BOOK REVIEW

EXPANDING THE HORIZON OF TEACHING IN AND OF ENGLISH

From an ESP teacher's perspective, the scope of English teaching in tertiary settings has been expanding significantly. The earlier concerns with teaching the language skills for the target performance situation (see e.g. Dudley-Evans & St John, 1998) are now complemented by the interest in teaching discipline-specific literacies (see e.g. Zhang & Chan, 2017) and competencies such as critical thinking, creativity, autonomy, and motivation as clearly advocated in this volume edited by Ruth Breeze and Carmen Sancho Guinda. This expanding scope of an ESP teacher's work adds to the argument that ESP teachers are doing more than merely playing a service role (see e.g. Hutchinson & Waters, 1987) but are assuming an essential place in the education of tertiary students. As such, the volume is a valuable reading for ESP practitioners who will find support and guidance on how to promote the four competencies in their teaching, which would enhance their professional status and identity.

The book falls into four major parts each of which centres respectively on one of the four competencies: critical thinking, creativity, autonomy, and motivation. In each part, there are four to six chapters dealing with varied aspects of the key competency under question. For example, Part 1 focuses on critical thinking which is tackled in four chapters. The first chapter, by Tim J. Moore,

unpacks the construct itself by offering a theoretical discussion of what critical thinking is – it is about making judgement on something according to some criterion or principle, and then showcases the teaching of critical thinking in concurrent and pre-sessional EAP settings. The second chapter, by Ruth Breeze, presents a case study at a Spanish university where a cohort of journalism students were scaffolded to develop their critical cultural awareness by learning to adapt their news writing in English for an international readership. The third chapter illustrates the teaching of key skills required in critical thinking through debate in a Japanese EFL setting. Its author, David Rear, demonstrates a six-step teaching sequence with each targeting at one focus critical thinking skill, namely interpretation, analysis, evaluation, inference, explanation, and self-regulation. At each step, the critical thinking skill and relevant language features, for example the language for indicating the causal relations in analysis, are explicitly taught. In the last chapter of this first part, Francis Cornish argues for a critical awareness in EFL students, for example, advanced learners of English in France, of the fine distinctions between three kinds of referencing words and expressions in English texts and several strategies teachers may take up for teaching the selection of the appropriate reference word or expression in a given context. His advice on making the selection on the basis of "the speaker's personal involvement vs. relative lack of involvement or psychological distancing with respect to the intended referent" (p. 79) is particularly pertinent.

Part 2 gives centre stage to the competency of creativity. It opens with Alan Maley's chapter which attempts to clarify this rather elusive construct. On the basis of his literature review, Maley generates a cluster of ten characteristics by which people may get to grips with creativity. He also proposes four ways of fostering this competency. In the next chapter, Teresa Cremin makes an interesting distinction, and connection, between teaching creatively which is teacher-centred and teaching for creativity. She reviews discussions of the "Big-C creativity" which is accomplished by historically important innovators and the "little-c creativity" which is demonstrated on a day to day basis, for example, by students and their lecturers in the classroom. One particularly useful point in the discussion of teaching creatively in higher education is that "it is not a purely intellectual activity; feelings, intuitions and a playful imagination are an equally important part of the process" (p. 106). The third chapter connects well with the second one by exemplifying teaching creativity through teaching creatively in an ESP setting. Coauthored by Christoph A. Hafner, Lindsay Miller, and Connie Kwai Fun Ng, the chapter reports on their study in a tertiary English for science classroom in Hong Kong where they promoted student creativity through a YouTube project. As the video product would require a level of student creativity to gain audience attention and was allowed to use resources such as the images, sounds, and texts available on the internet, the project provides "a context for creativity" and "resources for creativity" (p. 120). The fourth chapter, by Marija Milojkovic and Bill Louw, explores the creativity in native and tertiary non-native writers' (in this case

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Serbian university students') academic writing on the basis of their small-scale corpus linguistics study. Viewing linguistic creativity from the point of view of lexico-grammatical collocation, they identified a difference between native and non-native writers in their ways of showing prospection. To Milojkovic and Louw, native creativity is a deviation from the language norm as evidenced in the reference corpus while non-native creativity represents improbable lexical-grammatical collocations. As this study is reminiscent of influential research in contrastive rhetoric and its current development as intercultural rhetoric, citations from this field of research would strengthen the discussion in this chapter.

Part 3 comprises six chapters with the focus on autonomy. The first chapter, by David Little, identifies several key insights into learner autonomy on the basis of his review of three versions of autonomy in the literature. Learner autonomy means the learner's ability to take charge of their own learning, for example, setting their own learning goals, managing their own process of learning, and evaluating their own learning outcomes. It is both intrapersonal (individual) and interpersonal (interactive). The teacher in a learner autonomous environment guides the learner in setting their learning goals, and facilitates the learning process by offering regular feedback and evaluating student learning outcomes. The insight that is particularly relevant to ESP and English language teaching in general is that learner autonomy may be developed in tandem with the teaching and learning of the target language, for example, using the target language in setting learning goals, monitoring the progress of learning, and evaluating learning. The questions for reflection at the end of the chapter are also highly useful for using these insights in teaching. The second chapter, by Faiza Bensemmane-Ihaddaden, gives an account of the experience of a group of university English teachers in Algeria in implementing autonomous learning. One of the difficulties they encountered is the entrenched perception of teaching as knowledge giving and transmission. The question raised regarding whether autonomy is culturally embedded or universal is interesting for further exploration. The next two chapters, by Miriam Symon and Elisabet Arnó-Macià respectively, report on two studies of promoting learner autonomy in tertiary ESP settings (one in Israel through project-based learning and the other in Spain through online collaborative group work). Both chapters demonstrate that when students are provided with the appropriate task and resource, they are able to complete the set task and develop their autonomy, i.e. setting their learning goals, monitoring their progress, and reflecting on/evaluating their learning. The next chapter, by Kenneth Keng Wee Ong and Sujata S. Kathpalia, presents a group of Singaporean university students' argumentation and floor management in their online discussions. It is an interesting study but an explicit link to learner autonomy could be more strongly made in the text. The last chapter in Part 3, by Ruth Wilkinson, explores the mutual effect of learner autonomy and motivation and is a nice transition to Part 4 which focuses on the competency of motivation.

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Part 4 concludes the volume with five chapters that deal with various aspects of motivation. The first chapter, by Lindy Woodrow, like the three other opening chapters of Parts 1, 2, and 3, presents a state-of-the-art review of research for motivation and sets the scene on which the following chapters unfold. The second chapter, by Yoshifumi Fukada, Tim Murphey, Joseph Falout, and Tetsuya Fukuda, reports on a group of Japanese university students' motivational changes over a three-year period. Their longitudinal design and their conception of mind-time frames of English-learning motivation for data analysis are important contributions to the literature on motivation research. The next chapter, by Amos Paran, Fiona Hyland, and Clare Bentall, discusses the roles of course leaders and supervisors on distance Master's courses at the University of London. Their study suggests that the research element on the online courses engenders complicated relationships between student, supervisor, and administrator where motivation is a potentially vital factor to manage. The fourth chapter, by Christine Jernigan, presents a range of changes to be implemented in the classroom to spur student motivation. These changes require teacher authenticity, that is, teacher as no all-knowing giver of knowledge but as a party to the teacher-student partnership, and an authentic interaction paradigm as the model of classroom communication which includes the teacher asking questions out of genuine curiosity, setting authentic assignments, and increasing student confidence and enthusiasm for learning. The last chapter is by Linda Weinberg who presents a study of the use of computer technology to enhance learner motivation in a tertiary ESP classroom in Israel. This study illuminates that technology itself does not generate motivation but may boost student motivation when the teacher, the student group, and the course are properly coordinated.

Considering the variety in author backgrounds, institutional locations, the studies reported, and last but not the least, the complexity involved in the four competencies (critical thinking, creativity, autonomy, and motivation), as evidenced in the 19 contributions to this edited volume, the two editors Ruth Breeze and Carmen Sancho Guinda should be congratulated on their achievement. They have provided a generally coherent volume, identified the thread that binds the chapters in each part of the volume together, and unpacked the interrelationship between the four competencies, which is well articulated in their introductory chapter. One of the contributions of this volume to the literature lies in the strong message from the chapters that English language teachers, in particular ESP practitioners, are able to cultivate the four key competencies apart from teaching English language skills. This expansion of the scope of teaching would elevate their professional status from a service role to the role of a professional educator. Another valuable point to take away from reading this book is that the four key competencies can be developed along with language skills acquisition if the teacher is creating the context and providing the resources, as is clearly demonstrated in the chapters by Ruth Breeze (pp. 37-49), Christoph A. Hafner, Lindsay Miller, and Connie Kwai Fun Ng (pp. 111-123), and Elisabet Arnó-

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Macià (pp. 183-200). The timely publication of this volume is great news for the *ESP Today* readership.

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