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Publications Received

Books

Hywel Coleman (ed.), *Dreams and realities: Developing countries and the English language*. London: The British Council, 2011. Pp. 386. ISBN 978-086355-659-3 (pbk).

Global demand for English is continuing to grow. Governments increasingly recognise the importance of English to their economies and societies, and individuals see English as a tool that can help them fulfil their personal aspirations. However, there are complex issues and challenges associated with this scenario. This volume draws together a range of voices from around the world, addressing issues such as the perceptions of individuals and communities of the role and benefits of English; language policy and the introduction of effective change in education systems; the use of the mother tongue or English as a medium of education; and the role of 'local Englishes' and their use alongside global standard English.

Donald Fairbairn, *Understanding language*. Washington, DC: The Catholic University of America Press, 2011. Pp. xxiv+190. ISBN 978-0-8132-1866-3 (pbk).

This book seeks to break students out of 'English mode' as soon as possible, at the very beginning of study. Rather than constantly relating Greek and Latin to English, the book starts with a big-picture discussion of what any language must do in order to facilitate communication. It then explains how Indo-European languages in general accomplish the tasks of communication, and how Greek and Latin in particular do so. The book includes major sections on the noun and verb systems of the classical languages. In both cases, the book deals first with function (what nouns and verbs must do) and then explains how the forms of Greek and Latin achieve the needed functions. As a result, the book helps to make the hard tasks of memorising forms and learning syntax easier and more enjoyable. Students gain a broad understanding of the way the classical languages work before they begin the details.

Keith Richards, Steven John Ross & Paul Seedhouse, *Research methods for applied language studies*. London: Routledge, 2011. Pp. xv+370. ISBN 978-0-415-55141-0 (pbk).

Written by experienced teachers and researchers in the field, this book is an essential resource for students and researchers in applied linguistics. It provides an advanced introduction to quantitative and qualitative research methods used in second and foreign language learning, teaching and assessment. It takes readers step by step through the processes of research, from formulating research questions to writing up a dissertation or report, and employs a wide

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variety of carefully structured tasks and discussion points to guide the reader through the key themes, frameworks and procedures of applied language research, including ethnography, conversation analysis and quasi-experimental designs.

Ruth Whittle, John Klapper, Katharina Gloeckel, Bill Dodd & Christine Eckhard-Black, *Modern German grammar (3rd edn)*. London: Routledge, 2011. Pp. viii+475. ISBN 978-0-415-56726-8 (pbk).

This volume is an innovative reference guide to German, combining traditional and function-based grammar in a single volume. It is divided into two parts: Part A covers grammatical categories such as word order, nouns, verbs and adjectives and Part B is organised according to language functions and notions. The book addresses learners' practical needs and presents grammar in both a traditional and a communicative setting. The *Grammar* assumes no previous grammatical training and is intended for all those who have a basic knowledge of German, from intermediate learners in schools and adult education to undergraduates taking German as a major or minor part of their studies.

Pamela Rogerson-Revell, *English phonology and pronunciation teaching*. London: Continuum, 2011. Pp. xii+352. ISBN 978-0-826-44356-4 (pbk).

This book aims to provide a clear description of key aspects of English phonology in order to help teachers diagnose and prioritise problem areas in pronunciation. It also aims to develop an awareness of current issues and relevant research in the field to inform teachers' decisions, not only about what to teach, but how to teach pronunciation, particularly in English as an international language (EIL) contexts. Specifically, it aims to enable readers to understand key terms and concepts in phonology and phonetics; become aware of current issues and debates in research and apply these to pronunciation teaching; conduct phonological analysis of learner language, including phonemic transcription; diagnose and assess learners' pronunciation difficulties and needs; and plan a structured pronunciation syllabus. The book assumes no prior knowledge and is a key resource for both newcomers and experienced practitioners in the fields of ELT as well as students of applied linguistics.

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