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COGNITIVE LINGUISTIC APPROACHES TO TEACHING VOCABULARY AND PHRASEOLOGY. *Frank Boers and Seth Lindstromberg (Eds.).* Berlin: Mouton de Gruyter, 2008. Pp. x + 396.

Metaphor awareness and vocabulary retention, the focus of this volume, are two important aspects of vocabulary teaching. This book, which appears to have been inspired by Lakoff's (e.g., 1987) work, has two main sections: "Refining the Empirical Evidence" and "Broadening the Scope," followed by a short closing chapter that focuses on classroom activities.

As it is impossible to do justice to the 17 individual authors' research, Skoufaki's chapter, "Conceptual Metaphoric Meaning Clues in Two Idiom Presentation Methods," is selected as a prototypical contribution from Part 1. This chapter is characterized by an extremely focused, small-scale, and carefully designed study. A marker of high quality is the author's insightful discussion of alternative explanations of her findings. However, better use could have been made of the literature on word guessing studies; for instance, recent Canadian research on lexical inferencing could have been discussed. An illustrative example from Part 2 is the comprehensive and valuable contribution by Verspoor on bilingual word associations, which, apart from taking in theories of the mental lexicon, also includes empirical investigations as well as suggestions for pedagogical practice.

The particular strength of this book is that it takes vocabulary teaching seriously. It may therefore seem unfair to criticize it for lack of depth when dealing with vocabulary learning issues: In the editors' opening chapter, for instance, retention issues are largely restricted to mnemonic procedures.

This volume, one in a series of applications of cognitive linguistics, revolves around the importance of figurative thought and linguistic iconicity for vocabulary acquisition. Being mainly devoted to phraseology, it is an important contribution to an area in need of attention. For this reason alone, it is a useful resource for SLA researchers—in particular, for those involved in the training of language teachers.

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SECOND LANGUAGE LEARNING AND LANGUAGE TEACHING (4th ed.). *Vivian Cook*. London: Arnold, 2008. Pp. x + 306.

The fourth edition of this valuable introductory textbook is geared toward experienced and novice language educators, teachers in training, and graduate

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students in courses devoted to applied linguistics, teaching English to speakers of other languages, and teaching methodology for modern languages. This book bridges the gap between SLA research and second language (L2) and foreign language instruction. As no assumptions are made about previous exposure to the field, beginners will appreciate the author's detailed explanations and glosses of unfamiliar concepts and terms. Equally useful are the organizational devices presented in each chapter. These include suggestions for discussion topics, updated sections for further reading, keywords for analysis, and succinct summaries, charts, and visuals. New to this edition are guiding questions dispersed throughout the text as well as icons that indicate additional information that appears on Cook's accompanying Web site (www.hoddereducation.com/viviancook). Downloadable supplementary materials (i.e., tests, data, summaries, lecture notes, questionnaires, and research technique samples) are available on this site as well.

This book begins by addressing specific elements of L2 learning and teaching and evolves into more expansive contexts related to language acquisition and instruction. Whereas chapter 1 presents a general overview of the field, chapters 2–5 concentrate on explicit ways that learners acquire grammar, vocabulary, pronunciation, and writing, respectively. Some individual features of learners are treated in the four chapters that follow: Chapter 6 focuses on learner strategies, chapter 7 examines listening and reading processes, and chapter 8 considers individual differences between L2 users and learners. Chapter 9 shifts from learner characteristics to those of classroom language teaching.

The final part of this book embraces a broader theoretical perspective. Chapter 10 compares and contrasts native speakers with L2 users, chapter 11 discusses language teaching goals, chapter 12 explores numerous SLA models, and the last chapter draws connections between varying approaches to language teaching and their theoretical underpinnings in SLA research.

In addition to the interesting and clearly presented content, readers will appreciate the flexibility of this book. Cook designed the text so that each chapter is self-contained. This feature allows instructors to present the chapters in the sequence that best suits the needs of their particular students.

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