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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Castello organizes the discussion of his study into six chapters. The rationale and the theoretical and methodological framework are presented in the first chapter, followed by detailed descriptions of the specially compiled corpus of the reading comprehension tests in chapter 2. Subsequent discussion is based on analyses of text complexity (chapter 3). In particular, the complexity of input texts and accompanying test tasks is quantitatively examined through a number of linguistic and text measures (e.g., type-token ratio, lexical density, lexical variation, grammatical intricacy, and readability). Text complexity is further explored using systematic functional linguistics (e.g., semantics and textual cohesion) as a theoretical framework for qualitative analyses in chapter 4. The investigation of test difficulty was based on both quantitative and qualitative data obtained from test-takers' reading performance, their perception of text and task difficulty, and actual test difficulty (chapter 5). Throughout the volume, relevant findings from quantitative and qualitative analyses are discussed and compared. The book concludes with an emphasis on the advantages of data obtained from diverse methodologies that can be triangulated throughout the analyses (chapter 6).

This thorough work makes contributions to the fields of corpus linguistics and language testing. One of the main contributions is that the results illustrate a way to examine reading texts and test tasks in terms of their complexity and difficulty. This work also demonstrates how quantitative and qualitative data can be used to supplement each other in the description of the relationships among text complexity, perceived test difficulty, and actual test difficulty.

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LANGUAGE AND IDENTITY IN A DUAL IMMERSION SCHOOL. *Kim Potowski*. Clevedon, UK: Multilingual Matters, 2007. Pp. ix + 224.

The unique learning environment of the English-Spanish dual immersion program at Chicago's Inter-American Magnet School, which brings together English- and Spanish-dominant students in the classroom, is the setting for this multiyear study of language and identity among adolescents. Potowski explores classroom Spanish use and proficiency of four focal students—two whose first language is Spanish and two whose first language is English—in fifth grade and again in eighth grade through "systematic observations, audio and video recordings of naturally occurring classroom speech, and a combination of standardized and specially designed language proficiency measures" (p. 4). Observations of language behavior and interviews with the students and their classmates, parents, and teachers supplement the analysis of language use with an exploration of how the students' identity investments affect their language use in the academic setting.

Potowski's presentation of the history of the school and the evolution of the dual immersion program along with her richly detailed observations of the students and teachers produce a compelling text for anyone interested in dual

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