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**Succeed in TEFL -
Continuing
Professional
Development:
Teaching English as a
Second Language.**

London: Cambridge
University Press.

Riddell, D. (2015).

Paperback | 320 pages

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Succeed in TEFL is an ideal document for teachers looking for innovative ways to develop expertise in teaching as well as academic managers wanting fresh ideas on how to foster continuing professional development. It is also a unique guide for English teachers. In this book, the author gives a lot of information on the role of observation in class. It also has a chapter on teaching exams. This book is very helpful for those who want to become a trainer, i.e. help others teach language. It has been designed on the basis of doing action research. This book emphasizes on using online resources and becoming a good academic manager which eventually helps organization and institutions in their placement strategies. It is indeed a significant book for all teachers of English as a foreign language as it presents innovatively designed teaching materials in a systematic fashion. Additionally, it also addresses key issues such as materials and testing. Through this book, the author presents a range of case studies and interviews from teachers who have the

experience of working in different countries and contexts. In this sense, the hands on experience of practitioners makes it a unique document. Moreover, these case studies bring a fresh insight to the topics covered, which combined with various tasks, makes this an engaging and practical handbook.

Although this book addresses the role of communicative interaction in driving various dimensions of second language development, it does not include the regional and dialectical variations apparent in English. The author examines a wide range of topics to illustrate how individuals are part of the society and are united in their interactions. The role of first language use however has not been taken into account. Theoretical discussions and key concepts are reinforced and illustrated with detailed qualitative analyses of contexts. Each chapter includes pedagogical recommendations that may be tried out by the teacher in the classroom. This is therefore a relevant text for teachers of English or for that matter for teachers of any language since it has little or no theoretical presuppositions.

**Key Topics in Second
Language Acquisition**

London: Multilingual
Matters.

Cook, V. and Singleton,
D. (2014).

Hardback - 168 pages,
ISBN: 9781783091805



Key Topics in Second Language Acquisition is a textbook that offers a generic overview of eight topics in second language acquisition research. It offers glimpses of how researchers studying second language acquisition have tried to answer common questions pertaining to it. Each chapter has an introductory discussion of

the issues involved in second language acquisition and suggestions for further reading in the field of the topic. This volume offers a clear and engaging description of central topics in second language acquisition research and highlights the connection between research findings, formal and informal learning contexts, and teaching practices. Through this book, the authors have made an attempt to involve the reader as they ask them to consider the issues based on their own experience, thereby allowing them to compare their own intuitions and experiences with established research findings and gain an understanding of methodology of second language acquisition. The topics are treated independently within chapters and need not be read in any particular sequence. Therefore, readers may find the relevant topic of their choice without the prerequisite of the previous chapter. Some questions that have been discussed in the book include: how different languages are sequenced in the mind? (language and mind); whether there is a best age for learning a second language (language acquisition/existence of critical period hypothesis); the importance of grammar in acquiring and using a second language (the role of Universal Grammar); how the words of a second language are acquired (L2 vocabulary/cognition); how people learn to write in a second language (acquisition and script); how attitude and motivation help in learning a second language (socio-psychological factors); the usefulness of second language acquisition research for language teaching (language and language teaching); and finally the goals of language teaching. In short, Cook and Singleton's book succinctly addresses many pressing questions asked by both novices and experts in the field of second language acquisition and could be a useful tool in the understanding of second language research for language teachers.

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