



can add a modern twist to traditional teaching activities that students will love! This extends into the other chapters in Section B, for example, there is a reading race (p.43), a chat room interview activity (p.54), a great 'Define it!' activity (p.68), and an online Dictogloss (p.78). There are plenty of ideas I'd like to try out, so these are just a small selection. Essentially, all these teaching and activity ideas are highly accessible and easy to understand, with great little support notes attached to each one. I hesitate to suggest that the only possible drawback to this section is that teachers may feel uneasy about manipulating and integrating new and unfamiliar technologies into their classroom because the students are likely to be more competent than them. If this is the case, my own experience has shown me over and over again that students are only too willing to help out and will not hold it against you if you are a bit unclear about the mechanics. Let caution to the wind and be bold!

I would suggest that Section C (online teacher development) not only offers the online power user food for thought, but also presents the less experienced teacher with some really helpful suggestions. My only gripe is that I personally need to conceptualise how to usefully deploy the plethora of technological options available to me, I can tend to feel a little overwhelmed by the mass of innovation that's out there at the moment. Many of us simply don't have time to take ownership of these opportunities, whether in the form of following or writing a micro-blog (e.g. Twitter), constructing an ePortfolio or tuning in and attending an online conference or webinar. Having said that, Section C of the book categorises and presents the reader with a clear description of each of these online teacher

development options, explaining why they might be helpful and how to set about trying them out.

The authors recommend useful addresses for online discussion groups (e.g. Webheads), online conferences and teachers' blogs that provide teachers with some fabulous ideas and resources (e.g. Nik's Learning Technologies Blog). In this section, rather than feel overwhelmed, consider the possibility that technology is not an all or nothing option; we can dip in and sample different options to see what works for us, so I would recommend picking out an element you like the look of and giving it a go!

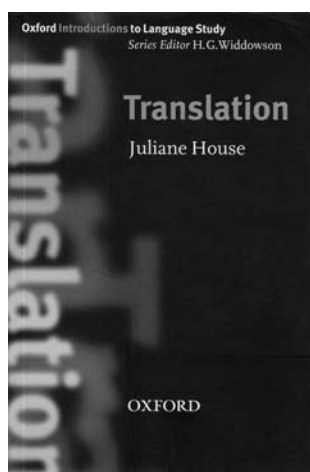
Overall, this book has something for everyone, whether we are fresh recruits to the e-learning world or old hands. I would recommend this book unreservedly because it is clearly presented, practical and easy to follow. Umm ... perhaps it is high time I signed up for that online teaching course; having pored over the pages of this book, I now want to find out more!

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TRANSLATION

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El volumen *Translation* se inserta en la colección "Oxford Introductions to Language Study", editada por H. G. Widdowson en la editorial Oxford University Press. Los volúmenes de esta colección, citando las palabras del propio editor en el prefacio, sirven "to prepare the conceptual ground" (House 2009: viii); se trata de textos no tanto académicos (cuyo detalle y nivel técnico suelen abrumar al lego) como de transición, "which will ease people into an understanding of complex ideas" (ibídem).

Todos los libros de la colección están organizados en cuatro apartados: el *survey*, o panorámica de los principales conceptos de la disciplina (constituye la parte principal del volumen), *readings* (breves textos de lectura para reflexionar sobre algunos de los conceptos implicados), *annotated references* (o bibliografía