

The concluding section is likewise invaluable, with design-related questions (using examples drawn from the case studies), limiting factors (cost, access), technological matters (platform, mix of in-class and online), pedagogical purpose, timing, stakeholders, and evaluation (of materials, time, and student attitudes). Tomlinson observes in his closing thoughts, “What matters most when making a decision to use a blended learning approach is its contextual appropriacy and the likelihood that it will be more beneficial for the learners than a purely face-to-face or purely online course. What matters most also when deciding how many and which components to deliver online in a blended learning course is the likelihood of benefits for the learner” (p. 222).

Blended Learning in English Language Teaching is a must-have for curriculum coordinators and program managers who are looking to enter the complex world of online education.

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Exploring Language Pedagogy Through Second Language Acquisition Research

Rod Ellis and Natsuko Shintani. London, England: Routledge, 2014. Pp. xi + 388.

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■ *Exploring Language Pedagogy Through Second Language Acquisition Research* is premised on the acknowledgment that books which present second language acquisition (SLA) as an academic discipline risk irrelevance to teachers. As the authors note, “Teachers’ starting point, understandably, is not ‘How do learners learn?’ but rather ‘How should I teach?’” (p. 321). Thus, Ellis and Shintani’s starting point for their book is not SLA but second language (L2) pedagogy. Like the authors of other volumes in the same series, they have worked backward, beginning with practical concerns in L2 pedagogy, as gleaned from “popular guides for teachers” (p. 326), and evaluating their claims and recommended practices with reference to current SLA research.

The first of twelve chapters in *Exploring Language Pedagogy Through Second Language Acquisition Research* offers an overview of the history of SLA through consideration of its various research agendas, while the remainder of the book explores pedagogical issues at the interface of

pedagogic- and research-based discourses and assesses them with regard to key principles developed in Chapter 1. Chapters 2–11 are organized according to whether they focus on external perspectives (linguistic syllabuses, explicit instruction, etc.), internal perspectives (input, interaction, etc.), or individual learner differences. Each chapter begins by examining its selected topic from a pedagogic perspective. This typically includes an overview of the various ways in which an issue has been addressed by educators and in popular guides for L2 teachers. Following a review of pedagogy, Ellis and Shintani examine their chosen theme from the perspective of SLA theory and with a review of SLA research as it relates to the topic at hand. At the end of each chapter, the authors reexamine pedagogical issues raised at the beginning of the chapter and revisit them further through end-of-chapter discussion questions.

A criticism of this book is that the selection of “guides” in Chapters 2–11 was somewhat unclear. More explicitly stated selection rationale could have strengthened Ellis and Shintani’s claims about mainstream language pedagogy. Similarly, while specific authors of pedagogic texts were referenced sporadically (e.g., Nunan, 1991; Scrivener, 2005), a table compiling the titles investigated would have been helpful to readers.

In a final section of the book, Ellis and Shintani outline two approaches to the relationship between SLA and L2 pedagogy—namely, the direct application of SLA to pedagogy and the exploration of language pedagogy through SLA. Of course, the latter describes the approach just taken in their book. The authors conclude by suggesting that in its attempt to bridge the gap between pedagogic- and research-based discourses, *Exploring Language Pedagogy Through Second Language Acquisition Research* seeks to “influence the theoretical discourse of language pedagogy itself” and to “fine-tune” the knowledge that pedagogic literature offers teachers (p. 331). The question of how language pedagogy may similarly influence the discourse of SLA is deemed a “subject for another book” (p. 332).

As an introductory textbook exploring the interface between SLA and L2 pedagogy, this book would be an appropriate choice for upper-level undergraduate or master’s-level graduate students, especially if an instructor wished to tie insights from instructed SLA directly to the types of pedagogical decisions language teachers make daily in their classrooms. However, instructors should be warned that while its publisher suggests *Exploring Language Pedagogy Through Second Language Acquisition Research* assumes no prior knowledge of SLA, at times this claim seems dubious, particularly when technical terms are referenced with little explanation and no mention in the otherwise helpful glossary (e.g., *systemic theoretical instruction*, *meta-analysis*, *field independent* vs. *field analytic learning styles*).

Furthermore, in their advocacy of task-based language teaching (the focus of Chapter 6), Ellis and Shintani make a misstep in claiming that “there really is no justification for rejecting research in favor of personal experience as a basis for deciding how a language should be taught” (p. 156). In doing so, the authors reveal a bias against practitioner knowledge (Freeman & Johnson, 1998) and imply, perhaps unintentionally, that the exchange of information between SLA and language pedagogy is a one-way street.

Finally, while Ellis and Shintani maintain that their book is not a survey of SLA, it seems to provide just that. This is not necessarily a criticism, as the authors have still taken the important step of attempting to anchor the abstract knowledge of SLA theory and research in many of the daily pedagogical considerations that constitute language teaching. Such an endeavor aligns well with sociocultural approaches to L2 teacher development (e.g., Johnson, 2009) in its emphasis on relating theoretical knowledge of language and language learning to a more concrete, experiential understanding of language teaching as an activity of knowing.

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Social Class in Applied Linguistics

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■ As Block writes in the prologue and the epilogue, the book is primarily about *erasure*; his motivation for writing the book is to highlight “the substantial and sometimes complete erasure of social class in