

Volumes reçus Books received

La *Revue canadienne de linguistique appliquée* a plusieurs monographies pour fins de comptes rendus. Toute personne intéressée à faire la recension d'un des ouvrages suivants devrait contacter le responsable de la rubrique *Comptes rendus* Robert A. Papen (papen.robert@uqam.ca). La personne dont la recension est publiée dans la *Revue* peut garder le livre en question.

The *Canadian Journal of Applied Linguistics* has a number of books available for review. Any person wishing to review one of the following texts should contact the *Book Review* editor, Robert A. Papen (papen.robert@uqam.ca). The person whose review is published in the *Journal* may keep the book under review.

- Azevedo, Milton. 2005. *Portuguese: A Linguistic Introduction*. Cambridge: Cambridge University Press, 334 pages.
- Barton, David and Karin Hustig (eds.). 2005. *Beyond Communities of Practice: Language Power and Social Context*. Cambridge: Cambridge University Press, 243 pages.
- Bauer, Laurie. 2004. *A Glossary of Morphology*. Washington, D.C.: Georgetown University Press, 124 pages.
- Blommaert, Jan. 2005. *Discourse: A Critical Introduction*. Cambridge: Cambridge University Press, 299 pages.
- Burridge, Kate. 2004. *Weeds in the Garden of Words*. Cambridge: Cambridge University Press, 196 pages.
- Caldas, Stephen. 2006. *Raising Bilingual-Biliterate Children in Monolingual Cultures*. Toronto: Multilingual Matters, 231 pages.
- Dancygrier, Barbara and Eve Sweetser. 2005. *Mental Spaces in Grammar: Conditional Constructions*. Cambridge: Cambridge University Press, 295 pages.
- Diessel, Holger. 2005. *The Acquisition of Complex Sentences*. Cambridge: Cambridge University Press, 226 pages.
- Fasold, Ralph H., Jeff Connor-Linton (eds.). 2006. *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press, 540 pages.
- Genesee, Fred, Kathryn Lindholm-Leary, Bill Saunders and Donna Christian (eds.). 2006. *Educating English Language Learners: A Synthesis of Research Evidence*. Cambridge: Cambridge University Press, 245 pages.
- Grenoble, Lenore A. and Lindsay J. Whaley. 2005. *Saving Languages: An Introduction to Language Revitalization*. Cambridge: Cambridge University Press, 231 pages.
- Holliday, Adrian, Martin Hyde and John Kullman. 2004. *Inter-cultural Communication: An Advanced Resource Reader*. New York: Routledge, 233 pages.

- Jacobs, Neil. 2005. *Yiddish: A Linguistic Introduction*. Cambridge: Cambridge University Press, 327 pages.
- Kroeger, Paul R. 2005. *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press, 364 pages.
- Larivière, Louise. 2005. *Guide de féminisation des noms communs de personnes*. Montréal, Fides, 217 pages.
- Leaver, Betty Lou and Jane R. Willis (eds.). 2004. *Task-based Instruction in Foreign Language Education: Practices and Programs*. Washington, D.C.: Georgetown University Press, 336 pages.
- Levin, Beth and Malka Rappoport Hovav. 2005. *Argument Realization*. Cambridge: Cambridge University Press, 278 pages.
- Lightfoot, David. 2006. *How New Languages Emerge*. Cambridge: Cambridge University Press, 199 pages.
- Masterman, Margaret. 2005. *Language, Cohesion and Form*. Yorick Wilks (ed.). Cambridge: Cambridge University Press, 312 pages.
- te Molder, Hedwig and Jonathan Pointer (eds.). 2005. *Conversational Cognition*. Cambridge: Cambridge University Press, 284 pages.
- Myers, Greg. 2005. *Matters of Opinion: Talking about Public Issues*. Cambridge: Cambridge University Press, 258 pages.
- Pavlenko, Aneta. 2006. *Emotions and Multilingualism*. Cambridge: Cambridge University Press, 304 pages.
- Payne, Thomas E. 2006. *Exploring Language Structure: A Student's Guide*. Cambridge: Cambridge University Press, 367 pages.
- Perry, Fred L., Jr. 2005. *Research in Applied Linguistics: Becoming a Discerning Consumer*. Mahwah, N.J.: Lawrence Erlbaum Associates, 268 pages.
- Plantin, Christian. 2005. *L'argumentation*. Collection Que sais-je? Paris, Presses universitaires de France, 122 pages.
- Ryding, Karen. 2005. *A Reference Grammar of Modern Standard Arabic*. Cambridge: Cambridge University Press, 708 pages.
- Sanz, Christina (ed.) 2005. *Mind and Context in Adult Second Language Acquisition: Methods, Theory and Practice*. Washington, D.C.: Georgetown University Press, 332 pages.
- Tedick, Diane. 2005. *Second Language Teacher Education: International Perspectives*. Mahwah, N.J.: Lawrence Erlbaum Associates, 348 pages.
- Wortham, Stanton. 2006. *Learning Identity: The Joint Emergence of Social Identification and Academic Learning*. Cambridge: Cambridge University Press, 305 pages.