Books and materials received

Dictionaries, Grammars and Vocabulary books

Arabic Language Handbook. This book provides information about Arabic from several perspectives. The first chapter is an outline of the structure and nature of the language. Subsequent chapters explore the use of Arabic: how it has been used historically in speech and writing, and its use and significance in the contemporary world. The book, an updated version of a volume originally produced in 1967, will be of interest to students of the Arabic language and the Arab world. Mary Catherine Bateson. Georgetown University Press, 2003. ISBN 0 87840 386 8.

Word Power: phrasal verbs and compounds. A cognitive approach. This is a textbook for guided self-study, intended to help the adult learner of English expand their lexicon of phrasal verbs. The chapters are organised around the meanings of each particle, and in total more than 1000 phrasal compounds are discussed. The book includes suggestions for use by students working individually and by teachers in a class context. Brygida Rudzka-Ostyn. Mouton de Gruyter, 2003. ISBN 3 11 017704 8.

Courses

Reader's Choice (4th edition). This course is intended for advanced learners of English, and works to improve reading skills and abilities through a wide variety of texts and activities. Authentic texts include prose and nonprose on a variety of topics, all intended to challenge and promote critical thinking. There are sections on visual literacy and on internet work. The book includes introductions addressed to both students and teachers, in which the authors share the rationale for the book and give suggestions for use. Sandra Silberstein, Barbara K. Dobson, Mark A. Clarke. University of Michigan Press, 2002. ISBN 0 472 08668 5.

Applied Linguistics

Mind, Metaphor and Language Teaching. This book is an exploration of metaphor and its significance for language teaching. It examines the role of metaphor in meaning and communication, and goes on to show how language metaphor can be taught. Equally, the author explains how metaphor can be used to enrich the teaching and learning experience. He concludes with an argument for the integration of metaphor theories and language learning theories. Randal Holme. Palgrave, 2004. ISBN 1 4039 1585 7.

Language Learning

Leaner Autonomy Across Cultures: language education perspectives. This edited collection offers a series of perspectives on the interactions between language learning, culture, and leaner autonomy. Papers include accounts of personal experience in a variety of professional and institutional contexts, thus offering situated explorations of the meaning and appropriacy of learner autonomy. There are also more conceptual papers, from diverse theoretical perspectives, which offer a challenge to current concepts of learner autonomy. David Palfreyman and Richard C. Smith (Eds.). Palgrave, 2003. ISBN 1 4039 0354 9.

Study Skills for Speakers of English as a Second Language. This book is particularly written for second language English speakers undertaking university studies in an English medium environment. It looks at the various academic communication situations (written and spoken) which students are involved with, and discusses the language skills entailed in managing them well. It suggests a number of strategies for students to employ. Marilyn Lewis & Hayo Reinders. Palgrave, 2003. ISBN 1 4039 0026 4.

Reading and writing

Critical Academic Writing and Multilingual Students. The author of this book explores the particular significance of critical approaches to academic writing in the context of English as a global language. It is designed to encourage reflection and questioning on the part of teachers. It offers both an overview of research, and a series of insights from pedagogy and practice. A. Suresh Canagarajah. University of Michigan Press, 2002. ISBN 0 472 08853 X.

Critical Reading in Language Education. Taking as its point of departure the work of critical discourse analysis, this book first explores the critical and socially situated nature of reading, and then examines the significance of this for classroom practice. The author discusses the types of texts and tasks that can support critical reading pedagogy, and cites examples of practice from around the world. The implications of critical reading in a global age are also discussed. Catherine Wallace. Palgrave, 2003. ISBN 0 333 98579 6.

Genre and the Language Learning Classroom. This book introduces teachers to the concept of genre analysis and looks at its role in language learning and teaching. It looks at the role of genre in the analysis of communication and shows how genre can be used as an organising principle in a language learning course.

https://doi.org/10.1017/S0261444804002010 Published online by Cambridge University Press

The author provides numerous examples and discussions of activities, and also discusses issues in genre-based assessment. Brian Paltridge. University of Michigan Press, 2001. ISBN 0 472 08804 1.

Peer Response in Second Language Writing Classrooms. In the context of the process writing approach, this book looks at the value and appropriacy of peer response activities in different circumstances. The authors discuss the conditions that can make for successful peer work, including preparation of the students and a sensitive approach by the teacher. The authors look in some detail at the problems that can be associated with peer response, and suggest possible solutions. Jun Liu & Jette G. Hansen. Michigan University Press, 2002. ISBN 0 472 08808 4.

Reading Beyond the Alphabet: innovations in lifelong literacy. Set in the context of India, this edited collection looks at strategies for retaining and building on basic literacy skills. In its promotion of lifelong literacy, it explores the relationships between literacy, environement, and personal and social empowerment. It covers such issues as selection and development of appropriate materials, media and literacy, access to books, and literacy in multiple languages. Brij Kothari, P. G. Vijaya Sherry Chand, & Michael Norton (Eds.). Sage, 2003. ISBN 0 7619 9708 3.

Teaching

Getting the buggers into languages. Written for modern language teachers in the UK school context, this book combines a discussion of motivation with a variety of practical suggestions for language teaching and class management. The book is based on research in UK schools, and inlcludes the views of pupils and teachers. Particularly, differences in boys' and girls' learning styles and motivations are addressed. Amanda Barton. Continuum, 2003. ISBN 0 8264 7170 6.

Research

Linguistics: a very short introduction. Like other volumes in its series, this book aims to provide a textually brief yet conceptually broad overview of its field. The book considers the evolution of language and the historical development of languages and language families. It looks at issues in phonetics, psycholinguistics, and syntax, as well as in sociolinguistics. P.H. Matthews. Oxford University Press, 2003. ISBN 0 19 280148 1.

Qualitative Inquiry in TESOL. This book offers an introduction to qualitative research and is specifically intended for TESOL professionals. It examines the many and mutually enriching relationships available between TESOL practice and qualitative research, as well as discussing that research in the context of other traditions. The book concerns itself with the whole research process, and includes chapters on research skills such as observation, interviewing and analysis. It provides example data and case studies, as well as tasks for readers and detailed advice on further study and development. Keith Richards. Palgrave, 2003. ISBN 1 4039 0134 1.

Teaching and Learning a Second Language: a guide to recent research and its applications. This book presents and discusses recent research findings in the areas of language learning and teaching. The first part of the book deals with the relationships between teaching and research, and between the teaching and research communities. Then the main body of the book is devoted to a synthesis of recent research in grammar, lexis, skills, and motivation. Ernesto Macaro. Continuum, 2003. ISBN 0 8264 6721 0.

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