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BOOK NOTICES

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MODERN LANGUAGES ACROSS THE CURRICULUM. *Michael Grenfell (Ed.)*. New York: RoutledgeFalmer, 2002. Pp. 222. $39.95 paper.

The European Union has succeeded in breaking down monetary and legal barriers among its members. This volume presents a program for breaking down linguistic barriers by teaching European languages in primary and secondary schools using the approach of Modern Languages Across the Curriculum (MLAC), what is essentially called content-based instruction in the United States.

The book contains 12 chapters in 4 sections. Section 1 reviews SLA theory and the history of language teaching methods in Europe. The European take on these familiar themes is fascinating. For example, van Essen notes that Krashen's learning/acquisition distinction and the notion of learning strategies were anticipated by Palmer, a British linguist, in the 1920s. In the chapter on second language theory, Grenfell places MLAC squarely within the tradition of communicative language teaching.

Section 2 contains case studies of MLAC programs in France, Belgium, Germany, Finland, Italy, and Spain. Again, comparisons with the United States are fascinating. Here, content-based instruction is most often found in English as a Second Language (ESL) programs, rather than foreign language programs. In Europe, the line between second language and foreign language blurs. In Catalonia, for example, similar MLAC programs are used to teach Catalan to Spanish-speaking immigrants from Andalusia as well as to teach French to Catalan speakers. It is interesting that Spanish, the native language of the immigrant children, is seldom used (this is in part, no doubt, because memories of Franco's Spanish-only policies are still strong). Thus, in Europe as in the United States, language educators must work within prevailing political frameworks. Section 3 includes good examples of materials for teaching MLAC at different grade levels. Section 4 considers how MLAC teachers can be trained, a problem because they need expertise in both language pedagogy and the content area.

This volume has a lot to interest foreign language, ESL, and bilingual teachers in the United States because it focuses our beliefs, practices, and problems through a new and clarifying lens. Grenfell notes that MLAC is the logical approach for preparing students to work internationally because "the modern information age is a content-handling age" (p. 4). As the United States attempts to become more effectively involved internationally, American language educators should take note.

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SECOND LANGUAGE SPEECH PERCEPTION AND PRODUCTION: ACQUISITION OF PHONOLOGICAL CONTRASTS IN JAPANESE. *Takako Toda*. Landam, MD: University Press of America, 2003. Pp. 213. $63.00 cloth.

This volume is an investigation into second language (L2) phonology. The subject of Toda's study is the development of the syllable timing system of Japanese by learners who are native speakers of English. Toda points out that acquiring a L2 phonology involves more than producing the language without an accent. It is also necessary to develop a system of representations and rules that will govern language use. English and Japanese differ in that while English relies on stress to determine syllable weight, Japanese uses time. This study investigates the extent to which learners of Japanese as a L2 have acquired that aspect of the Japanese syllable and makes use of both perception and production tasks. One of the assumptions of this study—an assumption founded on previous studies in L2 phonology—is that perception and production are interrelated, but that they are not mirror images of one another.

The results of the study were consistent with other studies in L2 phonology. In both perception and production, advanced learners have interlanguages that are more native-like than beginners, although they are still not native in interesting ways. In the case of perception, the establishment of an accurate perceptual target seems to be a key factor for acquisition. In production, Toda found that there was so much individual difference among participants that individual classroom instruction is necessary to improve pronunciation.

Toda's work represents a research paradigm in L2 phonology that makes use of objective means of data collection and analysis. Participants in the study responded to acoustically manipulated audio tokens for the perception task. This kind of manipulation means that stimuli could be carefully controlled. The production task required participants to read aloud a word list. Recordings of these utterances were analyzed with computer software and were not filtered through the phonological system of raters. This research approach holds promise and could be used to explore many other aspects of L2 phonology.

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