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From a language learning and teaching perspective, studies on the relation between cognition and language are of great importance (Skehan 1998; Robinson, Ellis 2008; Littlemore 2009), since they contribute to a better understanding of the role of cognition in a language classroom environment (Achard, Niemeier 2004; Holme 2009, 2012; Kövecses 2001). Therefore, the collected monograph *Cognition and Language Learning* edited by Sadia Belkhir is a most welcome contribution to the studies on cognition and language learning.

The present volume, dedicated to Zoltán Kövecses, developed from the *Cognition and Language Learning Symposium* held in 2019 at Mouloud Mammeri University in Tizi-Ouzou. It offers a panoramic view of such issues as cognition and skills development, language processing, vocabulary memorisation, metaphor identification, motivation and other problems related to cognition and language learning. The problems are discussed from a multidisciplinary perspective.

The reviewed book is composed of nine chapters: the first one, written by Sadia Belkhir, is of introductory character. It addresses two issues, the shift from behavioural to cognitive theories of learning and the state-of-the-art within the area of cognition and language learning. Moreover, this chapter presents the main goals of the volume in question and offers an outline of the eight papers included in the monograph.

Chapter two authored by Kamila Ammour aims to discuss EFL students metacognitive awareness during the process of reading texts. She conducted her research study in a group of third-year students in the Department of English at Mouloud Mammeri University in Tizi-Ouzou.

The focal issue is to examine their awareness of strategy use and the frequency of strategies. On the basis of a quantitative study, she draws several conclusions: first, word-attack strategies are the most frequently used ones; second, overfocussing on bottom strategies may affect the comprehension of the text; third, the text genre does not play a significant role in choosing the strategy. In terms of metacognitive strategies, it was determined that students were not fully aware of their strategies. The general observation is that they are not sufficiently prepared or equipped for deep reading tasks that demand the selection of reading strategies and a high level of metacognitive awareness.

The focal issue of chapter three contributed by Fatima Zohra Chalal is one aspect of language attrition, mainly vocabulary, viewed from the perspective of instructed foreign languages. The case study presented in the paper examined a population of Kabyle multilinguals with English as their L4 who no longer use the language. In the experiment, she used two English word lists shown on small cards. The participants found it easier to recall the already learnt vocabulary than the new items and they also did it faster. The conclusion is that the saving method prevents vocabulary from attrition and provides the explanation for the retention of English lexis.

Chapter four written by Sadia Belkhir focuses on the Metaphor Identification Procedure (MIP) developed by the Pragglejaz Group (2007), with a view to offering its assessment. The paper contains a report on small-scale experimental studies conducted with a group of EFL students at Mouloud Mammeri University that allows for presenting the potential effect of MIP on learners cognitive ability to identify metaphors in written texts. The scholar shows that MIP is a tool that can facilitate students identifying metaphors, suggesting that it should be complemented with additional information concerning conceptual metaphor. She also observes that the majority of participants memorised part of the information concerning metaphors.

The author of chapter five, Georgios P. Georgiou, aims to explain how learners' L1 phonetic units that are already formed influence their perception of L2 vowels. The study was conducted in a group of 15 female adult native speakers of Egyptian Arabic who have lived in Cyprus for 4–5 years and learn Greek as L2 with a view to investigating how the subjects assimilate L2 vowels into L1 phonological categories and to evaluating their ability to discriminate challenging L2 vowel contrasts. Learners' L1 influence on the perception of L2 vowels is noted to be strong. Stress plays an important role, too, since stressed and unstressed vowels are perceived by learners in a different way. The scholar's findings are as follows: L2 learners assimilate

the Greek stressed vowels /i e/ and the unstressed /i/ to the Egyptian Arabic phonological category /i/, whereas the Greek stressed and unstressed /o u/ are assimilated to /u/. The scholar observed that the discrimination between the Greek unstressed /i/-/e/ and stressed-unstressed /o/-/u/ contrasts, with excellent /i/-/e/ discrimination.

Chapter six, whose author is Amel Benaissa, discusses the positive role of Quizlets and digital flashcards on the EFL learners' vocabulary acquisition. Moreover, it sheds light on maximising the information-processing stages leading to the acquisition and retention of new lexis. In order to offer an insight into these issues, a quasi-experimental study was conducted in a group of first-year students with a view to evaluating the retention and retrieval of newly acquired lexical items with a pre- and post-vocabulary test. The participants were presented with the mobile version of the Quizlet website, while the control group was not. The training objective was to develop vocabulary acquisition in terms of students' passive vocabulary, active control lexis and active free word stock. The study partly confirmed that using the Quizlet program contributes to more efficient vocabulary acquisition, since the experimental group had better results than the control one both in the passive and active control vocabulary scores, with no significant improvement in their active vocabulary results.

In chapter seven, attribution theory is discussed by Nora Achili from the perspective of its benefits for FL learner motivation. The paper offers an insight into learners' perception of success and failure in their past experience in FL learning. The author also analyses how it influences students' future motivation and achievements. She designed a questionnaire and conducted a study in a group of 62 English language graduate students at the University of Boumerdes. Achili observes that success is conditioned mostly by internal factors, while failure is related both to internal and external aspects. Since internal factors are the most adaptive attributional reasons for success in the learning process, she suggests that teachers should facilitate learners making more adaptive attributions. It can be achieved by transforming external factors into internal ones with suitable training programs and strategies.

The relation between anxiety and cognitive processing in EFL is discussed by Katia Berbar in chapter eight. The aims are twofold: to determine the anxiety degree during the input, processing and output FL learning, and to analyse the influence of anxiety on learners' cognitive activities. In the academic year of 2016–2017, at Mouloud Mammeri University of Tizi-Ouzou in Algeria, the author conducted a descriptive study in a group of 65 first-year English language students. Her research shows that levels of input,

processing and output anxiety are high, which is a problem for learners at each stage. Her study contributes to understanding anxiety impact on students' cognitive activities and allows for determining main causes of FL anxiety, *inter alia*, writing about an unfamiliar topic or comprehending spoken messages in English.

In chapter nine, Hanane Ait Hamouda focuses on students' perception of the non- and near-exclusive use of the target language in the EFL environment. The scholar aims to determine whether learners view code-switching as a barrier in the process of English production, analysing it from a cognitive perspective. To this end, an online questionnaire containing open and close-ended questions was emailed to second year master's students at Mouloud Mammeri University. A qualitative content analysis was conducted to examine the answers given by the respondents. The conclusions drawn on the basis of the study are: the EFL classes at this university do not have a pure TL environment, learners assess the non-pure English language environment positively and code-switching does not influence the process of students' language production.

As the above presentation shows, the reviewed volume is an important contribution to the studies on the relation of cognition, language and education. The papers collected in the monograph reflect the potential of such studies for foreign language teaching, both in terms of theory and practical solutions, which is one of the monograph strong points. The chapters discuss it from various perspective, thus showing it from different angles and emphasising its complex nature.

Thanks to the subject, its multiaspectuality and interdisciplinary character, the volume is of interest for various target groups, including teachers, educational practitioners, students and researchers who focus on the interaction between cognition and language learning. The prospective readership is wide, since the volume is a "reference book for scholars investigating this specific area" (p. 2). What is of great importance and can be seen as an advantage is the fact that using this work can be beneficial both for experienced researchers and those conducting studies as undergraduate and graduate students.

To sum up, it can be concluded that the book draws attention to many relevant aspects concerning the relation of cognition and language learning. The approaches adopted by the authors are inspirational and can be applied in similar research studies across languages and cultures, which would be beneficial for the development of cognition and language learning theory and practical implementation of the research results.

Literature

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