

answered in the first section of the book; Wallace revisits them in A postscript. One objection to teaching critical reading is that it is simply substituting one view of the world for another. As she phrases it, 'There is a danger that one is promoting not enhanced critical—and therefore independent—thinkers but "instruction in ideological partiality"' (p. 197). Wallace's response to such criticism is that 'careful thought needs to be given to the place of a critical pedagogy within wider social and institutional structures' (p. 197). Her course, she explains, was optional, and not a part of 'mainstream' language teaching (p. 197).

Wallace also claims that critical reading is relevant to foreign language learning and teaching in two specific ways. First, the extended discussion of texts 'allows students to draw more fully on their existing linguistic resources and to stretch them at the same time' (p. 199). In addition, Wallace opines that grammatical accuracy may be an outcome as students search for clarity and precision.

The second question, as to whether critical reading can be taught, is answered in the affirmative, albeit with caution. Wallace correctly points out that no testing was done to measure how critically aware students became.

A minor criticism of CRLE concerns references. I was not able to find in the Bibliography the reference for McKinney 2002, which Wallace cites a number of times. No titles are given for the edited volumes of Kress (2000a and b), but the compete reference for 2000b was elsewhere. I was not able to find titles for Kristeva, J. 1986; Lodge, D. 1987; The New London Group 2000; Mellor and Patterson 2001. When I looked for Janks and Ivanic (1992) in Fairclough (ed.) (1992), I was not able to find it. But there are entries for Fairclough (1992a and 1992b).

CRLE is an important book on an important topic; Wallace has made a substantive contribution. This book is highly recommended for all interested in foreign language reading.

The reviewer

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Understanding Expertise in Teaching: Case Studies of ESL Teachers

A. B. M. Tsui

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In any occupation, there are some people who are regarded as experts. These are the people who make the job seem easy, performing difficult and complex tasks with effortlessness and flair. They are held up as role models for novices, but they also stand out compared with other experienced practitioners, who may be competent or even proficient, but who somehow fall short of sheer excellence. Teachers are, of course, no exception and in her new and important book, Amy Tsui presents case studies of four ESL teachers at a Hong Kong secondary school in her bid to further our understanding of what it is to be an expert, as opposed to a merely competent teacher. Only one of the four teachers in this study is identified as 'expert'; the others are not, and the purpose of the book is to examine the critical differences between the two kinds of teachers.

In the introduction to the book, Tsui acknowledges her debt to Carl Bereiter and Marlene Scardamalia, whose earlier work on the behaviours of expert writers (Bereiter and Scardamalia, 1987) led to a much wider-ranging inquiry into the nature of expertise itself (Bereiter and Scardamalia, 1993). At several instances, where Tsui sets up rival understandings of theoretical issues, it is along the lines laid down by these authors that she consistently establishes her own positions. One example is where theorists offer conflicting explanations of the apparent automaticity with which experts are able to perform tasks. Experts appear to be able to short-cut many of the problem-solving steps that non-experts have to take, and moreover, are able to see ahead and intuit the 'promisingness' of situations. This may give the impression that expert performance is automatic, effortless and fluid. Bereiter and Scardamalia, however, suggest that this is not always the case. Rather, what characterizes the expert practitioner is an attitude of deliberation and reflection towards ill-defined problems, a continuous seeking to improve on one's practice and extend the boundaries of competence. This is the line that Tsui takes, underpinning the research that follows. Later (pp. 65–6), Tsui takes up the debate on whether expert knowledge can be defined or not. Bereiter and Scardamalia side with those who think it can, hence so does Tsui. Like them, she sees expert teachers as not only possessing a rich and integrated mental

conceptualisation of what they do, but also an ability to reflect on and monitor their practice and theory. Expert teachers are flexible in their planning and performance in individual lessons, but, unlike novices and non-experts, they have a clear picture of how those individual units or lessons fit into a curriculum, how lessons and curriculum apply in the context of the school and society, and finally, how all of that meshes with the expert teacher's own pedagogical philosophy. Experts thus have a rich and integrated knowledge base—a base which is continually being shaped in the dialectical relationship between teacher knowledge and context.

And so to the study. Tsui conducted this research over an eighteen-month period at St. Peter's, an English-medium secondary school in Hong Kong. Marina (all the teachers have pseudonyms) is the central figure, a highly successful teacher of eight years' standing, and a former post-graduate student of Tsui's. The other teachers are younger and more junior in the school hierarchy. Eva and Ching, whom Tsui declares 'would be considered either proficient or competent teachers in the novice-expert literature' (p. 71), have five years' teaching experience. There are clear differences between them: Eva is like Marina in many ways, particularly in her tendency toward self-reflection and her constant striving for improvement in her teaching; Ching remains lacking in self-confidence, unable to establish good relationships particularly with the more senior students. The fourth teacher, Genie, had at the start of the eighteen-month study been teaching for only one year and is therefore categorised by Tsui as a novice. Frustrated and exhausted by her experiences in her first two years, by the third year Genie is beginning to realise that she can teach more effectively through building good relationships with her students rather than trying always to impose and maintain control over them.

Although this is a simplification of Tsui's detailed account of the lives and careers of all four teachers, it does permit the question why Marina is an expert, but not the others. In particular, Eva shares many of the same characteristics. Could it not be argued that she is simply at an earlier stage in her professional development along a path which seems very likely to lead to a similar level of expertise as that which Marina has already attained? Tsui reasons that despite the similarities—the willingness to experiment, and to seek help and advice from more experienced colleagues—a crucial difference between the two is that Eva lacks a coherent theoretical framework for understanding and integrating the curriculum and effective ways of

teaching. Whereas Marina appears to have successfully integrated her knowledge of English linguistics into her syllabus, adapting the textbook and materials in order to achieve her pedagogical objectives, Eva is sometimes unable to achieve this match. This, Tsui argues (p. 183), is because she is guided primarily by pragmatic motives and personal practical experience and not by a principled theoretical understanding of how subject matter and pedagogy might work together to greater effect. In Tsui's view, this shortcoming is what prevents Eva from being able to develop true expertise as an ESL teacher.

On the other hand, Eva, like Marina, does work 'on the edge of competence', drawing on her own experience and knowledge, as well as seeking to learn from her students and from colleagues, in order to make herself a better teacher. Could she not develop a theoretical framework inductively through her efforts at self-development on the job? This is not a question that Tsui chooses to address. However, she does provide a detailed illustration of working on the edge of competence through Marina's experience as head of an English panel to implement a controversial scheme to change the existing product-oriented approach to teaching writing to a process approach. True, Marina, unlike Eva, did have a solid theoretical grounding in teaching process writing, which enabled her to explain and persuade teachers who were apprehensive or resistant to the change. However, it was through the shared experiences of all the teachers involved that all were able to come to a clearer understanding of how process writing works and how it can be taught.

Marina's experience with the process writing project leads Tsui to the conclusion that expertise is a social rather than an individual characteristic. It is important, she explains, 'to see expertise as "multiple" because the pooling together of expertise is essential to the achievement of the highest level of performance. In understanding the latter it is important to see expertise as "distributed" because it is only through constant engagement in professional discourse communities that expert knowledge can be developed and maintained' (p. 281). Tsui's term 'professional discourse communities' evokes the work of a number of theorists who touch on expertise as one aspect of the very large and complex notion of discourse communities (see Swales 1998 for a review of the most influential theorists in this field).

One of the main aspects of discourse, meaning any social practice, is that it is a political phenomenon in

the sense that control over the discourse is always contested. The sociologist, Anthony Giddens, talks of expert systems, in which we might include English language teaching, as fundamentally insecure (Giddens 1990). Today's best practice is tomorrow's old hat. This is of course highly unsettling for the experts who espouse and control such systems or discourses. Considering Tsui's community of teachers from this perspective, however, suggests a different focus of inquiry. Rather than fixing on specific individuals, more is needed on the interactions between teachers, and on the conditions in which change is made possible. To be fair, a lot of this rich information is present in Tsui's book, but as background colour to the characters who take centre stage, particularly Marina. What is so inspiring in Tsui's picture of an expert teacher is Marina's openness to others' ideas and practices, and her willingness to share her own. But these are qualities of an individual, I would argue, rather than the generalizable characteristics of a professional discourse community.

Despite my own misgivings about Tsui's conclusion, this is a rewarding and insightful book for anyone concerned with teacher development, whether from personal or academic motives. Tsui's case studies present vivid and intimate portraits of teachers, their problems, and their ongoing efforts to overcome them. Their successes could be a model for our own.

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The reviewer

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How to Design a Training Course

P. Taylor

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Taylor raises a major question with this book. He asks us to contemplate paying attention to detail in project management to such an extent that we can almost guarantee that our objectives will be met. Indeed, with his guidelines for preparation, delivery and evaluation, we are offered a failsafe approach to effective curriculum development. There is one key condition—participation at all levels.

In his introduction Taylor explains the origin of the book as being in the growing concern that many training courses are ineffective in bringing about a change of behaviour in trainees, a given for learning to take place. The book offers guidance in Participatory Curriculum Development—PCD, an approach described as improving the effectiveness and sustainability of training courses in a global context.

The book is divided into two sections. Part 1 offers key concepts and issues in PCD training, and Part 2 explains how to put PCD into practice. It is significant that Part 2 takes up 75% of the total of the book and these pages are full of practical ways for bringing about PCD in practice. The two key issues are knowing the context in which training is to take place and the inclusion of all partners in the process. In this way 'stepping stones' can be made from the 'stumbling blocks' (pp. 20–1). This is a useful image: the book itself feels like a pathway to follow in implementing a training programme.

Taylor's use of the term 'curriculum development' was at first confusing to me as it is used to describe all manner of forms of project development and implementation. There is some sense in this usage, however, as it is central to Taylor's discussion of 'learning' in all its forms. Because of this, the planning, or outline for this learning, is in a sense a form of curriculum, whatever the context.

For a book densely packed with hints, ideas, and techniques for implementation, it is a very manageable read at 160 pages. This by no means detracts from the depth of discussion. Indeed, the richness of the subject is clearly presented through the plethora of ideas, and a vast number of examples of implementation—from real training contexts around the world and from diverse areas of professional training.