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BOOK NOTICES

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GESTURE: SECOND LANGUAGE ACQUISITION AND CLASSROOM RESEARCH. *Steven McCafferty and Gale Stam (Eds.).* London: Routledge, 2008. Pp. xii + 327.

Human face-to-face communication is composed of verbal and nonverbal information. One of the key components in nonverbal information is gesture, an underinvestigated area in the field of SLA. This is the first book dedicated to gesture in relation to SLA. This volume is a collection of 14 research studies, divided into five parts. Part 1, "Introduction to Gesture and its L2 [second language] Applications," consists of two chapters (Stam; McCafferty & Quinlisk) that provide readers with information about gesture research studies in SLA. Part 2, "Gesture and Making Meaning in the L2," includes three chapters (McCafferty; Platt & Brooks; Negueruela & Lantolf) that focus on how gestures facilitate the expression of L2 speakers' thoughts. Part 3, "Gesture and Communication in the L2," consists of three chapters by Olsher, Kida, and Jungheim, respectively. These studies investigate when and how L2 speakers attend to gesture during L2 communication. Part 4, "Gesture and Linguistic Structure in the L2," includes three chapters by Gullberg, Yoshioka, and Stam, respectively, that collectively analyze how linguistic structures of L2 speakers are reflected in their use of gesture. Finally, chapter 5, "Gesture and the L2 Classroom," includes three studies (Sime; Furaco & Kida; Tabensky) that illustrate how L2 learners attend to their instructors' gestures in L2 classrooms.

Because gesture is included as a part of interaction analysis, readers are reminded of the necessity to consider nonverbal cues when investigating L2 interaction. Most of the studies presented here used conversation analysis; therefore, some prior knowledge of interpreting such data would be helpful. This book will also be a beneficial addition to graduate-level SLA courses. This is a unique and informative collection of studies and a good resource for SLA researchers interested in analyzing verbal and nonverbal data.

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PRACTICAL APPROACHES TO FOREIGN LANGUAGE TEACHING AND LEARNING. *Marta Navarro Coy (Ed.).* Bern: Peter Lang, 2009. Pp. 297.

As the title indicates, the goal of this book is to provide practical pedagogical techniques to be applied by teachers in their foreign language classrooms. The

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introduction distinguishes this book from other teaching methods studies, which provide mostly theoretical discussions or teaching ideas too general to apply to a specific classroom situation, by highlighting its purely practical approach. This volume presents a collection of empirical research conducted by teachers in their own foreign language classrooms, examines pedagogical implications, and proposes useful teaching and learning resources applicable to similar language classroom contexts.

The book consists of five sections, each with two to four chapters. Section 1 discusses the role of culture in language learning, with chapters on Spanish language maintenance and linguistic attitudes and on using images for culture learning. Section 2 considers the role of human resources in language learning, with chapters on student project-based learning, and of parents' help or knowledge of English in their children's learning. Section 3 includes language learning strategies, with chapters on gender differences in strategy use and classroom task preferences and on dictionary use for reading comprehension. Section 4 describes language learning software, with chapters on a multimedia course management system, integrating e-learning, and proofreading software. Finally, section 5 introduces language learning Web resources, with chapters on allocating teaching resources, new reading competence, designing computer-assisted language learning materials, and metaphorical idealized cognitive models.

Despite the author's clear intention to include works from within a variety of contexts, perspectives, and topics, the majority of the studies are undertaken in a university-level English-as-a-foreign-language context, particularly in Spain. Additionally, approximately half of the book is devoted to topics that pertain to information communication technologies. Language learner autonomy and English for specific purposes, often in relation to information communication technologies, are discussed throughout this volume. A number of mechanical mistakes, such as errors in spelling, capitalization, and punctuation, also remain unedited. Despite these criticisms, this book will serve as a useful teaching resource with a strong practical focus, and language teachers may find the content helpful.

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TEXT COMPLEXITY AND READING COMPREHENSION TESTS. *Erik Castello*. Bern: Peter Lang, 2008. Pp. 352.

One of the major challenges in developing a reading comprehension test is to select texts and tasks that are appropriate for test-takers at a given level of language proficiency. With the goal of helping test developers deal with such a challenge, this work investigates text complexity, test difficulty, and the relationship between these factors in a corpus of 25 renowned English reading comprehension tests. The investigation highlights synergy between qualitative and quantitative research approaches.

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