

Linguistic Perspectives from the Classroom: Language teaching in a Multicultural Europe.

JoDee Anderson, J.M. Oro, y Jesús Varela Zapata (eds.) (2004). Santiago de Compostela: Servicio de Publicacións da Universidade de Santiago de Compostela.

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This book brings together different studies focusing on language teaching. The thirty-one articles that make up the volume are representative of the new ideas that have evolved in the field of language teaching over the last few years. Students' needs for multilingual competence in a multicultural Europe imply new challenges for language teachers. This book presents some of the most recent investigations that are being carried out in Spain to meet these needs and challenges.

Although all the articles deal with language teaching, they are grouped into four sections: *English in Specialized Courses & Use of English in Special Circumstances*, *Evaluation of Students and Materials*, *Evaluation of Teachers and Teaching Methods* and *Case Studies in Language Use*. The volume also contains an introduction by JoDee Anderson.

The first section, *English in Specialized Courses & Use of English in Special Circumstances*, includes five papers on the use of English in specific situations such as the evolution of the scientific journal article, the use of English in sales negotiation, and the use of English vocabulary in the Hotel Industry.

The second section of the volume, *Evaluation of Students and Materials*, contains seven articles that provide up-to-date research on evaluation criteria. These various themes constitute an attempt to provide more exhaustive information on language learners' assessment.

The third section, *Evaluation of Teachers and Teaching Methods* is comprised of nine articles that delve more deeply into both the kind of resources used by teachers in the classroom and into teacher performance.

The last part of the book, *Case Studies in Language Use*, contains ten articles that explore specific aspects of the use of a foreign language, such as the learning of English negation, the pragmatic functions of hyperbole in discourse, the use of cooperative communication strategies, or the interruptions that can occur in a classroom discourse. A number of articles discuss more general issues, like the similarities in the creation of figurative meaning across two different languages. We can also find in this book fresh research on the use of language in Internet, as there is an interesting article about the construction of identity through verbal resources in chats.

In sum, the volume takes a look at some current issues in language teaching at different levels. Language teaching professionals will benefit from the articles presented in this volume, which can be a pedagogical aid or a source for undertaking further research in language teaching.

