For teachers, wherever their country of origin, about to take that first exciting post in Turkey, those thinking of moving on to something different in Uruguay or even those who dream of what might have been in Vietnam, this is the supreme source. Part One begins with background to ELT, such as motives, qualifications, opportunities and acronyms, before outlining, in admirable detail, the many institutions in both the UK and other countries which offer either the highly-valued Cambridge CELTA or Trinity TESOL courses. Institutions offering distance-learning and short introductory courses to ELT are also listed.

Part Two concerns finding a job with ELT organisations, including the British Council and voluntary organisations like Christians Abroad, while UK summer schools also get a brief mention. After a short section on where to look for posts and how to interpret adverts, advice is given on ways of applying: both turning up on the spot and writing in advance. Points to consider are listed for those who have time to prepare prior to departure, such as a check-list of details to look for in a decent contract, eg tax clauses, insurance contributions and pension schemes. Also usefully listed in the What to Take section is a recommended bibliography that balances grammar and skills titles, but adds addresses of several good book stores in the UK for when supplies wear thin. Sound advice for those starting out on the ELT path is to be had in the section devoted to problems both within and beyond work, such as dealing with unscrupulous employers and the loneliness after a few months.

The most meaty part of Teaching English Abroad lies in its third, much longer section, which outlines general prospects for teachers in thousands of places in more than 70 countries. Though largely devoted to Western Europe, Asia is well covered, but there’s disappointingly little on Africa. Oddly enough, Turkey gets considerably more coverage than the whole of the African continent! And while it’s good to see details on the ELT industry in areas the British Council is targeting, such as South America and China, it would be a good idea for the author – who relies on accurate responses from locals for compiling her material – to contact teachers in the former Russian republics to the south, such as Uzbekistan and Kazakhstan, where things are swiftly taking off in the world of ELT.

Inevitably in such a book, details are too soon out of date – especially the currency conversions in Argentina! – and certain opinions should be regarded with a degree of scepticism, but on the whole, this still has to be the finest directory available for ELT job-hunting.

Wayne Trotman
Izmir, Turkey

Writing from Within
by Curtis Kelly and Arlen Gargagliano
CUP 2001
0-521-62682-X

Most teachers would agree that, of all the English language skills, writing is perhaps the most difficult to master for both native and non-native students. Kelly and Gargagliano believe that organising writing is the biggest challenge for students. According to them, the main focus of this textbook is to teach students how to generate topics, write cohesive paragraphs, and organise them into clear, logical, expository compositions. They chose expository writing because they believe it is different from styles used in other languages and is the style most commonly used in academic and business environments.

Kelly and Gargagliano believe that accuracy and the ability to mimic models are not enough to facilitate excellence in student writing. Students need to be involved in activities that lead to ‘discovery of self, of ideas, and of others’. To this end, they have chosen such topics as ‘About Me’, ‘A Dream Come True’ and ‘Research Survey’, which they hope will engage students.

Each of the 12 theme-based units follows a sequence of tasks based on the process approach to teaching writing. These involve pre-writing (including brainstorming, paragraph analysis and organisational practice), writing (model analysis and assignment instructions), and post-writing (editing, giving feedback and optional activities).

This textbook has a number of strengths. Each unit follows a clear sequence which provides students with a scaffolding which will guide them when they do the optional communicative activity at the end of the unit. There is also a ‘Later in this unit’ box at the end of each brainstorming session to which students can refer before, during and after they work through the unit.

The task-based-activity emphasis of the textbook is very good. Students are engaged with information and models that are given to them – they learn by doing and are expected to apply what they learn to their own writing.

Another positive point is the division between editing, which involves correction of grammatical errors in one’s own writing, and giving feedback, which involves reading and commenting on other students’ writing. Feedback activities are designed to be non-threatening and positive for both reviewers and writers.

Having said this, I did detect a sudden leap in the Giving Feedback sections between the second and third units, which moved from commenting on points made by the writer to answering more global questions such as ‘Which paragraph did you like best and why?’ I felt that this could be problematic in Asian cultures, such as Japan, where students have had little or no experience in giving constructive criticism and where...
there are cultural restraints (such as maintaining ‘face’) at work. Japanese
students, when asked to give feedback on a piece of writing, tend to look at
grammar and spelling, write their thoughts about the contents (as in a
journal response), or put vague comments such as ‘good work!’ They
need to do activities designed to help them develop the ability to give
constructive criticism and feedback.

Another concern I had was in the pre-
writing section of the units. Most of these
activities involve students in making and
sharing lists of words, phrases and ideas.
There are other brainstorming activities,
such as freewriting and making cluster
diagrams, that can also be used
effectively as pre-writing tasks and I felt a
greater variety of activities could have
been included.

Kelly and Gargagliano have, in spite
of these two concerns, written a logical,
clear and well-organised textbook,
designed to engage and encourage
intermediate students to develop their
creativity and involvement in English
writing. It is a foundation upon which an
exciting and dynamic writing class can
be built.

**Thomas Anderson**
Hon Atsugi, Japan

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**Continuing Cooperative Development: A Discourse Framework for Individuals as Colleagues**
by Julian Edge
University of Michigan Press 2002
0-472-08823-8

Are you interested in developing both in
your professional and personal life? Are
you looking for a strategy to develop your
own style of teaching? Then I strongly
recommend this book.

Cooperative Development (CD) is a
way of cooperating with colleagues to
work on individual (self-)development. The
starting point is: ‘only I can really
understand what I am trying to achieve’. In
Parts One and Two of this book, Julian
Edge describes how to work with his CD
framework through a series of well-
designed tasks. One colleague has the
role of Speaker and talks about an issue
in their professional life. The Understander
listens attentively with respect, empathy
and sincerity. The next step is Reflecting,
where the Understander tells the Speaker what they have
understood from what the
Speaker said. Through the
process of responding to the
reflection, the Speaker clarifies
their own thinking.

Subsequent chapters describe the strategies of
Thematizing, Challenging and
Focusing, which enable the
Speaker to move on to the
ultimate aim of defining a small-
scale but concrete goal for the
future. For example, a teacher,
exploring the problem of her
students not listening to
homework instructions, moved on to set
herself the goal of consistently writing the
homework on the board five minutes
before the end of every class.

If you are not familiar with CD, I
would encourage you to begin with Parts
One and Two, which provide the basic
strategies. Work through the tasks
together with a colleague and experience
CD. Then, at a later stage, progress to
Part Three (in a way, you get two books
for the price of one!), which gives
detailed examples – useful for deeper
insights into this type of discourse.

Part Three describes a scheme for
group development which Edge used with
colleagues at Aston University in sessions
with several Understanders and one
Speaker. They extended these group
sessions to include visiting Speakers.
Chapter 11 gives accounts of how others
have worked with the CD framework and
Bob Oprandy compares it with his
Counseling-learning approach in Vermont.

The most rewarding, and the most
challenging, aspect of CD is learning to
set aside one’s own perspective,
judgements, opinions and advice, and to
listen to another person in such a way
that one can hear what they are saying
and uncover the essence of what they
think. When I tried out CD with a group of
teachers, we discovered that, as we
developed our listening skills, there were
spin-offs both in the classroom and in
personal relationships!

Continuing Cooperative Development
gives you access to a discourse
framework, in which you work with a
colleague, to develop your professionalism,
through exploring your own experience.

**Jenny de Sonneville**
The Hague, The Netherlands

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**Oxford Collocations Dictionary for students of English**
OUP 2002
019-431243-7

Learning vocabulary is basic for any
language study, but in order to get to the
real meaning of a sentence, it is
necessary to study the words as they
appear together (in collocation) with other
words. This new dictionary from Oxford
University Press does just that. The book
has 897 pages, 9,000 headwords – a
good number for learners – and over
50,000 collocations in context.

The practical difference between a
conventional dictionary and a collocation
dictionary is that the former is excellent
for conveying the meaning of words and
their grammatical usage. Where it is
limited is in the production of natural-
sounding text. A collocation dictionary, on
the other hand, is designed to produce
written and spoken language using
vocabulary already somewhat familiar to
students. Its emphasis on collocation
highlights the most probable forms,
whereas a concentration on grammar
produces only the possible forms.

This dictionary includes a
photocopiable section of simple
exercises, making it easy for teachers to
introduce the book to students. It will also
prove a convenient tool when students
wonder why we say, for example, heavy
rain, but strong wind: the answer is in the
book. Highly recommended.

**Robert Kirkpatrick**
Kumamoto, Japan