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***Iranian Journal
of
Language Teaching Research
(Book Review)***



***Language Education and Applied Linguistics: Bridging the Two Fields*, Howard Nicolas and Donna Starks. New York: Routledge (2014). 193 pp., ISBN: 978-0-415-53440-6.**

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Language Education and Applied Linguistics: Bridging the Two Fields provides insights for teachers, students, and researchers interested in the fields of (Applied) Linguistics, Language, and Education and aims to offer a novel and dynamic framework for understanding the resources that are used in communication among individuals.

The book consists of nine chapters arranged in three major parts, and in addition to an extended bibliography, an index makes an appropriate closing to the book.

Part I, *Multiplicity: A Framework for Understanding Language*, is subdivided into four chapters. The first chapter, *Introduction*, introduces three fields of language study, namely, applied linguistics, language education, and linguistics and offers some possibilities for their engagement. Moreover, it introduces some steps for enhancing learners' creativity and normativity in communication. Providing an introduction to the various parts of the communicative repertoire and its relation to the larger societal reservoir, chapter two, *Understanding the Communicative Repertoire and its First Two Dimensions*, explores its physical/technological dimensions and mediations and outlines their elements and threads as well as some of their features. Furthermore, it reflects on a definition for multiplicity by Deleuze and Guattari (1987). Chapter three, *Understanding Varieties*, highlights the social dimensions of the communicative repertoire and focuses on its varieties. Moreover, the nature of the features of each element of the varieties dimension is presented in a figure (p. 41). In chapter four, *Understanding Purposes*, the writers consider the final dimension of communicative repertoire, that is, the dimension of purpose. Having introduced the elements of this dimension, they help the readers understand the communicative acts of self and the other as well as the complexities of self-other relationships. This part aims at creating a view of communication that informs, clarifies, and empowers individuals from various fields to engage with people's communicative repertoires. It is of equal use for language educators, linguists, and applied linguists interested in delving into the communicative repertoire itself.

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Part II, *Understanding Applied Linguistics*, consists of three chapters. Chapter five entitled, *Additional Language Acquisition*, discusses issues in the acquisition of additional languages. The chapter also includes a brief overview of some major aspects of the field of additional language acquisition, its major contributors and tensions, and conflicting and complementary views of language acquisition. Moreover, changes in the theories of cognition and in views of the relationship between language and social context, and the emergence of theoretical perspectives within additional language acquisition research are presented (for more information, see Larsen-freeman & Freeman, 2008). Chapter six, *Additional Language Literacies*, takes as its focus additional language literacies and how literacies are developed and deployed. It represents Hornberger and Skilton-Sylvester' (2000) framework for framing the distinction between more and less powerful literacies. Having introduced two distinct approaches in history, that is, contrastive rhetoric and the whole text approach and second/additional language literacy approaches, this chapter explores the ways in which these two approaches complement each other and explores how the framework of Multiplicity helps to identify their relationships. Chapter seven, *Multiplicity as Ways of Thinking and Doing*, focuses on the issues related to how selves engage with individual plurilingualism. Having introduced important tensions, for example, societal versus individual, and labeling, it highlights different types of plurilingual selves and considers how a view of reservoir, the individual communicative repertoire and the multiplicity help to understand the nature of the plurilingual self.

Part III entitled, *Designing Language Learning*, includes two chapters. Chapter 8 entitled, *Multiplicity as a Framework for Language Education*, introduces the concept of meta-awareness and a three-way view toward it. It attempts to clarify how Multiplicity framework can act as a beneficial meta-awareness tool for learners and teachers and be used in teacher education and reflective professional development. The framework provides a means of scaffolding learners to focus on aspects of their contexts, experiences and selves. For this purpose, by elaborating the framework, this chapter provides a means through which language educators and applied linguists can engage in productive dialogue across their legitimate disciplinary differences. This chapter provides insights for teachers on how to question and explore the new approaches, adapt them according to their localized contexts and act as bottom-up policy makers. The last chapter, *Concluding Remarks*, gives a brief overview of what was covered in the previous chapters. The authors hope that by breaking down the repertoire to the key recognizable dimensions, they have been able to create a solid discussion between fields that have much in common, but often do not quite see how to walk across the bridge to explore the other side.

The authors of this book have eloquently articulated the current issues in applied linguistics and language education and this book shows a wide range of insightful ideas related to those areas. Thus, those who are new to the realm of materials development should take this gold mine of tips and start the process of materials development with the knowledge provided in this book. The reviewers found the book very well written and well-organized with an outstanding framework that employs an uncomplicated structure and highlights its excellent coverage of the key issues. The writing style is clear and straightforward, making it easy for both practitioners as well as students to follow. All in all, this volume could be a valuable resource for prospective and current practitioners in the field of applied linguistics, and given the very positive evaluations the book has attracted from top scholars in the field (such as Claire Kramsch and Li Wei), we recommend that postgraduate students in applied linguistics, education, and language add this to their essential reading list if they are interested in exploring the links between these branches of science.

References

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