Publications received

Language learning

Yoshiyuki Nakata, ***Motivation and experience in foreign language learning***. Oxford: Peter Lang, 2006, 316 pp. ISBN 3-03910-534-5/US-ISBN 0-8204-7538-6 (pbk).

Until now, there has been relatively little research on the links between motivation and learning experiences within the domain of language learning. This volume attempts to fill that gap. It explores the developmental processes of intrinsic motivation and of autonomy in foreign language learning and investigates the links between learners' educational experiences and ways in which such learners develop certain types of motivation. The book draws on various sources in educational psychology and philosophy, including Dewey, Vygotsky, Bruner, Deci, Ryan and Weiner. The book conceptualises language learning motivation and offers an overview of motivation research, both in educational psychology and in language learning. The author reports on research findings from studies of qualitative or interpretative and quantitative approaches, whose participants were EFL Japanese university students, and offers proposals for helping learners to motivate themselves.

Audrey Osler & Hugh Starkey (eds.), ***Citizenship and language learning: Internatioanl perspectives***. Stoke on Trent, UK & Sterling, VA: Trentham Books, 2005, xvi + 147 pp. ISBN-13: 978-1-85856-334-3, ISBN-10: 1-85856-334-1.

This book relates the teaching of English around the world to the practical application of human rights and citizenship. It brings together and synthesises contributions from practitioners and researchers in language teaching and citizenship, drawing the work of the British Council in developing education for citizenship and good governance through language teaching. The book develops a theory and practice of language teaching and learning for citizenship based on understanding and implementing human rights in education. It explores representations of cultures; curriculum and pedagogical frameworks; issues of equality and diversity. Case studies are drawn from a range of learning contexts in Latin America, Europe and Asia and consider young disadvantaged learners; e-learning exchanges; developing critical cultural awareness; civic education and language teaching; women's studies; and empowerment strategies for life-long learning. The book will be essential reading for teachers and students of languages (including TESOL and EAL), teachers and students of citizenship, and those responsible for curriculum policy and the training of teachers.

Kassem M. Wahba, Zeinab Taha & Liz England (eds.), ***Handbook for Arabic language teaching professionals in the 21st century***. Mahwah, NJ: Lawrence Earlbaum Associates, 2006, xxxiii + 477 pp. ISBN: 0-8058-5101-1

This volume offers an introduction to the field of teaching Arabic as a foreign or second language. The most significant feature of this volume is its pioneering role in approaching the field of Arabic language teaching from many different perspectives. It offers readers the opportunity to consider the role, status, and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research. The book's thirty-four chapters, written by an international team of authorities in the field, are organised around nine themes, including communicative competence in Arabic; assessment; technology applications; curriculum development, design and models; and Arabic language program administration and management. The *Handbook* will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students, and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields – dialogue that will contribute to innovation and improvement in instructional effectiveness for all Arabic learners everywhere, in both Arabic-speaking and non-Arabic-speaking countries.

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