of MA or MSc programmes in TESOL, as each chapter contains excellent overviews of current scholarship, and seeks to link these, when possible, to classroom practice. It would also raise the awareness of classroom practitioners to wider issues and new perspectives, which in turn could stimulate fresh insight as they design materials for their specific teaching environments.

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Gregory Hadley

*Department of Information Culture, Niigata University of International and Information Studies,
Mizukino 3-1-1, Niigata-shi 950-2292, Japan
E-mail address: hadley@nuis.ac.jp*

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Teacher Research in Language Teaching – a critical analysis, Simon Borg. Cambridge University Press, Cambridge (2013). 253 pp.

Activities placed under the heading Teacher Research have been under serious discussion since at least the 1990s but without complete clarity being established, at least in the mind of this reviewer, about the boundaries and exclusions of the use of the term. Some of my past questions have been as follows: Is Teacher Research to be defined mainly according to the people who do it, for example, as any professionally-related investigation carried out by a teacher (seen as someone whose main livelihood comes from developing the skills of learners)? On the other hand, is an important element of the definition also the focus of the investigation? In that case, is the term Teacher Research to be applied only to investigation by teachers of their own practice in their own classrooms? Do teachers investigating outside their usual territory fit the bill?

Some scepticism can sometimes be found accompanying discussion of the value or possibility of teachers carrying out research. This may be traced to a view of research only as emanating from or validated by high-status institutions (normally universities) and conforming to certain norms, including a literature review to show detailed and critical knowledge of relevant preceding research, a closely-described and justified set of research procedures and, increasingly these days, a spelled-out ‘stance’ with regard to life, the universe and everything. Making the work as

widely available to others as possible is also expected. The conditions and affiliations of the majority of teachers in their daily working lives put them outside the reach of these institutionalised requirements and the support that goes with them. They may, nonetheless, be eager to investigate issues which puzzle or fascinate them without going the whole literature review, research design, epistemological and dissemination hog. Is this activity then, Research, or would it be better served by other terms with less baggage attached?

By tackling the questions raised by Teacher Research in language teaching, Simon Borg usefully takes the reader through issues bigger than the particular topic, the broadest perhaps being what counts as research in different domains and who has the right to pronounce on its value.

The introduction to the book states a paradox, that although much is written and said about the value of and best approaches to Teacher Research, the exhortations and advice have not generally either come from or reached teachers themselves. There seems to be more discussion of Teacher Research (by others such as academics and trainers) than actual research activity by teachers. On the basis of what Borg has to say in the rest of the book one might agree that it is a paradox but not actually feel much surprise.

Many differing and nuanced descriptions of how Teacher Research can be construed are put forward and discussed based on a close reading of the work of other scholars in the field but also on his own investigations and practical project work with teachers and their managers in a wide range of countries. An important feature of this book is that it demonstrates that Teacher Research has ‘arrived’ to the extent that it is now in itself the subject of research, much of it by Borg himself. He reports fully on a number of projects in which he investigates the views of teachers and their managers (e.g. heads of department, directors of studies) of what research is and what Teacher Research should be like and could achieve.

The book is divided into 9 main sections: ‘Research and teachers’, ‘Investigating teacher research engagement’, ‘Conceptions of research in language teaching’, ‘Teacher engagement with research’, ‘Teacher engagement in research’, ‘Research engagement and teaching quality’, ‘Research cultures in language teaching’, ‘Facilitating teacher research projects’ and ‘Promoting language teacher research engagement’. Borg’s scrutiny of the potential meanings of Teacher Research for different participants is not carried out for the sake of arid classification or exclusion of would-be investigators from the fold of acceptance. It sheds light on different values that may influence perceptions of the activity and in consequence the different ways in which teachers might want to, be allowed to or be guided to take part in research.

It will readily be seen from the above chapter headings that a key word is ‘engagement’ both with research (through reading) and in research (through investigation). The ideal situation, emerging from the argument, would be that teachers, either as individuals or as part of larger projects, should be supported in the investigation of areas of practice that they themselves have chosen and are curious about. Projects cited in Chapter 8 clearly demonstrate how high the drop-out rates can be when the research areas are dictated from on high. For teachers to be in a position to carry out research sustainably they also need to be allocated or to make for themselves adequate non-teaching time, another difficult area, it emerges, especially in situations in which teachers are paid only for the hours in which they are present in class and will receive no tangible recompense for their research efforts.

If the emphasis is to be on engagement, certain models of research do not comfortably fit. For example, although Borg acknowledges (p. 185) that the sort of research undertaken by teachers following MA or other academically-based professional development courses may have some value for informing their understandings of their own practices, there is the danger that the academic requirements can turn the activity into one where instrumental goals are the drivers. He concludes therefore that the context of formal study is ‘not a productive one in which to study the processes through which teachers learn to be research engaged.’ On the other hand, the results of his surveys show that for many teachers and managers, it is the features of formal academic research outlined at the beginning of this review that often colour their views of what ‘real’ research ‘is’, even if it takes place in the workplace. Additionally, there are stereotypes (such as the need for objectivity and the use of statistics) resonating from particular paradigms of research, that in some case limit views of what should or could be done. There is a useful discussion of where Action Research (as tightly and loosely defined) fits into Teacher Research as a whole.

If Borg is right concerning his paradox, it is not certain that this book about teachers will be read by many teachers in their classroom teacher role. However, it could have an important role in modifying the perceptions of those who stand next in line as managers or potential mentors to teachers who may engage in or with research. There is another strength to the book in the detail and clarity with which Borg presents his research procedures, data and findings. He also provides full versions of questionnaires and other stimuli. Space is very well used in making each of his

investigations fully transparent to the reader – one of the benefits of a book-length treatment of an area. I could envisage using these parts of the book, independently of its topic, as a source for research methods support on a formal course such as an MA for language teachers. Another paradox.

Shelagh Rixon

E-mail address: shelaghr@hotmail.com

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Collocation: Applications and Implications, Geoff Barnbrook, Oliver Mason and Ramesh Krishnamurthy. Palgrave Macmillan, New York (2013). ix + 266pp.

Collocation: Applications and Implications provides a detailed account of how the concept of collocation has evolved into use in dictionary compilation and language teaching. It also discusses the position of collocation in language theories. An obvious strength of the book is that it strikes a balance between theory and application. It focuses on the theoretical part of how collocation has affected our understanding of the language system and lexicography, while it also offers hands-on guidance on how to compute collocations with computer programs as well as how to use collocations in dictionary compilation and language teaching.

The book is composed of four parts which cover the historical background, implementations, applications and implications of collocation. The book also has three appendices which provide descriptions of the corpus used in the book, concordance lines of a case study and computer programs for collocation computation used in the book.

Part I of the book consists of the first two chapters, which provides the historical and theoretical background of collocation. In Chapter 1, the authors first give a brief etymological introduction to the word ‘collocation’ and the word as an entry in various dictionaries. They discuss the use of collocation information in dictionaries before the twentieth century, such as in John’s *Dictionary* and the *Oxford English Dictionary*, as well as in concordances, such as in Cruden’s concordances of ‘very’ and ‘dry’ in the Bible. The chapter then investigates the use of collocation for the purpose of developing pedagogical materials after the twentieth century, such as *Palmer’s Report on English Collocations* and *Oxford Advanced Learners’ Dictionary of Current English*. The last part of the chapter is devoted to an introduction to two collocations dictionaries, the *BBI* and *Oxford Collocations Dictionary*. The major contribution of the first chapter is that it provides, from a historical perspective, a thorough survey of the word ‘collocation’, ‘collocation’ as an entry in early dictionaries and the use of collocation information in early and modern dictionaries.

Chapter 2 integrates collocation into the historical development of modern linguistics in the twentieth century. The chapter starts with Saussure’s syntagmatic and paradigmatic division as a way of viewing the language system and Chomsky’s model of open choices which focuses on syntax. It then reviews Firth’s operation of collocation at the syntagmatic level, which contradicts Chomsky’s separation of grammar from semantics. Firth’s view of collocation was inherited by Halliday, Sinclair and colleagues working with them, consequently, the remainder of the chapter is devoted to a lucid description of the use of collocation in the theories of lexis, lexical acts and cohesion as well as corpus linguistics and lexicography via the model of idiom principle. The authors of the book are obviously of the Firthian school. However, it is noteworthy that they also demonstrate Lyons’ early “categoric assertion of the irrelevance of collocation for synchronic language study” (p. 42) as opposition to Firth. The authors summarise in a holistic manner the role of collocation in the development of modern linguistics as “If Firth saw collocation as a linguistic phenomenon, part of the *parole* in Saussure’s terms, Sinclair has made us see it, in its manifestation in the idiom principle, as an essential component of the *langue*.” (p. 51).

Part II consists of two chapters which provide hands-on implementations of collocation. Chapter 3 introduces computer programmes to compute collocations. The chapter starts from tokenising a corpus, key word in context concordancing and creating a frequency list of words. Next, we are shown how to compute relative and expected frequency of words followed by programs of computing significance scores of collocation, such as z-score, t-score,