

# Reviews

*The Psychology of the Language Learner: Individual Differences in Second Language Acquisition.* Zoltán Dörnyei. Mahwah, NJ: Lawrence Erlbaum Associates, 2005. 270 pp.

*Reviewed by*  
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In *Psychology of the Language Learner*, Zoltán Dörnyei has set out to write the definitive single-authored book on Individual Differences (IDs), their complex relationship with SLA, and how they affect L2 proficiency. This is an ambitious book and, some might argue, a logical next step in Dörnyei's work, which has sought from early on to create a comprehensive and unified theory of motivation in SLA in which IDs play a leading role.

Admirers of Dörnyei will not likely be disappointed with this book, though it is something of a departure from previous works which focused almost exclusively on motivation: IDs, or those characteristics that differentiate people from each other and make individuals unique, are examined from the perspective of educational psychology and its relation to SLA. As usual, Dörnyei provides a comprehensive, balanced overview of the field—past, present, and future—of educational psychology and ID research in relation to applied linguistics, much of which will be new even to those who have read his previous works.

The book discusses the current state of affairs in the field of IDs research, which Dörnyei is cautiously optimistic about, and specifically focuses on ID variables (in Chapters 2 to 6) such as personality, temperament, mood, language aptitude, motivation, learning styles and strategies, and how those constructs are operationalized, assessed, and researched to advance the understanding of the complex mechanisms of SLA.

Throughout, Dörnyei makes the credible case that ID factors and research into them are far more important than the body of current research might indicate. He states that this is an area of research that is full of untapped potential to illuminate the understanding of the underlying

processes of SLA, asserting, IDs have been found to be the most consistent predictors of L2 learning success (p. 2). (Also see Dörnyei & Skehan, 2003; Sawyer & Ranta, 2001.) The case for the importance of ID research, however, is tempered by Dörnyei's acknowledgement that understanding the complex mechanisms and underlying processes of IDs and their relation to L2 proficiency is a highly problematic and even philosophical quest somewhat akin to illuminating the meaning of human existence itself. This is something I often enjoy about Dörnyei's writing, because he is not afraid to step off the podium of "serious academia" and wax philosophic at appropriate moments, which adds a liveliness to the writing that is often missing in other works on the subject.

In addition to the great depth and breadth given to the theoretical in Chapters 2 to 4, Dörnyei delves into the practical, discussing in some detail in Chapters 5 and 6 the implications for practitioners in the field. This gives insight into how an understanding of ID mechanisms and processes can help (enable) teachers to understand, identify, and accommodate various learning styles and strategies. This is something that I found to be of great interest. As in much of his previous work, Dörnyei does a very serviceable job of painting in broad strokes when discussing the practical implications, but I would have preferred more specific information regarding how to practically implement various ID-related strategies in the classroom.

Dörnyei's final appraisal is that while there is a wealth of research in the field of IDs which is pointing the way, there is a great need to reexamine and refine to further understanding, saying that, "The future of L2 studies in general, lies in the integration of linguistic and psychological approaches in a balanced and complementary manner" (p. 219). This bold and ambitious statement belies the inherent difficulties of the endeavor, which Dörnyei acknowledges as daunting but necessary.

I found the book to be a readable, well-written, well-researched, and well-argued work that provides an excellent overview of the subject. That said, my mild disappointment with the book is that it does not give the reader what they are inevitably searching for—a unified and comprehensive theory which explains in clear detail the fundamental mechanisms and processes of the way people learn a second language vis-à-vis IDs and how teachers can apply that knowledge in the classroom. However, these are early days in this area and a unified theory will take years to emerge. In the meantime, this book will make for a good start and I would recommend it to anyone interested in IDs as they pertain to SLA. It is my

hope that Dörnyei will take the leading role in this research, as he now seems to be the field's strongest advocate.

### References

- Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 589-630). Oxford: Blackwell.
- Sawyer, M., & Ranta, L. (2001). Aptitude, individual differences, and instructional design. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 319-353). Cambridge: Cambridge University Press.

***Inner Speech-L2: Thinking Words in a Second Language.***  
**Maria C. M. de Guerrero, 2005. New York: Springer. xvii + 251pp.**

*Reviewed by*  
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In this eight-chapter book, Maria de Guerrero has produced a comprehensive coverage of research and theory concerning Vygotskian-theorized inner speech in a second language. She has gathered together a valuable variety of research and perspectives which are sure to inform more detailed studies in the future. Her subtitle "Thinking Words in a Second Language" takes us to the heart of the matter of how, in a second language, we might think with words *and* use words to further our thinking.

The first two chapters set the stage for the latter six, which are mainly about L2 inner speech. The first chapter provides the in-depth background for understanding inner speech research historically and theoretically. The second chapter looks at what we know about inner speech in the L1, research that has been somewhat scattered across several domains. In Chapter 1, we find the crucial concepts of *language of thought* and *language for thought* that evoke the power of inner speech, which not only displays and recalls ideation but also promotes the processing of partially acquired language and ideas which stimulate internalization of

social tools (i.e., language, pragmatic use, and concepts). Also de Guerrero usefully defines and limits what inner speech is as well as a plethora of other related terms (verbal thought, self-talk, mental rehearsal, private speech, etc.) In Chapter 2 she divides the perspectives of inner speech in the L1 into sociocultural (principally the Russian theorists and researchers) and cognitive approaches (more Western). She then usefully cites the more recent research into brain-imaging technology and ends with a list of questions from L1 research that serve as a basis for her treatment of the L2 use of inner speech in the following six chapters: for example, "Is egocentric (private) speech a phase in the internalization of the L2? What purposes does talking to oneself in the L2 serve?" (p. 58).

Having to navigate the first quarter of the book, with the history of inner speech in the L1, may put off some L2-interested researchers at first. In reading the book in a graduate school class, we found it useful to dive into the parts that we found interesting at first glance and then to go back to read the first two chapters to better understand the background. Having said that, we would advise an early reading of the definitions and limitations of the terms.

Chapter 3 looks at the background research in L2 inner speech organized around five main thematic groups: "(a) inner speech as the mechanism for verbal thought in the L2, (b) the internalization of social speech as inner speech in the L2, (c) the role of inner speech in reading and writing in the L2, (d) mental rehearsal of the L2 in its various forms, and (e) L2 inner speech activity as revealed through brain imaging technology" (p. 59). Chapter 4 is about the many methods used to research inner speech and, usefully, the pros and cons of each. Chapter 5 interestingly presents what learners say about L2 inner speech mainly based on the intensive research that de Guerrero has done over the years.

Chapter 6 attempts to draw on the previous three chapters to present an integrated view of and theorizing of the origin, nature, and development of L2 inner speech. Chapter 7 takes "a pedagogical perspective" to describe what applications of the research and theory look like in different classrooms with various approaches. Teachers already sold on the power of promoting L2 inner speech will most probably want to look here first. Chapter 8 presents a brief synthesis and directions for further research that should especially interest graduate students and researchers in the field.

The book is a treasure of past research. Since it seeks to cover the terrain as completely as possible it is not always easy reading. Depending

on the depths to which teacher researchers and graduate students wish to go, there is certainly something for everybody in this volume, but some sections may prove either too abstract or too detailed for everyone's use. In conclusion, de Guerrero has done an excellent job of covering the field of L2 inner speech at this point in time for researchers and teachers. We might expect the field to expand exponentially in the coming years due in no small measure to this book.

***Sociocultural Theory and the Genesis of Second Language Development.* James P. Lantolf & Steven L. Thorne.  
Oxford: Oxford University Press, 2006. xi + 398 pp.**

*Reviewed by*  
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Lantolf and Thorne present a compelling coverage of the history of sociocultural theory and its transformation into activity theory. In order to present the content of *Sociocultural Theory and the Genesis of Second Language Development*, the board game Monopoly is used as an analogy. *Action Theory* (Chapters 8 and 9) can best be understood when we consider the structure of a game such as Monopoly. First, there are the rules and regulations that govern the game. Then there are the artifacts, such as paper money, dice, and the board (Chapter 8). Finally, there are the players, who may know each other and form part of the community of players with a leader, or who may not know each other, in which case a large number will form the inner circle while others will act as new players and will be apprentices of the playing process, not only learning the language but also what constitutes acceptable forms of participation. The players then divide the roles that they will perform during the game (such as banker, real estate manager, and participant). The game becomes a little more complicated once it begins. First, the players will observe each other's behavior attempting to notice who is or isn't alert, who can be duped, and who should not be offended or taken advantage of. Once this is established then the rules start to be broken with "under-the-table deals" or cheating strategies. Players might develop a type of coded

language or have established certain gestures to indicate their deals, otherwise known as *symbolic mediation* (Chapters 4 and 5). Although all players are connected through the game and its artifacts, each player is an individual, and this is where the intricate details of gaming become complicated. Sociocultural theory begins to explain what goes on inside the individual during participation in an activity.

For the sociocultural researcher, the individual is a combination of both *ontogenesis* and *phylogenesis* (p. 29). In other words, the player is made up of physical, psychological, historical, social, and developmental components which, depending on the individual, develop at different times due to different external influences and the ability to interpret those influencing forces (Chapter 2). Individual players will establish their own internal codes of game behavior based on their experiences playing with friends or relatives and their understanding and interpretation of how such players decide to behave (Chapter 3). Mediation forces are not limited to tools or objects; they encompass people, language, and any information whether virtual or real which assists the individual to shift from the immature stage to a more self-perceived acceptable level of maturity. This shift occurs through the *Zone of Proximal Development* (ZPD) (Chapter 10).

The ZPD is the gap between what the player is able to do at the beginning of the game and what he/she is capable of achieving by the end of the game. The process of achieving progress is the gap (Chapter 10). The development of the ZPD is stimulated not only by external mediational factors (such as friends, language, paper money, and cause and effect) but also by the individual's aptitude for *internalization*. Internalization is a complex developmental process because it requires the players to understand the external experience and transform it rapidly into an external form of expression, which is based on either a historical- or contemporarily-based imitation of game behaviour. Hence, "success" at Monopoly is based on an individual's ability to navigate within and between constraints and affordances experienced during social participation. As Lantolf and Thorne point out "it is through the activity that new forms of reality are created" (p. 215). For them, the creation of this reality is a lifelong developmental process activated by constraints (aspects that limit the developmental process) and affordances (aspects that accelerate it) defined by the individual.

Although Lantolf and Thorne have constructed a solid overview of sociocultural theory, there is an absence of a conclusion. Instead the text finishes with pedagogical implications for teachers such as *systematic-*

*theoretical instructions* and *dynamic assessment* (Chapters 11 and 12 respectively). This leaves the reader stranded as the text does not consolidate the prospects for sociocultural theory and the main research developments, which are propelling this theory forward. Also, the text is on occasion ambiguous. Communication with Professor Lantolf indicates that while the ambiguities will be addressed in future editions, a conclusion will not be added as he does not feel it is needed.

On a personal note, I would recommend that readers who are not familiar with sociocultural theory begin with Lantolf's 2000 edited book *Sociocultural Theory and Second Language Learning*. The introductory chapter is a beginner-friendly summary of sociocultural theory and many of this theory's concepts are clearly articulated.

Finally, sociocultural theory is well suited for the Japan educational context because the ZPD not only engages students to cooperate in order to develop their mental abilities, but also propounds the hypothesis that the learner is a novice and the teacher or peer is the expert; this complements the Japanese "*kohai*" and "*sempai*" (loosely, "junior" and "senior") relationship. Therefore Lantolf and Thorne's efforts through this publication deserve the attention of Japan-based language educators.

### Reference

- Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

***Practical English Language Teaching: Speaking*. Kathleen M. Bailey. New York: McGraw Hill, 2005. vii + 199 pp.**

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Selected chapters of 2003's very useful *Practical English Language Teaching* are now being published in expanded form as a series of separate sibling volumes, of which Kathleen Bailey's *Speaking* is one. General series editor David Nunan terms this book an opportunity to "explore the teaching of speaking in greater depth than was possible in the core vol-

ume, while [the volume] at the same time remains both comprehensive and accessible" (p. vi). His promising appraisal is, I am glad to report, a fair one, and Bailey's book will form an appropriate complementary companion to the hitherto standard reference work in this area, Brown and Yule's *Teaching the Spoken Language* (1983).

*Speaking* is composed of five sections. Chapter 1 gives an introductory historical overview whilst enumerating principles for teaching and assessment of oral communication. Chapters 2 through 4 respectively discuss beginning, intermediate, and advanced learner tuition. Syllabus design, appropriate pedagogic principles, relevant tasks and materials, and practical assessment techniques are dealt with separately at each level with suggested further reading lists plus helpful web site URLs and descriptions appended. The final chapter pragmatically explores working with different learner styles in classes of varying sizes, employing technology, and integrating error correction.

The text unfolds logically. The opening chapter, *What Is Speaking?*, concisely draws parameters, practical and theoretical, within which oral communication instruction operates. The methodological shift from accuracy-oriented approaches to fostering of appropriate communicative strategies, and concomitant conceptions of assessment via varying degrees of test directness and types of rating criteria are neatly, intelligently presented. Necessary fundamentals are thereby set forth, allowing readers full appreciation of motives underlying certain pragmatic suggestions made in the following chapters. In this respect, the overall pacing and planning of the book cannot be faulted, as Bailey expertly and smoothly guides us up the scale from beginner to advanced learner classroom procedures and materials selection.

Though lapses in textual consistency are few, they do exist. The "Reflection" and "Action" boxes that punctuate sections to challenge reader comprehension of the text through contemplation and extrapolation seem sometimes thoughtlessly conceived. Quantitatively or factually inquiring "Reflection" boxes are left hanging unanswered, since no instructive key or appendix is offered. Elsewhere, a "Reflection" box urges teachers of advanced learners to muse on needs assessment by means of an activity so facile that it might be used verbatim in a beginner EFL class (p. 124). The issue of how to deal with "false beginners," a continuing source of concern for EFL teachers in Japan, is (arguably) not adequately addressed either. Such missed opportunities unfairly detract from Bailey's otherwise consistently masterful treatment of her subject matter.



These minor quibbles aside, *Speaking* serves more than adequately as an opinionated but nondogmatic treatment of its subject. Bailey's analysis of the policing of pronunciation in beginner classes, in particular, is erudite and provocative, and a suggested original diagnostic ice-breaking activity is deftly conceived and well explained. A recommended mini-drama to employ in a low-level speaking class is interesting and eminently usable. The section for "Advanced Learners" is excellent, sensibly advocating the nurturing of "linguistic self-awareness" and giving excellent directives on washback, promoting assessment of students approaching L2 fluency (Bailey has extensively researched and written on the "washback" phenomenon, i.e., the effects testing can have on learning). Though *Speaking's* 200 pages contain only four glancing references to cultural issues, dissemblingly admitting that "some cultures value silence more than others" (p. 169), for EFL teachers in Japan seeking an open sesame to unfettered speech production in a culture where silence is indeed notoriously golden, the final chapter's discussion of reticent (and dominant) students and anxiety in the language classroom is revealing and gives judicious recommendations without hectoring.

Methodologically, this text is never overly prescriptive, rather preferring implicit promotion of the eclectic, mix-and-match needs-assessed approach currently in vogue. Early cataloguing of instructional methods and assessment instruments that have come and gone leaves one with the distinct impression that TEFL has been batting in the dark as much as steering a steady course where teaching speaking is concerned: notable instances of this or that methodology's jargon-laden attempts to elevate common sense into science are soberly noted. But the subtextual prognosis is positive, and an able educator will be able to see the trees as well as the wood here. In *Speaking*, Bailey has done an admirable job of comprehensively surveying this special-interest area and produced a provocative, readable, and rational treatment of an area of L2 instruction greatly in need of such lucid and accessible explication.

### Reference

- Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.

***Practical English Language Teaching: Grammar.* David Nunan. New York: McGraw-Hill, 2005. iii + 178 pp.**

*Reviewed by*

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Of the six books in the Practical English Language Teaching series, "Grammar" is the only one written by David Nunan, who also serves as the series' editor. Nunan has managed to write a clear and concise book on what is a complex and often disputed area. Although there is some discussion of the theoretical background to grammar, this book is essentially methodological in nature, providing many ideas on how to teach grammar.

The book's organisation is straightforward and it seems to be one which should be delved into from time to time rather than being read from cover to cover. Chapter 1 deals with some theoretical background to grammar; Chapters 2, 3, and 4 then go on to present different activities for teaching grammar to beginning, intermediate, and advanced level students. The last chapter could be labelled miscellaneous as Nunan introduces a mixture of different topics such as using information technology (IT) or teaching large multilevel classes. Also included in the book is a short monolingual glossary of linguistic terms and references, as well as a number of website recommendations.

This book is written in a clear, easy-to-digest style with Nunan drawing on his own personal experiences, for example:

When I began teaching English as a Second Language (ESL) in England, after having taught in Australia for a number of years, I was given an intermediate class. I was really surprised...that the students had language skills that in Australia we would have classified as Advanced. (p. 38)

Although many readers may well welcome this personal kind of writing, I found it at times to be a little self-laudatory, especially where Nunan mentions conducting workshops throughout the world.

Chapter 1 starts by providing some background to grammar. Here various terms are introduced and discussed such as genre, assessment, and discourse. There is also an interesting section on the differences between written and spoken grammar with an invented "dialogue" to illustrate the stylistic differences between the two:

- A: Great sausages, aren't they?
- B: Yes, the ingredients are guaranteed free from additives and artificial colouring.
- A: Had to laugh, though. The bloke that makes them, he was telling me he doesn't eat them himself. Want a ciggie?
- B: No thanks. Patrons are requested to refrain from smoking while other guests are dining. (Thornbury, 2000, p. 7 as cited in Nunan, p. 13)

From this dialogue the reader is asked to identify differences between written and spoken English. Throughout this book, Nunan asks readers to interact with ideas by providing them with questions to consider or tasks to do.

Nunan introduces some complex linguistic terms and attempts to explain them in a concise and easy-to-understand manner. Most of the time he succeeds in doing this, but at other times he has a tendency to oversimplify. Examples include the following definition of a prescriptive grammarian, who Nunan sees as "someone who specifies what is right and what is wrong" (p. 3) or error analysis, which apparently involves looking at learners' language to identify grammatical errors for feedback (p. 31). These definitions can be contrasted with other writing which has a more academic feel such as the discussion of genre where he writes, "systemic-functional linguists...have argued that all [bodies of] spoken and written language, not just literary texts, can be analyzed in terms of their predictable and recurring rhetorical structure" (p. 13). This combination of academic and nonacademic writing styles may make it hard on some readers.

After some discussion of theory, the book then focuses on the practical side of teaching grammar, and Nunan provides various activity types which can be used with different student levels. The activities introduced will probably already be familiar activities for many teachers, as role-plays, information gaps, clozes, games, and so on are all discussed in detail. It should be noted that in terms of methodology, this book will have little to offer experienced teachers. However, for teachers on a training course this book may come in handy. As mentioned, activity types are organised according to student level. For beginning students a gamut of activities are on offer; however, as we move on to higher-level students, activity types become more selective. For example, for beginning students, Nunan recommends drilling, error correction, games, and fill-in-the-blanks, but no mention is made of these activities for higher-level students. It is

hoped that teachers reading this book will use their common sense and realise that these activity types are in fact suitable for all levels. Other activities such as dictogloss and information gaps are mentioned in each of the three level-specific chapters. There is, therefore, some repetition between chapters, and as mentioned, omission of activity types. Both of these could perhaps have been avoided if the book had been organised differently, for example, by activity type rather than student level.

The final chapter, entitled *Key Issues in Teaching Grammar*, is misleading in that the areas covered seem to have very little to do with teaching grammar. Paragraphs on why, when teaching large classes, teachers often feel out of control or how teachers can avoid being frustrated by having to correct written work seem to lack relevance for a book on grammar.

Overall, while this book holds few surprises for the experienced teacher, it could really help novice teachers as an introductory text on teaching methodology.

### Reference

Thornbury, S. (2000). *How to teach grammar*. London: Longman.

***Practical English Language Teaching: Listening*. Marc Helgesen & Steven Brown. New York: McGraw-Hill ESL/ELT, 2007. viii + 184 pp.**

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*Practical English Language Teaching: Listening* by Helgesen and Brown is another one of six books in the new series published by McGraw-Hill. Both of the authors have extensive experience in this field, which shows as they have written a very informative book that teachers should have on the shelf in their collection of English resources.

The book is divided into five chapters with Chapter 1 dealing with the question of exactly what listening is before moving on in the subsequent chapters to discuss listening and teaching techniques for beginner, intermediate, and advanced level learners, and finally, focusing on key issues

in teaching listening. There is also a glossary and an appendix of possible listening activities.

In Chapter 1, the authors introduce key topics necessary for understanding the concept of teaching listening. Key points such as reciprocal listening, top-down, and bottom-up processing are some examples. They do this by using simplified language so that even those who have little or no experience in the field can understand.

In the following three chapters, the authors explain what are considered beginner, intermediate, and advanced levels. They then provide a wealth of advice for teaching and assessing learners at a particular level. For example, in the chapter on beginning level learners, they give tips on how to build success. For intermediate learners, teaching listening strategies is discussed and for advanced learners, cultural literacy. In each chapter, the authors provide illustrative examples, many of which are found on an enclosed CD so that the reader can experience what a learner might experience if that activity were used. The idea of having the readers do the activities themselves is appreciated, since this practical experience helps to illustrate those activities while reinforcing the teaching methodology behind them.

In the final chapter, the authors discuss learner autonomy. They provide ideas for encouraging and teaching autonomy to students. The authors present several ideas such as using a diary to note the listening that the learner has done, using the Internet to listen to various samples of English, and using DVDs with subtitles to improve one's listening.

I was very grateful to find much valuable information, some of which has inspired me to come up with some new activities that I have started to use in my classes. In addition, the ACTFL proficiency ratings are provided for each level of listening ability. Being able to understand better at what level a student may be will help me in my lesson planning. Knowing how to adjust an activity so that I can build up students' confidence while improving their ability to comprehend English, is valuable. That this book offers a detailed yet simplified introduction to the subject of teaching listening is good news to any language teacher, especially for those who are concerned about listening skills development.

Sections such as the Reflection questions and Action sections could be quite useful, not only to a new teacher, but to an experienced one as well. As teachers, we are always learning how to improve, and having readers think about such questions could encourage the discussion of these issues with others in the field, thus providing an opportunity to develop professionally.

As a practical English language teaching guide, this volume satisfies that purpose. Reading it will probably lead many to discover the other books in this series. Of course, this book is not the last word on teaching listening, but an aid to get you started. As the book provides an extensive bibliography, one can easily further their understanding of this important subject. As a starting point for teaching listening, it gives the reader a good base from which to build and become a better teacher.

***Practical English Language Teaching: Young Learners.***  
**Caroline Linse. New York: McGraw Hill, 2005.**  
**viii + 216 pp.**

*Reviewed by*

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This book, another in the *Practical English Language Teaching* series, “is designed for practicing teachers or for teachers in preparation who may or may not have formal training in second and foreign language teaching methodology” (p.vii). Linse brings together information from three areas in order to give the reader a clear picture of the situation and issues with which teachers of young children must deal. First, she examines developmentally appropriate practices for which we should take into account the stages of a child’s physical, emotional, and cognitive development; second, she describes abilities of children who are native speakers of English and the content they are taught so as to avoid expecting more of ESL/EFL learners than native ones; and finally she discusses content related specifically to ESL/EFL. In this book, Linse helps both novice and perhaps experienced teachers to become aware of the bigger issues, such as child development, in order to develop curricula and activities appropriate for children between 5 and 12 years of age.

In Chapter 1, Linse introduces the concept of “developmentally appropriate instruction” (p. 2) and explains how a broad understanding of childhood development and factors affecting it must be taken into account when working with children. Three tables in the chapter indicate attributes of emotional/social, cognitive, and physical development. Fol-

lowing this, she discusses ways to find out about children's development and interests. She then gives a broad overview of children's learning and acquisition, bringing in ideas such as Stephen Krashen's *comprehensible input*. She finally looks at ways of supporting children in the classroom, invoking Vygotsky's concept of the child's zone of proximal development (p. 14). She also mentions the importance of support and giving children the necessary time to respond to a question.

Chapters 2 to 6 look at the teaching of the traditional four skills (listening, speaking, reading, and writing) as well as the teaching of vocabulary. Each chapter begins with the definition of the skill and the issues involved. They then turn to an examination of the skill as it is developed in the classroom. Practical activities are described which help to foster growth and development of the skills.

The final three chapters have a broader focus than just classroom practice. Chapter 7 talks about assessment of young learners of both formal and informal natures. Chapter 8 is concerned with working with parents of young learners. The concept of a "teaching team" in the home and school is perhaps something not necessarily being brought to life to a wide extent in Japan but, as more foreign teachers choose to remain here on a long-term basis and develop understanding of the language and culture, it has potential for improving English education here. Linse completes her book by discussing current issues affecting the teaching of younger learners. These include classroom management, dealing with children with special needs, developing activities using multiple intelligences, incorporating technology, and getting professional support.

There are several features used in this book that make it user friendly. Each chapter begins with a list of goals which the reader should be able to achieve by the end of the chapter. There are reflective activities for the reader which are meant to help him/her apply the information to their own situation. There are also action activities which have the same goal. At the end of each chapter there is a list of further readings, helpful websites, and references to help the reader who would like to go beyond what is mentioned in the chapter. At the end of the book there is an appendix containing children's songs and fingerplays. In addition, there is a glossary of terms which will prove valuable for the layperson or beginning teacher.

Linse has attempted in this book to weave together theories and research concerning child development and language acquisition with nuts-and-bolts practical ideas for the English language professional to

use in the classroom. She has succeeded in this and this book is not only a good synthesis of the ideas and resources in this field, but it could be something which encourages the novice TESOL teacher to do research in the field and also to be creative and try new ideas and activities.