Publications received

David Block, *Second language identities*. London: Continuum, 2007, vii + 230 pp. ISBN: 0-8254-7406-3 (hbk).

The book draws on and extends the post-structuralist work since the 1960s on identity, current in contemporary social sciences. The research centres on three language-learning contexts: adult migration, foreign-language classrooms and study-abroad programmes. It emerges that while adult migration affords multiple and varied opportunities for target-language-mediated identity work, the foreign-language-classroom context restricts such opportunities unless the learners engage in interactions with other users of the target language over the Internet or face-to-face; the study-abroad context can be as enabling or as restricting as the other two, respectively, depending on the opportunities available to the learners.

Charlotta Häggblom, *Young EFL-pupils reading multicultural Children's fiction: An ethnographic case study in a Swedish language primary school in Finland*. Åbo: Åbo Akademi University Press, 2006, xviii + 324 pp. ISBN 951-765-326-3; 951-765-327-1 (digital).

Based on the author's Ph.D. thesis, informed by her own action research, the book investigates the use of multicultural children's novels with young EFL (English as a foreign language) readers in Finland: (i) What issues arise when authentic reading material is introduced into the EFL classroom?, (ii) What is the impact of this on children's understanding of cultural diversity? and (iii) What issues are involved when a multicultural dimension is incorporated into and EFL teaching through the use of multicultural children's fiction? The findings suggest that, given appropriate support, EFL readers as young as 11–12 years are able to understand and engage critically with authentic reading material, both orally and in writing, and they can also engage empathetically with issues of culture and diversity. The monograph is strongly empirical and pedagogical, and is particularly of interest to foreign-language teachers of younger children and those interested in the development of reading skills in bilingual settings.

Haruo Shirane, *Classical Japanese reader and essential dictionary*. New York: Columbia University Press, 2007, xvii + 279 pp. ISBN: 0-231-13530-0 (hbk); ISBN 0-231-50945-6 (pbk).

This reader in classical, or literary, Japanese – the primary written language in Japan from the seventh to the mid-twentieth century – is a major contribution to the understanding of Japanese culture and literature, and is designed to provide immediate access to the language. Its dictionary and grammatical annotations make it a unique language textbook. The reader contains carefully and authoritatively selected texts that address a wide array of grammatical concerns and steadily progress from easy to difficult. The selection encompasses a wide range of historical periods and styles, including essays, fiction and poetry from major works of Japanese literature. Each reading is accompanied by a short English introduction, a vocabulary list and extensive grammatical notes. The classical Japanese–English dictionary constitutes a third of the book and features approximately 2,500 key words, highlighting those used most frequently. The first of its kind, this volume is a vital tool for students, scholars, and translators of classical Japanese.

Tony Wright, *Classroom management in teacher education* (Research and Practice in Applied Linguistics). Houndmills: Palgrave Macmillan, 2005, xi + 497 pp. ISBN 978-1-4039-4088-9 (hbk), ISBN 978-1-4039-4089-6 (pbk).

The focus of this book is the life of the language classroom. What factors influence students' decisions to engage with language learning in the classroom? In what ways do learners and teachers participate in language classroom activity? How do time and space contribute to language-education practice in the classroom? The themes of these questions are explored in the light of contemporary understanding of learning, social contexts and language pedagogy. Thoroughly grounded in a rich array of sources and research data, and including recommendations of printed, institutional and Internet-based resources in classroom management, the book is particularly relevant to postgraduate students in applied linguistics and education, and practitioners, whether in TESOL or other language teaching.

Journals

Strani Jezici, Filozofski fakultet, Odsjek za zapadnoslovenske jezike i književnosti, soba B–223, Ivana Lučića 3, 10 000 Zagreb, Republic of Croatia. ISSN 0351-0840.
http://www.ffzg.hr/sj

Vols. 35.3, 4 (2006), 151 pp. and 153 pp. per issue. Each issue carries seven and eight refereed research

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articles, respectively, one in English, the others in Croatian (with abstracts in English), on linguistics, applied linguistics and language teaching. Book reviews and conference reports are also included. Contributors are based at The University of Zagreb and various other institutions in Croatia, Macedonia and Poland.

the ESPecialist, the Center of Resources, Research and Information in Applied Linguistics and Instrumental Language Teaching (CEPRIL), the Catholic University of São Paulo (PUCSP); Revista the ESPecialist, Rua Monte Alegre 984, Perdizes – 05014-001 São Paulo, SP, Brasil. ISSN 0102-7077.
http://lael.pucsp.br/especialist

Vol. 27.2 (2006), 130 pp. Carries five refereed articles by Brazilian authors, three in Portuguese and two in English, all with an abstract in English. The articles deal with various aspects of language learning and language teaching in Brazil, including reference to the Brazilian National Curriculum for primary foreign language teaching, foreign language learning projects in universities and in poor areas of São Paulo, and in the virtual environment Teletandem.

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