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Publications Received

Alan Davies, *An introduction to applied linguistics: From practice to theory* (2nd edn., Edinburgh Textbooks in Applied Linguistics). Edinburgh: Edinburgh University Press, 2007. Pp. xii + 199. ISBN 978-0-7486-3354-8 (hbk); ISBN 987-0-7486-3355-5 (pbk).

This foundational textbook provides a state-of-the-art account of contemporary applied linguistics. It surveys current issues in this expanding field, noting its relation to theoretical (or general) linguistics and examining the ways in which it has been influenced by linguistics, cognitive science and philosophy. Among the many key issues discussed in some detail are the concept of the Native Speaker and the development of World Englishes. The scope of the book goes well beyond language teaching and language-teacher education, which, for many, unduly, are still the only proper concerns of applied linguistics. In the chapter 'Applied linguistics and language learning/teaching', the author sets out arguments for and against confining the discipline to a concern with second-language teaching and learning. In analysing two problems from within the field of language learning/teaching – the optimum-age problem and the validity of large-scale English language proficiency tests – the author argues that ten factors, nine of them non-linguistic (e.g. educational, anthropological, economic, religious), have to be taken into consideration by the applied linguist when seeking best solutions to those problems. The methodology used by the contemporary applied linguist within the language-teaching/learning field is illustrated with reference to second-languaeg acquisition, proficiency language testing, the teaching of languages for specific purposes and curriculum design. The book presents a collection of challenging ideas relevant to applied linguistics students and established researchers, and to outsiders with an interest in the latest developments in the thinking of applied linguists.

Elaine Kolker Horwitz, *Becoming a language teacher: A practical guide to second language learning and teaching*. Boston: Pearson, 2008. Pp. xii + 260. ISBN 0-205-43082-1.

This is a unique resource for language teachers and trainee language teachers who need to focus on language development and prepare for situations whereby they have to deliver both content and language to their students in the classroom. Rather than concentrating exclusively on language for conversational purposes, the author aims at equipping the reader with language literacy. The first of the four main parts of the book focuses on general issues like learner characteristics, second-language acquisition theories and language-teaching methodologies. The second part deals with teaching approaches needed by teachers for the assessment of their students' abilities in the four skills and in academic literacy. Teaching practices relative to specific teaching settings, curriculum design and language assessment and testing are the subjects covered in part three. The final part is concerned with language teachers' personal development. The approach in the book is personalised and practical.

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The main-content text in each chapter is introduced by questions inviting students' topical reflection and followed by further questions encouraging more reflection and independent activity in conducting small projects. In addition, each chapter includes an extensive list of references and suggestions for further reading. Concerned with equipping the teacher with the ability to teach both content and language in the modern classroom, the book – suitable for both pre-service and in-service teacher education – offers an attractive way of achieving this.

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