

text.' Wajnryb's book *Stories: Narrative activities in the language classroom* offers us dozens of wonderful alternatives to this pedestrian stagger through texts. The diversity of learning activities provided also means there is no limiting formulaic mapping out of 'the nar-

rative genre.' It is an excellent addition to the Cambridge Handbooks series and would be an inspiring resource for any language teacher (ESL, TESOL, ELICOS, LOTE and mainstream English).

# Understanding Expertise in Teaching: Case studies of ESL teachers

**Amy B.M. Tsui (2003)**

Cambridge: Cambridge Applied Linguistics. 308pp.  
ISBN 0521635691 (pbk)

This book from University of Hong Kong's Amy Tsui is from the Cambridge Applied Linguistics series, edited by Michael Long and Jack Richards. It is aimed at an academic audience and would be useful in under- and post-graduate TESOL education programs. After four introductory chapters on teacher knowledge and expertise, in which she makes careful distinctions between novice and expert teachers, Tsui presents us with detailed case studies of four ESL teachers in one Hong Kong school. They had from one to five years teaching experience. The curious thing for us is that none of these teachers had any professional training before they entered St Peter's, a protestant school. That is, they had arts degrees, but no education courses to equip them for the job. This makes for some predictable and rather laborious discoveries about the nature

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of teaching, students and curriculum. However Tsui provides an insightful and reflective account of these teacher's experiences over an eighteen month period. Hong Kong is an interesting case itself, with 1.3% being native speakers of English, yet English being the official language, a heritage of colonialism. Up to 1998, most secondary schools claimed to use English as the medium of instruction (with limited success it should be added). In 1998 it was acknowledged that most students and teachers could not cope with the curriculum in English and Chinese was mandated as the language of instruction for 75% of schools. St Peter's was an 'English only' school. This is an interesting book, in which four young women explore ways to develop their expertise in teaching. Tsui also uses recent critical literature to examine classroom practices.

# Teaching Invisible Culture: Classroom Practice and Theory

**by Lo Bianco, J. & Crozet C. (Eds)**  
**Language Australia, 2003**

**Availability:** Language Australia Publications, GPO Box 372F, Melbourne VIC 3001. (4/51 Queen St.) Tel: (03) 9612 2600, Fax: (03) 9612 2601,  
Email: sales@languageaustralia.com.au **Cost:** \$33 (AUD) plus postage.

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