Publications received

Language teaching

Freda Mishan, ***Designing authenticity into language learning materials***. Bristol: Intellect, 2004, 224 pp. ISBN 9781841500805 (pbk).

This book puts forward an authenticity-centred approach to the design of materials for language learning. The premise of the approach is that language learning should be based on authentic materials drawn from a variety of genres found in the target language culture, and that the learning tasks involving these materials should be correspondingly authentic, by entailing interactions that are consistent with the original communicative purpose of the authentic text. It provides both a theoretical grounding to the authenticity-centred approach and demonstrates its practical application in a teaching task reference section. The author refines a definition of authenticity in the context of language pedagogy and traces the historical background to authenticity in language learning back over one millennium. She goes on to ground the use of authentic materials in language learning in L2 acquisition research and gives a critical analysis of the authenticity of contemporary language study course-books. Further chapters discuss the use of seven authentic genres for language learning, including broadcasting, newspapers, advertisements, music and song, film, literature and ICT. Finally, a set of practical principles for the design of authentic learning tasks are offered, together with a reference section providing step-by-step instruction for the design and classroom procedure of learning tasks for materials taken from each of the seven genres.

Teacher education

Philip Hubbard & Mike Levy (eds.), ***Teacher education in CALL*** (Language Learning and Language Teaching 14). Amsterdam & Philadelphia: John Benjamins Publishing Company, 2006, xi + 354 pp. ISBN 90-272-1967-2 (hbk), ISBN 90-272-1968-0 (pbk).

This volume is the first major professional and international publication on computer-assisted language learning (CALL) for both language teachers in training and practising teachers. The twenty authoritative chapters covering both research and practice in the area are written by specialists from Australia, Canada, China, Ireland, Japan, Russia, Taiwan, UK and the USA. The chapters are divided into five sections: foundations of CALL teacher education; CALL degree programs; CALL pre-service courses; CALL in-service projects, courses and workshops; and alternative forms of CALL training. In addition to the breadth of topics, the authors cover a range of levels, environments, countries and languages, and the book is complemented by a subject index and a list of electronically accessible CALL teacher and education resources and professional organisations. At a time when the growth of the Internet and the proliferation of computers in school and home settings have led to a significant expansion of the use of technology in foreign and second language instruction, it is essential for language teacher trainers and language teachers alike to keep abreast of the organisational and methodological as well as technological developments in this important area. This volume contributes greatly towards addressing current problem of deciding how, when, what and why to teach about CALL in pre-service and in-service teacher education.

General

Edyta Lorek-Jezińska, Teresa Siek-Piskozub & Katarzyna Więckowska (eds.), ***Worlds in the making: Constructivism and postmodern knowledge***. Toruń: Wydawnictwo Uniwersytetu Mikołaja Kopernika, 2006, 501 pp. ISBN 8323119554 (pbk).

Constructivism developed in the second half of the 20th century as a reaction to the positivist meta-narrative favoured by modernist societies which emphasises objectivism and formality of science. The postmodern condition, characterised by a sense of insecurity towards any meta-narrative, proposes a version of a world made up of conflicting language games which aim at constructing a given 'reality' and knowledge(s). The notion of construction – be it of a world, a human subject, history or knowledge – forms the basis of the body of theories. This collection explores the degree to which constructivism has affected scientific inquiry in the humanities. Of thirty-seven papers, written by mainly Polish contributors, sixteen are devoted to language sciences and second-language education while the rest deal with cultural, historical and literary studies. The majority of the papers are presented in English, eight are in Polish.

Journals

Indian Journal of Applied Linguistics, Bahri Publications, 1749A/5, 1st Floor, Gobindpuri Extension, P.O. Box 4453, Kalkaji, New Delhi 110019, India. ISSN 0379-0037.
http://bahripublications.org

https://doi.org/10.1017/S0261444807004260 Published online by Cambridge University Press

Vol. 32.1–2 (2006), 218 pp. Carries two book reviews and thirteen refereed articles in English by authors from Cameroon, India, Iran, Korea and Nigeria, covering topics like dyslexia, dysarthria and stuttering in the Indian languages Oriya, Malayalam and Kannada, respectively, and language learning and teaching, second language acquisition, bilingualism, teacher beliefs, reading, writing and language attitudes.

International Journal of Translation, a half-yearly review of translation studies, Bahri Publications, 1749A/5, 1st Floor, Gobindpuri Extension, P.O. Box 4453, Kalkaji, New Delhi 110019, India. http://bahripublications.org

Vol. 18.1–2 (2006), 183 pp. Carries fourteen refereed articles in English by authors from Canada, China, Germany, India, Iran, Italy, Mexico, the Netherlands, Nigeria, Russia, Saudi Arabia, Taiwan and Turkey on the linguistic, cultural, theoretical and technical aspects of translation and machine translation, with reference to Chinese, Dutch, English, Persian and the traditional languages of Africa.

La communication interculturelle, Laboratorie Inter-Universitaire de Recherche en Didactique des Langues – LAIRDIL-IUT Université Toulouse III, 115 B route de Narbonne – 31 077 Toulouse Cédex 4, France. ISSN 1257-1520.
http://www.lairdil.org

Vol. 13 (2006), 101 pp. Carries six refereed articles in French on intercultural competence and communication in general and in French–English and French–Japanese settings, and in the multi-lingual setting of the US state of Florida.

Scripta Neophilologica Posnaniensia, Katedra Ekokomunikacji, Wydział Neofilologii, Universytet im. Adama Mickiewicza, ul. 28 Czerwca 1965 Roku 198, 61-485 Poznań, Poland. ISBN 83-87314-47-1. http://www.staff.amu.edu.pl/~keko

Vol. 8 (2006), 327 pp. Carries twenty-four refereed articles in English, German, Greek, Polish and Russian in the fields of linguistics, language teaching, literature and cultural studies written by scholars based at the University of Adam Mickiweicz in Poznań and other universities in Poland.

Strani Jezici, Filozofski fakultet, Odsjek za zapadnoslovenske jezike i književnosti, soba B–223, Ivana Lučića 3, 10 000 Zagreb, Republic of Croatia. http://www.ffzg.hr/sj

Vols. 34.1, 3 (2005) & 35.1, 2 (2006), 90–100 pp. per issue. Each issue carries seven–eight refereed research articles predominantly in Croatian and English on linguistics, applied linguistics and language teaching. The journal publishes also books reviews and conference reports. Contributors are based mainly at the University of Zagreb.

https://doi.org/10.1017/S0261444807004260 Published online by Cambridge University Press