Lang. Teach. (2008), **41:4**, 597–600 © Cambridge University Press
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Publications Received

Books

Erich A. Berendt (ed.), ***Metaphors for learning: Cross-cultural perspectives*** (Human Cognitive Processing 22). Amsterdam: John Benjamins, 2008. Pp. ix + 249. ISBN 978-90-272-2376-0 (hbk).

In Contemporary Metaphor Theory (CMT) research has predominantly focused on the English language with few studies of others and even less systematic comparative work. This volume focuses on the discourse domain of LEARNING (formal, technical and informal aspects) and brings together a variety of language perspectives, some specifically comparative, on aspects of learning from historical transformations in metaphoric language use through contemporary social values and classroom discourse to planning for the future in educational policy to see how conceptual metaphoric patterns and conventional metaphors with related figurative language impact on social values and culturally conditioned perspectives in learning. Most papers reflect Lakoffian conceptual metaphoric research including critical evaluation of analytical issues. Languages included are Arabic, Chinese, English, Hungarian, Japanese, Malay, Polish, Russian and the South African language area. Most papers utilize extensive data including such genre as technical writing, essays, conversational interaction, newspaper corpus and proverbs.

Mikaela Björklund, ***Conditions for EFL learning and professional development: Finland-Swedish learner and teacher perspectives***. Biskopsgatan: Åbo Akademi University Press, 2008. Pp. 276. ISBN 978-951-765-421-0 (pbk).

Based on the author's Åbo Akademi University dissertation, the book investigates the conditions for EFL learning and professional development in the Swedish-medium beginner English classroom in Finland. The subjects of the study are 351 Grade 5 pupils and their 19 teachers. Many – though not all – of the teachers need continuous guidance and support in their language-classroom work to meet their pupils' needs and expectations. This is because increasingly, for many young learners, English is becoming a second, rather than a foreign, language with the social context outside the school providing opportunities for active, authentic, need-based learning of the language. Given extensive exposure to English in those informal contexts, many of the learners are able and function as active autonomous learners, creating new challenges for the teachers in the classroom. The book will be relevant to readers interested in young learners, teacher education, materials and curriculum development, and the social environment of language learning and language teaching.

Ian Bruce, ***Academic writing and genre: A systematic analysis***. London: Continuum, 2008. Pp. vii + 194. ISBN: 0826498442 (hbk).

The author proposes a new model of genre-based approaches to academic writing, and analyses the ways in which this can be implemented in pedagogy and curriculum design. The

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focus of the book is the use of genre-based approaches to teaching academic writing. Genre-based courses enable second-language learners to integrate their linguistic, organisational and contextual knowledge in a variety of different tasks. The book reviews pedagogical approaches to genre through English for Specific Purposes and Systemic Functional Linguistics to present a synthesis of the current research being undertaken in the field. From this theoretical base, Ian Bruce proposes a new model of genre-based approaches to academic writing, and analyses the ways in which this can be implemented in pedagogy and curriculum design.

Aek Phakiti, ***Strategic competence and EFL reading test performance***. Frankfurt a M.: Peter Lang, 2007. Pp. xiii + 229. ISBN 978-3-631-55901-7 (pbk).

Strategic competence (a higher-order executive ability that executes strategies for language use) has long been theorized as a significant non-linguistic factor affecting second language communicative ability. Despite its recognition, the parameters of strategic competence have been poorly defined and researched. Utilizing the multitrait-multimethod approach, this book examines the relationships of general strategic knowledge and strategic regulation in a specific high-stakes, test-taking context to EFL reading test performance over time through the use of a structural equation modeling (SEM) approach. Since it is large-scale and longitudinal in nature, this research provides an opportunity to generalize the unfolding nature of strategic competence. The book concludes by proposing multidimensional models to assist researching strategic competence and by discussing pedagogical models for strategic reading instruction.

Brian Tomlinson (ed.), ***English language learning materials: A critical review***. London: Continuum, 2008. Pp. x + 333. ISBN: 0-8264-935-05 (hbk).

This research collection presents a critical review of the materials used for learning English around the world. The first section includes a discussion of materials for specific learners and purposes, such as young learners, self-study, academic writing and general proficiency. The second section presents a detailed study of the materials used in Europe, Asia, North America, South America, Africa and Australia, and critically evaluates their effectiveness in the teaching of English to speakers of other languages. Taking both the teachers' and the learners' needs into consideration, the book makes a positive contribution to the future of research in materials development, and has practical applications. This comprehensive, critical analysis of materials in use around the world will be useful for academics researching materials development and applied linguistics and for students on postgraduate applied linguistics and ELT courses.

Journal

Indian Journal of Applied Linguistics. Bahri Publications, 1749A/5, 1st Floor, Gobindpuri Extension, P.O. Box 4453, Kalkaji, New Delhi 110019, India. ISSN 0379-0037. Vol. 34.1-2 (2008), pp. 5-198.

A special edition devoted to recent research on learning and communication strategies. This issue, edited by Ghaleb Rabab'ah from the University of Jordan, carries nine articles

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by authors at universities in the USA, Jordan, Iran, Turkey and China. The papers deal with notions of idiomaticity, vocabulary learning strategies, strategy use in CALL, multiple intelligences strategies, study strategies in the preparation of examinations, and strategies when using English as a foreign/second language.

Publications of the European Centre for Modern Languages (ECML) of the Council of Europe, Graz, Austria

A selection of publications arising from the Council of Europe's project the European Language Portfolio – one of the most influential instruments in the reform of language teaching and learning practice in Europe. All the pamphlets listed here were published by ECML, based in Graz, Austria; <http://www.ecml.at>.

Magdalena Bedyńska, Zsuzsa Darabos, Geneviève Gillet, Markus Kerschbaumer, Irene Politi & Jirina Zahradniková (eds.), ***To get to know each other leads to better mutual understanding*** (CD-ROM). 2007. ISBN 978-92-871-6144-4.

This CD-ROM examines the place of intercultural competence in the language classroom, based on the example of the Gulliver Internet forum, with contributors from 23 classes in 22 different European countries. The CD is targeted primarily at school teachers wishing to teach intercultural competence as well as language learners, textbook authors and curriculum developers; it can be used in setting up an intercultural forum or for preparing language lessons.

Mario Camilleri, Peter Ford, Helena Leja & Valerie Sollars, ***Blogs: Web journals in language education*** (Book + CD-Rom). 2007. Pp. 45. ISBN 978-92-871-6236-6 (pbk).

This publication is one of the outcomes of an ECML project which, over the course of three years, investigated the design of an educational blogging platform and its use in the language classroom. It is intended for the adventurous language teacher who wishes to harness the potential of the writable Web in his or her language class, the teacher trainer who promotes a social constructivist paradigm, and the educational software designer who seeks to create flexible educational tools which incorporate innovative elements.

Ildikó Lázár, Martina Huber-Kriegler, Denise Lussier, Gabriela S. Matei & Christiane Peck, ***Developing and assessing intercultural communicative competence – A guide for language teachers and teacher educators*** (book + CD-ROM). 2007. Pp. 43. ISBN 978-92-871-6225-0 (pbk).

The aim of this publication is to assist teacher educators and language teachers in shifting the focus from linguistic competence to intercultural communicative competence. This guide can be used independently or it can complement ECML's intercultural communication textbook *Mirrors and windows* in order to help incorporate intercultural communication training into foreign language teaching and teacher education more systematically.

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David Little, Hans-Peter Hodel, Viljo Kohonen, Dick Meijer & Radka Perclová, ***Preparing teachers to use the European Language Portfolio – arguments, materials and resources*** (Book + CD-ROM). 2007. Pp. 45. ISBN 978-92-871-6273-1 (pbk).

This publication is aimed at language teacher educators and language teachers who are preparing to use the European Language Portfolio with their learners. It is the result of an ECML project 'Training teachers to use the European Language Portfolio' carried out in the 2004–2007 programme of the ECML.

David Newby, Rebecca Allan, Anne-Brit Fenner, Barry Jones, Hanna Komorowska & Kristine Soghikyan, ***European portfolio for student teachers of languages: A reflection tool for language teacher education***. 2007. Pp. 89. ISBN 978-92-871-6273-1 (pbk).

This document is for students undergoing initial teacher education. It is a product of the ECML project 'From profile to portfolio: A framework for reflection in language teacher education'. It encourages trainee teachers to reflect on their didactic knowledge and skills necessary to teach languages, helps them to assess their didactic competence and monitor progress, and to record their experience of practice teaching.

Marianne Nikolov, Jelena Mihaljević Djigunović, Gun Lundberg, Tanya Flanagan & Marina Matheoudakis (eds.), ***Teaching modern languages to young learners: Teachers, curricula and materials***. 2007. Pp. 149. ISBN 978-92-871-6297-7 (pbk).

This book is targeted at modern languages teachers of primary school children and focuses on curricula and syllabi, as well as on teaching materials and methodology. The first six papers focus on teacher education curricula and teacher development in pre-service and in-service programmes, whereas the last four papers examine curricula, teaching materials and projects in primary schools.

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