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.

Brown, James Dean and Thom Hudson

Criterion-referenced testing. Cambridge University Press, 2002. xvi+320 pp. ISBN 0 521 00083 1, £19.95, pb.

Over the past decade citerion-referenced testing has become an emerging issue in language assessment. Most language testing books have focused almost exclusively on norm-referenced testing and have ignored citerion-referenced testing, an approach that examines the level of knowledge of a specific domain of target behaviours. This book aims to comprehensively address the wide variety of criterion-referenced testing and decision-making needs that many language testers face. It is the first volume to attempt to create a nexus between the theoretical constructs and practical applications of this new area of language testing.

Bygate, Martin, Peter Skehan and Merrill Swain

Researching pedagogic tasks: Second language learning, teaching and testing. Longman (Applied Linguistics & Language Study series), 2001. x+258 pp. ISBN 0 582 41482 2, £19.99, pb.

Drawing extensively on empirical research and theoretical work in linguistics, sociology, psychology and education, the Applied Linguistics & Language Study series explores key issues in language acquisition and language use. This particular volume brings together a series of empirical studies into the use of pedagogical tasks for second language learning, with a view to better understanding the structure of tasks, their impact on students, and their use by teachers. The book starts with an introduction to the background and key issues in the topic area and is then organised into three sections: the first focuses on the language and learning of students on tasks, the second on the use of tasks in the language classroom, and the third on the use of tasks for language testing. Each section begins with a succinct introduction, and the volume concludes with an afterword relating the theme of the volume to issues in curriculum development. The chapters include both experimental and qualitative approaches to the topic, some previewing original accounts of specific studies, others offering overviews of linked series of studies.

Cortese, Giuseppina and Philip Riley (Eds.)

Domain-specific English: Textual practices across communities and classrooms. Peter Lang (Linguistic Insights: Studies in Language and Communication, Vol. 2), 2002. 420 pp. ISBN 3 906768 98 8, £38, pb.

Domain-specific discourse in English forms a continuum across the academic, professional and technical genres of all areas of knowledge. This collection of papers by scholars working in a variety of disciplines, cultural and institutional contexts forms an analytical and methodological framework for the discussion of a wide range of writing-related issues, problems and practices. The diversity of topics and perspectives represented here – including corpus-based approaches, discourse analysis and contrastive rhetoric, teaching methodology and domain-specific literacy, criticalness, linguistic ascendancy and the emergence of scientific English, identity and social epistemology – attests to the vitality and variety of sociolinguistic research in this complex and rapidly developing field.

Ellis, Rod (Ed.)

Form-focused instruction and second language learning. Blackwell (The Best of *Language Learning* series), 2001. 391 pp. ISBN 0 631 22858 6, £17.99, pb.

This collection of articles from the journal *Language Learning* illustrates the range of current inquiry into form-focused instruction and its effects on second language learning. The articles report both experimental and descriptive studies, addressing such issues as the effectiveness of form-focused instruction, the role of input-processing instruction, the relationship between attention and language learning, the sequence of acquisition in instructed learners, and the provision of corrective feedback in classroom settings. In addition to articles reporting empirical studies, two articles provide comprehensive overviews of the experimental and descriptive research. Ellis' introductory chapter offers an historical survey of research into form-focused instruction together with an analysis of key theoretical constructs and methodological issues.

Lo Bianco, Joseph and Rosie Wickert (Eds.)

Australian policy activism in language and literacy. Language Australia, 2001. ISBN 1 876768 31 2, $49.50.

Language and literacy policy development in Australia boasts a long history of strategic alliances, and in recent decades, more than 15 major public policies, position statements and significant programmes directing public resources towards language

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and literacy goals have been released. This volume presents the dynamics of language and literacy policy activism in Australia by capturing accounts of many of those most deeply engaged in Australia's distinctive practice of language and literacy policy-making and its effects. The book describes how policy texts come about, how policy activists learn to become effective in influence and text production, how policy problems are constituted, and what happens in different policy contexts. It concludes with new theories, perspectives and possibilities.

Morgan, Carol and Peter Neil

Teaching modern foreign languages: A handbook for teachers. Kogan Page, 2001. xi+212 pp. ISBN 0 7494 3347 7, £15.99, pb.

The study of foreign languages is an important feature of education in the current European context. It provides an invaluable life and key skill in terms of vocational mobility, the understanding of others and communicative proficiency. This book has been written to advise, guide and stimulate trainee teachers, newly qualified teachers and mentors on teaching foreign languages in UK schools. Presenting a comprehensive introduction to the teaching and learning of languages, the book is written to meet the latest UK National Curriculum requirements and standards. Coverage includes the context and content of languages teaching; meeting and understanding current standards; developing good classroom practice; learner strategies; the key issues and wider context of foreign language teaching; cross-curricular issues, such as literacy, numeracy and ICT; equal opportunities and special needs; and teachers' professional development. The book includes a wide range of tasks and opportunities for reflection and is intended to assist readers at each stage of their learning, whether seeking qualified teacher status or wanting to brush up on skills.

Porte, Graeme

Appraising research in second language learning: A practical approach to critical analysis of quantitative research. John Benjamins, 2002. xx+268 pp. ISBN 90 272 1696 7, EUR 33.00, US$ 29.95, pb.

Designed for students of applied linguistics and TEFL on research training courses, practising language teachers, and those in training, this combination textbook/workbook provides specific advice and support to those wishing to learn how to approach the critical analysis of a research paper. It seeks to answer a current need in the literature for a set of procedures that can be applied to the independent reading of quantitative research. The author examines the key components of a research paper in this field, highlighting those features demanding rigorous critical attention from the enquiring reader. Special features of the workbook include awareness-raising reading tasks and guided exercises to help develop and practise the critical skills required to appraise papers independently. Through informed and constructive appraisal of others' work, readers themselves are shown how to become more research literate, to discover new areas for investigation, and to organise and present their own work more effectively for publication and peer evaluation.

Richards, Jack C.

Curriculum development in language teaching. Cambridge University Press (Cambridge Language Education series), 2001. xiv+321 pp. ISBN 0 521 80060 9, £45, hb.

This text sets out to provide a systematic introduction to the issues involved in developing, managing and evaluating effective language programmes. Key stages in the curriculum development process are examined, including situation analysis, needs analysis, goal-setting, syllabus design, materials development and adaptation, teaching and teacher-support, and evaluation. Taken into account are such factors as programme content and context, learner needs, teaching aims and objectives, and the selection of instructional materials. Practical task and discussion activities are provided throughout the book to enable it to be used both in in-service courses and as a reference text for coordinators, teachers, and programme administrators.

Robinson, Peter (Ed.)

Cognition and second language instruction. Cambridge University Press (Cambridge Applied Linguistics series), 2001. x+453 pp. ISBN 0 521 00386 5, £17.95, pb.

The influence of cognitive processing on second language acquisition (SLA) and on the development of second language (L2) instruction has always been a study of major interest to both SLA researchers and those involved in L2 pedagogy. Recent theoretical research into these areas has shown renewed interest in the role of cognitive variables such as attention, short, working and long-term memory. This volume first examines the theoretical foundations of research into the cognitive processes underlying SLA, and then describes various implications for pedagogically oriented research and for L2 classroom practice.

Savignon, Sandra J. (Ed.)

Interpreting communicative language teaching: Contexts and concerns in teacher education. Yale University Press (Yale Language series), 2002. x+243 pp. ISBN 0 300 09156 7, pb.

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The emergence of English as a global language, along with technological innovations and the growing need for learner autonomy, is changing language teaching rapidly and profoundly. With these changes come new demands and challenges for language teachers and language programmes. This collection of writings highlights some of the best work being carried out today in the United States and elsewhere to make communicative competence an attainable goal. The contributors examine what has come to be known as communicative language teaching, or CLT, from the perspectives of teachers and teacher educators. The book documents current reform initiatives in Japan, the United States, Hong Kong, Taiwan, and continental Europe to provide a global perspective on language teaching for communicative competence. Four major themes recur throughout the volume: the multifaceted nature of language teaching; the highly contextualised nature of CLT; the futility of defining a 'native speaker' in the postcolonial, postmodern world; and the overwhelming influence of high-stakes tests on language teaching.

Schmitt, Norbert (Ed.)

An introduction to applied linguistics. Arnold, 2002. viii+344 pp. ISBN 0 340 76419 8, £18.99, pb.

This volume offers an introductory overview of the current state of applied linguistics. Each of the 15 chapters provides an extended survey of a central element in the field and is co-authored by two leading international specialists. The book divides into three sections: (1) a description of language and language use, which covers grammar, vocabulary, discourse analysis, pragmatics, and corpus linguistics; (2) essential areas of enquiry in applied linguistics, covering second language acquisition, psycholinguistics, sociolinguistics, and the language learner; and (3) the four skills and assessment. An introductory chapter familiarises readers with key issues in the field and alerts them to recurrent themes running throughout the volume. In addition, 'hands-on' practical analysis is promoted through the provision of data sets for readers to investigate using the concepts and research methodologies described in each chapter.

Books and materials received

Courses

In giro per l'Italia: *A brief introduction to Italian*. This new beginners' Italian text is a shortened version of *Prego!*, providing a communicative introduction to Italian language and culture centred round the four skills. Featuring communicative activities together with vocabulary and grammar presentation, the student's book is organised around a four-part chapter structure including a new mid-chapter colourful and informative cultural spread. Ancillary materials include an interactive CD-ROM, and a text-specific website and video; and the student's book is accompanied by an audio-CD. G. Lazzarino, M. C. Peccianti, J. M. Aski & A. Dini. McGraw-Hill, 2002. Student's book, ISBN 0 07 241551 7, hb. Audio CD, ISBN 0 07 248990 1.

Prego!: *An invitation to Italian* (5th edn.). The leading introductory Italian programme in North America since it first appeared in 1980, this fifth edition of *Prego!* has been revised to include more communicative activities, revised vocabularies and dialogues, new readings in authentic and contemporary Italian, and new cultural notes. Ancillary materials include an interactive CD-ROM, and a text-specific website and video; and the student's book is accompanied by an audio-CD. G. Lazzarino, J. M. Aski, A. Dini & M. C. Peccianti. McGraw-Hill, 2000. Student's book, ISBN 0 07 365513 9, hb. Audiocassette, ISBN 0 07 231032 4.

Grammar

Essential German Grammar: intended to give learners a firm foundation for developing their communicative skills, this book combines a reference grammar section with a separate exercise section. Includes colour tables and glossary of grammatical terms. Can be used as a free-standing grammar, and suitable for self-study. Martin Durrell, Katrin Kohl & Gudrun Loftus. Arnold, 2002. ISBN 0 340 74189 9, £14.99, pb.

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