getting low brings to the mind of the reader an image of the setting sun; it is the time when children are expected to go back home.

Lifelike Illustrations

A good children's book does not only have an authentic story, but the illustrations also contribute in making it a lifelike experience. In fact, illustrations have a significant role in children's literature. They are not just colourful decorations, but are like scaffolding for young readers and help them to comprehend what they are reading. Illustrations are like pedagogical tools for understanding the text and also have an aesthetic value. In this story book, the action and events of the story are depicted through well-defined illustrations. The drawings are not just static pictures; there is mobility in the expressions of the characters and their actions. The colours of the drawings are pleasing and add to the aesthetic dimension of reading. The cover page of the book has an illustration of Chestnut sitting in a sofa chair in front of an unoccupied chair. This illustration can be used for playing guessing games with the children by asking them to guess what the story could be about. The clouds in the shapes of animals heighten the imagination of the readers; it is also an implicitly built lesson to help children recall the animals they have seen or heard about. The silhouettes of a squirrel and an otter on the hilltop and on the branch of a tree are particularly appealing.

A New Beginning

The story ends on a very positive note. Chestnut is excited with his new found friends and he also realises that he has a purpose in life. He hopes the following morning will bring something new and exciting for him.

"After all, he couldn't disappoint all the friends

Who would be waiting for him!"

Never Lonely Again has an inherent humane touch that young readers will connect with spontaneously. This is said to be the characteristic of a good children's book.

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Lexical Input Processing and Vocabulary Learning. Amsterdam and Philadelphia: John Benjamin Publishing Company. (194 pages).
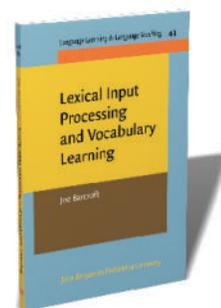
Joe Barcroft. (2015)

Reviewed by: **A.K. Sinha**

In recent publications pertaining to second language acquisition, much attention has been paid to vocabulary learning. Traditionally, vocabulary comprises a body of words in a particular language. However, these days it includes groups of words used as

a one word unit (e.g. *of course*, *as well*, *such and such*), as well as multi-word formulaic expressions (e.g. *I think*, *you know*, *in fact*, etc.). How should vocabulary be learnt; should one emphasize receptive input, i.e. reading and listening or productive output, i.e. writing and speaking∫ Should one concentrate on intentional or incidental vocabulary learning∫ In his book, Barcroft examines various such problems and analyses and evaluates several theoretical approaches to answer them. His evaluation leads him to decide in favour of lexical input processing (Lex-IP).

In the first unit of the book, Barcroft analyses the concept of *lexical IP theory* to highlight how vocabulary acquisition develops. He looks at how much *input* is converted into *intake* (i.e. the ability to map new word forms onto their meanings correctly). He uses his theory—*Type of Processing Resource Allocation* (TOPRA)—to predict how different types of tasks affect processing resource allocation during L2 vocabulary learning (p. 64). Since TOPRA traces how word forms map out word meaning, it stresses on the *intentional* rather than *incidental* vocabulary learning. If one looks up the meaning of a word in a dictionary, one gets not only semantic but also syntactic and collocational information, which makes the process of mapping incremental. His suggestion on knowing bits and pieces of word forms is acceptable with reference to words such as "*nationalisation*" (nation + al + ize + tion) but his discussion on "*faucet*" in terms of *fau + sit* is incomprehensible from the point of view of mapping the word form onto the semantic form (p. 35). His reference to the Spanish word "*fiesta*" and its English equivalent "*party*" is also well taken. A native speaker of English can map "*fiesta*" onto "*party*" only in one sense (in the sense of a group of people taking part in a social event

such as eating, drinking, dancing, singing, etc.). The other meanings of party (i. a political organization, ii. a group of people taking part in a particular activity, or iii. a person (or persons) forming one side of an agreement) cannot be associated with "*fiesta*". In fact, a Spanish speaking learner of English may not (and need not) acquire all meanings of "*party*" simultaneously.

Barcroft believes that vocabulary learning is neither purely incidental nor intentional; it is a continuum from highly incidental to highly intentional. He refers to six points on the continuum and suggests suitable strategies for each of them, as offered by other scholars. The discussion would have been more effective had he cited difficult examples for them. In fact, the schemata that he offers for his TOPRA model have not been illustrated either. There is nothing wrong in referring to mapping-oriented-processes, but it would have been better to show how they operate. His theory (p. 90) on structural, mapping-oriented and semantic perspective is based on his research reports, which have simply been referred to but not even summarized in the book.

In Chapter 7, Barcroft discusses the effect of output with and without access to meaning, based on the results of copying target words and word segments and choral repetition of target words. All these discussions are reviews of work done by other scholars. Barcroft offers an interesting resource book that inspires researchers to go through these reviews. The book is tantalizing but not illuminating. However, his remark is sound that output with access to meaning facilitates efficient and successful Lex-IP whereas output without access to meaning does not do so. This is a crucial point that pedagogues must keep in mind. He also recommends different types of quizzing to retrieve different sets of words.

Some scholars have simplified the process of language acquisition into two stages—*semanticization* and *consolidation*. The process of retrieval follows consolidation. It includes declarative knowledge of not only individual words, but also that of a network consisting of "nodes" (i.e. cognitive entities) and "paths" (showing the relationship among those nodes (Anderson 1983, 1990)). Within the network, several retrieval paths are possible which strengthen the process of consolidation further. As Barcroft suggests, retrieval opportunities extend to incidental vocabulary learning as well. It not only modifies existing knowledge but also strengthens incidental acquisition.

While talking about the partial L2 word-form learning, the author explains how increased exposure to target vocabulary in the input leads to stronger development of lexical representation and how spacing in the presentation of input leads to better learning than bulk representation at one time.

The author is well justified in discussing the effect of thematic sets, but not while juxtaposing semantic sets against thematic sets because the latter are in fact a crucial component of semantic sets. The use of the expression "clustering" also does not seem to be very appropriate as "clustering" denotes grouping of similar entities whereas different thematic roles refer to the relation of entity with a predicate (e.g. agent, theme, source, goal of an action/event).

The chapter on input enhancement refers to augmenting the significance of a lexical item in the input by underlining or shadowing it, increasing its font size, changing the font, changing the font colour or using some other kind of textual manipulation. Such devices have the potential to draw the reader's attention.

Chapter 13 comprises a discussion on linguistic variability, vocabulary learning and lex-IP. Though language learners do not ignore the acoustic features of speech while assimilating linguistic input, to go into its details is raising another set of issues from which the writer abstains. In Chapter 14, the author discusses the theoretical and instructional implications of the discussions contained in the earlier chapters. In Chapter 15, he suggests the future direction of research involving multiple input processing within the lex-IP frame work.

Though this book is a good source of information on lex IP research, it cannot be used as a text book on vocabulary learning.

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