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Moreno Jaén, M., Serrano Valverde, F., and Calzada Pérez, M. Eds. 2010. *Exploring New Paths in Language Pedagogy. Lexis and corpus-based language teaching*. London: Equinox Publishing. Pp: 336.

This volume offers the reader a collection of studies centred on the application of lexical theory and corpus-based evidence to language teaching. The volume begins with a preface in honour of Carmen Pérez Basanta on her retirement after 40 years of devotion to teaching and research. In the preface, F. Serrano highlights a few of Carmen's rich contributions, among which we find her coordination of the research group that developed ADELEX (Assessing and Developing Lexical Competence through the Internet), the research project that is at the heart of the volume.

This collection of eighteen chapters is divided into three sections, each one of them beginning with an informative introduction by one of the book's three editors. Section I deals with Second Language Vocabulary Teaching and consists of seven chapters. First, P. Nation presents the Involvement Load Hypothesis by Laufer and Hulstijn, contrasting it with his own proposal of criteria for designing vocabulary teaching techniques. In the second chapter, S. Kirk and R. Carter discuss the construct of fluency, highlighting its fundamentally interactive dimension as well as the role of formulaic sequences in classroom language learning. The third chapter, by J. Eyckmans, examines the role of incidental acquisition of vocabulary and argues in favour of a cognitive linguistic approach to the explicit teaching of lexical phrases in the L2 classroom. In the fourth chapter, C. S. Butler studies the N_1PN_1 sequences in Spanish and compares his findings with those on parallel sequences in English. The next three chapters critically analyze language teaching materials. First, P. Meara and J. Suárez study a series of beginners' Spanish courses and find that the lexical syllabuses adopted for teaching vocabulary are largely unsystematic and unprincipled. In the second of these chapters, R.M. Jiménez and J. Ojeda explore the use of English connectors by high school students as well as the connectors that appear in the course books used by these learners. They conclude that there is a serious gap between EFL learners' knowledge and use of the connectors

contained in course books, while at the same time not enough attention is paid to the teaching of connectors. In the final chapter dedicated to teaching materials, C. Abello-Contesse and M. D. López-Jiménez analyze the treatment of lexical collocations in 12 English textbooks. The authors conclude, as in the previous chapter, that in most of the textbooks no principled selection and grading criteria can be identified and argue in favour of dealing with lexical collocations explicitly. Lexical collocations are also the focus of the closing chapter of this section by A. Rizo-Rodríguez. The study reviews five electronic dictionaries to determine the extent to which they provide new access routes to lexical collocations and finds that their software enables exclusive complex searches for collocations not possible with the printed version.

The second section of the volume consists of five chapters that explore the application of corpus data in the L2 classroom. In chapter 9, Boulton investigates 27 DDL (data-driven learning) which highlight the wide usefulness of this approach. The next chapter, by A. Chambers, combines text-based and corpus-based (concordances) approaches in article analysis and points out the benefits of this combined approach for the Language for Specific Purposes classroom. In chapter 11, P. Pérez-Paredes explores the use of adverbs by Spanish upper-intermediate learners of English and native speakers of English by means of a learner corpus and a native speaker corpus containing comparable data (elicited by the same task). This methodological feature maximizes the comparability of corpora and sheds new light on the differences between native and non-native speakers. A. Baldry in the next chapter argues in favour of a multimodal approach and highlights the contribution of combined concordancing, web searching, and visual forms of data reporting in critical text analysis in the classroom. Finally, the last chapter in this section by M. Calzada illustrates the use of corpora of individual linguistic production in the classroom, specifically the OBAMA subcorpus and the HILARY subcorpus; additionally, the analysis of rhetorical devices used by Barack Obama and Hilary Clinton allows the inclusion of ideology in the teaching agenda.

The third section focuses on the pedagogical implementation of the ADELEX programme, an online modular course for assessing and developing learners' lexical competence developed at the University of Granada. The first of these five chapters, by J. Carini, presents an English-Spanish contrastive analysis from a discourse-functional approach. The second, by M. Moreno, presents a corpus-based investigation of university learners' collocational competence, using a pre-/post-test design and thus providing empirical evidence of the benefits of teaching interventions in this area. The third chapter, by M. E. Rodríguez, explores conversational grammar through films from a corpus-based approach and empirically affirms that films offer authentic input for teaching conversation in ELT. The next chapter, by N. I. López, also examines film and highlights the potential of DVD clips for raising EFL learners' contextual awareness. The concluding chapter, by M. T. López-Mezquita, describes the different stages in the design and construction of a computer-adaptive vocabulary test for the assessment of lexical competence: ADELEX CAT (Computer-adaptive testing). The book ends with a

reference section and an appendix containing information about the ADELEX and the EEL websites, as well as an index to a selection of terms in the volume.

The breath and depth of this assembled collection will be welcomed by readers with different interests, from post-graduate students in Applied Linguistics to experts in the areas of L2 vocabulary and corpus-based studies. While the chapters in the volume are concerned with practice as well as theory and research, the volume will be particularly useful for L2 university teachers and researchers. It will also be a helpful tool for innovative teacher trainers offering data from corpora as a classroom tool. A common observation in many of these studies is that in spite of the expertise we have acquired in relation to language teaching and learning, the treatment of vocabulary is still inadequate, inconsistent and non-systematic. In that respect, the evidence assembled here may increase the awareness of material writers and teachers. In sum, this volume constitutes a very valuable addition to the applied linguistics literature in general and to the area of lexical studies in particular.

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