Finally, the four chapters in Part 3 address incomplete or failed aspects of L2 attainment. Gürel and Valenzuela, respectively, suggest that L1 transfer appears to permanently constrain interpretive possibilities within the L2—the ability to determine pronominal coreference in L2 Turkish in Gürel's chapter and permanently diminished sensitivity to the specificity of topicalized elements in L2 Spanish in Valenzuela's chapter. In the last two chapters, Bruhn de Garavito and Montrul, respectively, both compare early and late (L2) bilingual groups on various aspects of knowledge of L2 Spanish, with implications for age-related or maturational theories such as the critical period hypothesis. The study by Bruhn de Garavito also tests the predictions of competing models of SLA—specifically, emergentist/connectionist versus (different) nativist proposals regarding the acquisition of constraints on dative clitic doubling in Spanish.

Readers seeking theoretical convergence among the profusion of (occasionally conflicting or inconclusive) findings amassed here might come up a bit dazed. The editors emphasize the collection's "theoretical and methodological diversity" (p. 10), and more of an effort on their part to connect the dots in terms of overall conclusions or future directions would have been useful (e.g., the persistence of L1 influence is a recurring theme that emerges from many chapters). However, this volume is unmatched in terms of presenting a wide range of innovative experiments designed to isolate and empirically test specific predictions of linguistic and language acquisition theory among (mainly) adult language learners. The study of formal linguistic analysis and its predictions and implications for acquisition is a hallmark of White's own intellectual approach to SLA research, and that rich legacy is amply reflected in this volume.

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TEACHER COLLABORATION AND TALK IN MULTILINGUAL CLASSROOMS. *Angela Creese*. Clevedon, UK: Multilingual Matters, 2006. Pp. ix + 217. $119.95 cloth, $49.95 paper.

The roles of teachers and their collaboration in multilingual classes in three secondary schools in the United Kingdom are explored in this volume. It is an ethnographic study conducted inside the schools, based on observation and interviews. Creese provides a critical analysis of the relationship between language teachers and subject teachers. The insights of this work can be useful for many other multilingual schools in other contexts in which teachers work together in the same classroom and for schools with native language assistants or teachers for students with special needs who work in collaboration with subject teachers.

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The three schools reported in this volume are in London. The data are based on the observation of classes as well as interviews with 26 teachers. The aim of the schools is to get students who do not have English as their first language ready for instruction through the medium of English. The schools are transitional and different from multilingual schools, which aim to develop their students' proficiency in more than one language.

The volume contains a general introduction, 10 chapters that each include an introduction and a chapter summary, and a final chapter of conclusions. In chapter 1, the author explains the theoretical framework to be used as a basis for her ethnographic research. The main approaches are ethnography of communication and interactional sociolinguistics, but the different chapters of the volume also discuss theories in areas such as semiotics, SLA, and discourse analysis.

In chapter 2, Creese discusses educational and language policies, particularly inclusion as a policy. She gives mainstreaming and partnership teaching as examples of inclusion policies and provides an overview of the different ideologies and methodologies for learners with English as an additional language in the United Kingdom.

In chapter 3, Creese analyzes data from the interviews with subject and language teachers. This chapter highlights the importance of the pedagogies of transmission and competitive education that are reflected in contradictions between intellectual and lived ideologies. Both subject teachers and language teachers also seem to acknowledge the higher status of the subject teacher.

Chapters 4 and 5 look at teacher interaction patterns in the classroom. These patterns are discussed in relation to the different roles of subject teachers and language teachers, in chapter 4, and societal discourses on education and diversity, in chapter 5. These chapters confirm the most important role of the subject teacher in support modes.

In chapters 6 and 7, ten different modes of collaboration between teachers are explained by means of vignettes, information from interviews, and observation of classroom interaction. The ten modes include support and partnership teaching, the advantages of which the author highlights.

In chapter 8, the author looks at the opportunities for content and language teaching in these classrooms. She reports that there were very few examples of a good integration of content and language. Chapter 9 focuses on Turkish-speaking bilingual teachers and attitudes toward Turkish. Chapter 10 looks at the way bilingual language teachers mediated between the school and the students in a situation of conflict.

This work analyzes the roles of subject and language teachers in multilingual schools and reports that, in most cases, language teachers have a lower status and work in a support mode rather than in a collaborative mode. Creese provides a very interesting typology of the different types of interactions between teachers that certainly contributes to the field and will probably be used in future research. The research study reported here is highly informative not only because of its findings but also because of the research methodology, which combines different types of data collection. Other strengths of the volume are the inclusion of different theoretical approaches and the structure and style of the volume. The author makes an effort to link different theoretical proposals to classroom research so as to go beyond the actual description of what is observed in the classroom. This is a very important step, although in some cases the discussion of the data does not refer back to the theoretical background.

The volume will be useful for researchers, policy makers, and teachers who work in situations with two teachers in the classroom, but it does have some limitations. It will

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be less valuable in bilingual and multilingual education than in transitional education because in those contexts, content is not used as a resource to teach language.

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MIND AND CONTEXT IN SECOND LANGUAGE ACQUISITION. *Cristina Sanz (Ed.)*. Washington, DC: Georgetown University Press, 2005. Pp. xii + 302. $49.95 paper.

This edited collection emanates from a course taught by the editor, Sanz, at Georgetown University. Its chapters are derived from guest lectures given by her colleagues at Georgetown as well as one by VanPatten. The uniting theme of the volume, therefore, seems to be the Georgetown faculty's interests, rather than a specific intellectual focus or theoretical orientation that, broadly speaking, takes a cognitive perspective on second language (L2) learning. Nevertheless, the volume packs in an impressive and wide-ranging amount of information, and most of the chapters stand on their own as extremely valuable tutorials on the topics that they cover—although it is not clear that the intended audience for each of the chapters is the same. One of the most useful features of this volume is the excellent guided critiques at the end of each chapter, which lead those new to the research area through a sample study.

The first section contains two remarkably concise introductions to research methodology—a sort of book-squeezed-into-a-chapter treatment of quantitative and qualitative research, respectively. The quantitative chapter (Chen) ranges from the most basic concepts (What is a mean?) to the highly technical (how and when to undertake a multiple regression), making it difficult to pinpoint who the target audience would be. The more accessible nature of the qualitative chapter (Adams, Fujii, and Mackey) makes it a good introduction to new scholars and a useful review for experienced researchers. It covers a variety of research techniques and approaches—from observation to ethnography to verbal protocols—as well as what topics would be suitable for the various qualitative approaches.

The next section, titled "Internal Factors," is more of a grab bag, focusing on individual differences, one specific cognitive approach, and attention and awareness. The first chapter in this section (Bowden, Sanz, and Stafford) situates individual differences (age, sex, working memory, and prior experience) within the model presented in the subsequent chapter, Ullman's declarative/procedural (D/P) model. Findings will be familiar to many in the field, although some, such as research on sex differences, might be less so. This chapter presents the D/P model in simple and accessible terms, in contrast to Ullman's own detailed, and far more complex, discussion of neurocognition, including aphasia, age effects, first language-L2 differences, and imaging techniques. The final chapter in this section (Leow and Bowles) offers a concise treatment of familiar literature. It presents competing perspectives on the role of attention and awareness and then reviews relevant studies, primarily those conducted by Leow and his colleagues.

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