New books

Short annotations of recent publications, which aim to be informative and objective but not critical, together with a list of books and materials received.

Bialystok, Ellen

Bilingualism in development: Language, literacy, and cognition. Cambridge University Press, 2001. xii + 288pp. ISBN 0 521 63507 1, £15.95, pb.

This book explores language and cognitive development in bilingual children, focusing on the preschool years. It begins by defining what is meant by bilingualism and what the standards are for considering children to be bilingual. Then it examines how children who learn two languages early in childhood develop both linguistic and non-linguistic cognitive skills. The author presents her own theoretical framework for cognitive development and language processing, which she used to interpret the differences between the performance of bilingual and monolingual children. Basing her discussion on research conducted on children of different backgrounds, she examines the following developmental abilities: language acquisition, metalinguistic ability, literacy and problem solving. The studies show that bilingualism has a significant impact on children's ability to selectively attend to relevant information. These findings are related to a number of issues regarding the education and social circumstances of bilingual children. The author considers the implications of her theory for language acquisition and cognitive development of all children.

Brindley, Geoff and Catherine Burrows (eds.)

Studies in immigrant English language assessment (vol 2.). National Centre for English Language Teaching and Research [NCELTR], Macquarie University, Sydney, Australia (NCELTR Research series, no. 11), 2001. viii + 187pp. ISBN 1 86408 691 2, A$38.50, pb.

This volume brings together several related research studies concerning assessment practices in the Australian Adult Migrant English Programme (AMEP). The studies focus on the competency-based achievement assessment system which accompanies the Certificate of Spoken and Written English (CSWE), the outcomes-based curriculum framework used nationally in the AMEP. Part 1 of the volume addressed issues of consistency of the assessment procedures and practices used in the AMEP. The present companion volume outlines the results of a large-scale study into the 'washback' effect of the implementation of CSWE assessment. It is intended to interest teachers, curriculum developers, researchers, government analysts and officials, and decision makers with an interest in language performance assessment and its interface with language policy.

Browne, Ann

Developing language and literacy 3-8 (2nd edn.). Paul Chapman Publishing, SAGE, 2001. viii + 280pp. ISBN 0 7619 6739 7, £17.99, pb.

This book, in a fully updated second edition, sets out to provide a comprehensive and practical introduction to teaching and learning English in the early years. It takes into account the new curriculum requirements in the UK, including the National Literacy Strategy, and draws on current thinking, research and classroom expertise in order to describe practice rooted in research. The book includes chapters on: speaking and listening; reading; resources for language and literacy; writing; spelling, handwriting and punctuation; bilingual learners; language, literacy and gender; children with difficulties; involving parents and caregivers; assessment; and planning. Further reading and sources of information, including websites, are also given. The book is aimed particularly at trainee teachers.

Cotterill, Janet and Anne Ife (eds.)

Language across boundaries. British Association for Applied Linguistics in association with Continuum (British Studies in Applied Linguistics series, no. 16), 2001. xiv + 236pp. ISBN 0 8264 5525 5, pb.

The work reported in this volume is a selection of papers from the millennium conference of the British Association for Applied Linguistics. The thirteen papers are written by applied linguists, from Britain, mainland Europe, the USA, Australia and Singapore, working in a variety of sub-disciplines of the field. The 'boundaries' of the title have been widely interpreted, and the book reflects a spectrum of research, ranging from work on the linguistic repercussions of individual and group identity boundaries to work dealing with ways of crossing national and cultural boundaries through language learning and language mediation in the form of translation. Included in the volume are the plenary papers given by Jennifer Coates – well known for her work on language and gender – on the expression of alternative masculinities; and by Bencie Woll, holder of the first chair of Sign Language and Deaf Studies in the UK, on the insights to be gained from sign language in exploring language, culture and identity.

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Council of Europe, Modern Languages Division, Strasbourg

Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge University Press, 2001. xvi + 260pp. ISBN 0 521 00531 0, £16.95, pb.

The *Common European Framework of Reference for Languages* is the result of over ten years' research by a number of leading applied linguists and pedagogical specialists from the 41 member states of the Council of Europe. Its various drafts have undergone widespread consultation, and the end product is considered a unique contribution to applied linguistics, providing a completely new, detailed model for describing and scaling language use and the different kinds of knowledge and skills required. The Framework is addressed to all professionals in the modern languages field and is intended to stimulate reflection on objectives and methods, to facilitate communication and to provide a common basis for curriculum development and the elaboration of syllabuses, examinations and qualifications, thus contributing to easier international educational and vocational mobility. It is intended to be a particularly useful tool for those working in teacher education, syllabus and test design, and textbook and materials production.

Gray, Carol

Mentor development in the education of modern language teachers. Multilingual Matters (Modern Languages in Practice series), 2001. vi + 234pp. ISBN 1 85359 551 9, £19.95, pb.

Higher education/school partnership was introduced as the standard model of initial teacher education in England and Wales in 1993. Since then partnership and the concept of mentoring which underpins it have both developed and generated their own fields of research and literature. Early publications in terms of language teacher education and partnership provided useful handbooks to guide practice. This volume seeks to build on those by presenting case studies of and by language mentors against the background of interim development. Part 1 contextualises the development of school-based teacher education, addressing international, national and local issues. It poses questions about the desired outcomes, the processes of learning to teach and the types of support needed to encourage and inspire such learning. Part 2 consists of contributions from current language mentors who have undertaken to research aspects of their own practice with a view to improvement; and Part 3 offers case studies of interaction between mentors and their student teachers. The final section of the book presents a vision of entitlement for student teachers, school-based mentors and higher education tutors involved in the education of language teachers.

Lantolf, James P. (ed.)

Sociocultural theory and second language learning. Oxford University Press, 2000. 296pp. ISBN 0 19 442160 0, £18.99, pb.

This book represents a major statement of the current research being conducted on the learning of second languages from a sociocultural perspective. The book is divided into a theoretical and an empirical part. Specific topics covered include: learning and teaching languages in the Zone of Proximal Development; first language mediation in the acquisition of second language grammar; sociocultural theory as a theory of second language learning; gestural mediation in a second language; and constructing a self through a second language.

Nation, I. S. P.

Learning vocabulary in another language. Cambridge University Press (Cambridge Applied Linguistics series), 2001. xiv + 477pp. ISBN 0 521 80498 1, £17.95, pb.

This book offers a detailed survey of research and theory on the teaching and learning of vocabulary with the aim of providing pedagogical suggestions for both teachers and learners. It contains descriptions of numerous vocabulary learning strategies which are justified and supported by reference to experimental research, case studies and teaching experience. The book also describes what vocabulary learners need to know to be effective language users; and shows that, by taking a systematic approach to vocabulary learning, teachers can make the best use of class time and help learners get the best return for their learning effort.

Pleuger, Jan

How to teach modern languages – and survive! Multilingual Matters (Modern Languages in Practice series), 2001. vi + 178pp. ISBN 1 85359 542 X, £16.95, pb.

Successful language learning best takes place when tasks are brought within the scope of the learner, and when rewards and achievement are built into every activity. But it is far from obvious how this is done. The author of this book, an experienced modern languages teacher, firmly believes that the key to successful language teaching is the enthusiasm of the teacher him/herself, but this may not be enough if pupils are not motivated. The book sets out some of the practical techniques the author has used with children of all ages and abilities. These practical strategies are aimed at reducing both pupil and teacher

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anxiety, and seek to provide a deep understanding of the psychological dynamics of the modern language classroom.

Pütz, Martin, Susanne Niemeier and René Dirven (eds.)

Applied cognitive linguistics I: Theory and language acquisition. Walter de Gruyter: Mouton de Gruyter (Cognitive Linguistics Research series), 2001. xxiv + 273pp. ISBN 3 11 017221 6, £88.00, hb. *Applied cognitive linguistics II: Language pedagogy*. Walter de Gruyter: Mouton de Gruyter (Cognitive Linguistics Research series), 2001. xxv + 263pp. ISBN 3 11 017222 4, £84.00, hb.

The main title of these two volumes, i.e., *Applied Cognitive Linguistics*, focuses not only on the theory of cognitive linguistics as it can be applied to the teaching and learning of foreign languages, it also encompasses psycholinguistic models and theories with a focus on first language acquisition. Volume I is thus concerned with the interaction between language, cognition and acquisition in general (first and second language acquisition), and Volume II addresses a series of cognitive principles of linguistic, i.e., conceptual, organisation while acquiring, learning and teaching second or foreign languages. The two volumes address a number of important topics in the theory, acquisition and pedagogy of languages seen from the perspective of cognitive linguistics. Volume I covers: cognitive approaches to the English tense system; facets of prototypes in grammatical constructions; and neurocognitive and cognitive issues of language acquisition in general. Volume II covers: bottom-up approaches – phrasal verbs and phraseological expressions; top-down approaches – metaphor and idiom study; systematical order instead of chaos in morphology and lexis; and cultural models in education.

Trudgill, Peter and Jean Hannah

International English: A guide to varieties of Standard English (4th edn.). Arnold, 2002. xv + 153pp. ISBN 0 340 80834 9, £14.99, pb.

This book sets out to offer an informative and entertaining introduction to the main varieties of English spoken throughout the world. The fourth edition has been expanded and updated to add a new chapter on Caribbean English. It also examines 'lesser-known Englishes' from the Channel Islands to Bermuda, the Bahamas, Botswana and Namibia. It is intended to be particularly useful for teachers and advanced learners of English as a second or foreign language, and to students and lecturers with an interest in the English language, sociolinguistics and language variation.

Tudor, Ian

The dynamics of the language classroom. Cambridge University Press (Cambridge Language Teaching Library series), 2001. viii + 234pp. ISBN 0 521 77676 7, £13.95, pb.

Traditionally, the classroom has been seen as a place where language learning is assumed to take place in a linear manner on the basis of a fairly predictable input-output model. Recent research, however, has portrayed the classroom as a complex environment influenced by a wide range of attitudinal and contextual factors. This book seeks to explore the dynamic and frequently unpredictable nature of the language classroom, by examining the various conceptions of language, learning, and the classroom which influence participants' attitudes and actions. The interaction between methodology and context and the role of local cultures of learning are also examined. The book concludes with a number of recommendations as to how language educators may work constructively with the complex dynamic of classroom teaching and learning.

Books and materials received

Courses

Critical Reading and Writing: an introductory and interactive coursebook exploring the power relations at work in and behind the texts encountered in everyday life. Using examples from numerous genres to examine the choices writers must make in structuring texts, representing the world and positioning the reader, this textbook is aimed particularly at students on introductory English Language and Communication Studies courses. Andrew Goatly. Routledge, 2000. ISBN 0 415 19560 8, £15.99, pb.

Readers

The Great South Land: one of an elementary series of readers designed for low level learners of English ('We Live in Australia'), this is a multi-level story about the exploration and settlement of early Australia, describing the first people who lived there and the explorers who searched for this new land. Hazel Davidson & Dorothy Court. National Centre for English Language Teaching and Research [NCELTR], Macquarie University, Sydney, Australia, 2001. ISBN 1 86408 693 9, A$12.95, pb. Also available: accompanying photocopiable worksheets, ISBN 1 86408 699 8, A$24.95, and audiocassette A$19.95.

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List of abstractors

David Giannoni	University of Bergamo, Italy
Julie Hartill	Imperial College, London, UK
Janet Hooper	Editor, *Language Teaching*
Barbara Mayor	The Open University, UK
Jean McCutcheon	Edinburgh, UK
Teresa O'Brien	CELSE, University of Manchester, UK
Gary O'Reilly	Trinity College, Dublin, Ireland
Graeme Porte	Depto. de Filología Inglesa, U. de Granada, Spain
Philip Riley	CRAPEL, Université Nancy II, France
John Williams	Language Services & Consultancy, Liverpool, UK

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