SSLA, **26**, 617–641. Printed in the United States of America.

REVIEWS

DOI: 10.1017/S027226310421004X

ENRICHING ESOL PEDAGOGY: READINGS AND ACTIVITIES FOR ENGAGEMENT, REFLECTION, AND INQUIRY. *Vivian Zamel and Ruth Spack (Eds.)*. Mahwah, NJ: Erlbaum, 2002. Pp. xxiv + 448. $37.50 paper.

With *Enriching ESOL pedagogy*, Zamel and Spack add to their impressive record of contributions to the field. This eclectic collection includes 22 readings organized in five coherent units: "Questioning the Nature of Methods," "Seeing in the Classroom," "Theories into Practice: Promoting Language Acquisition," "Theories into Practice: Keeping Language Meaningful," and "Questioning Assumptions about Language Identity." Unlike many collections for teacher-scholars, this one offers readings in a wide range of genres—research reports, theoretical explorations, ethnographies, personal essays, and multigenre pieces. With original publication dates spanning 1982 to 1999, the readings were selected from top journals and collections. Without exception, the readings are thoughtful, interesting, and insightful—what one would expect from such notable authors as Rose, Hudelson, Krashen, Widdowson, Zamel, Wells Lindfors, Ortiz, and Tan.

In addition to the readings, each unit of the collection includes some features that help deliver on the promise of the book's subtitle. At the beginning of each unit, readers will find a section called "Before Reading," which includes a few open-ended questions that encourage thoughtful reflection on the issues raised in the readings. Following the readings, a section called "Reflecting on the Readings" includes as many as a dozen questions and prompts that help readers make connections between the readings and their own experiences in the academic and personal arenas of life. The next section in each unit, "Reading for Further Reflection," includes brief texts (e.g., poems) or excerpts from longer texts (e.g., autobiographies). At the conclusion of each unit, "Suggested Projects for Inquiry" sections offer five or six suggestions for more extended engagement with the issues raised in the readings.

Even though the readings are engaging, the apparatus that Zamel and Spack have added does much to enhance that engagement: to help preservice and in-service English for speakers of other languages (ESOL) teachers make connections among theory, practice, and their own experiences as learners. These features make the collection highly useful in methods courses because they help to model the kinds of learner-centered approaches that more enlightened educational leaders have been advocating for decades. By involving current and prospective teachers in the "engagement, reflection, and inquiry" promised by the book's subtitle, Zamel and Spack increase the likelihood that teachers will involve their own students in those kinds of activities.

As I read this volume, it was fun to speculate about other readings that Zamel and Spack may have considered for the collection. As I did so, I sometimes thought, "They also could have chosen '___' to address what this reading addresses." When I finished reading the collection, however, I realized that I had never thought, "They should have used '___' instead of what they did choose." Likewise, although their apparatus items

© 2004 Cambridge University Press 0272-2631/04 $12.00

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

often made me think of additional items that I might develop for students in a methods course, I did not find items that I would replace.

Are there any changes that I would suggest if Zamel and Spack were to republish this volume in a few years? Not many. The one feature that could make the book more user-friendly, though, is an index. For a book like this, I often find that I need to construct my own index as I read it and teach with it. Overall, however, this is a book that ESOL methods teachers and students should find very useful in grappling with some of the more salient issues in the field.

(*Received 2 September 2003*)

Duane Roen
Arizona State University

DOI: 10.1017/S0272263104220046

FREQUENCY AND THE EMERGENCE OF LINGUISTIC STRUCTURE. *Joan L. Bybee and Paul Hopper (Eds.)*. Amsterdam: Benjamins, 2001. Pp. vi + 492. $46.95 paper.

PROBABILISTIC LINGUISITICS. *Rens Bod, Jennifer Hay, and Stefanie Jannedy (Eds.)*. Cambridge, MA: MIT Press, 2003. Pp. xii + 451. $35.00 paper.

Frequency and the emergence of linguistic structure, edited by Bybee and Hopper, lays the foundations for a proper empirical inquiry into usage-based functional linguistics. The distinctions *langue* versus *parole* and competence versus performance underpin the assumption pervading much of linguistic theory that language structure is independent of language use. However, this longstanding view is now being challenged by functional linguists and psychologists who hold that linguistic representations are highly influenced by a speaker's experience of language. These usage-based approaches to language and language development view grammar, phonology, and lexis alike as dynamic systems that emerge from frequently occurring patterns of language use rather than as fixed, autonomous, closed, and synchronic. The chapters in this volume document this case with empirical investigations of distributions in corpora of natural conversation and written language, diachronic change, variability, child language acquisition, and psycholinguistic experimentation. All of the chapters are rich in data and sophisticated in their methodologies; their hypotheses are carefully operationalized and their detailed predictions closely measured against objective data. The theoretical coverage of the 20 chapters includes phonological and morphological variation, language change, child language acquisition, argument structure, subjectivity, phonotactic knowledge, lexis, formulae, and a wide range of phrases and constructions. The common conclusion is that frequency has a significant effect on the emergence of linguistic structure in each of these domains. The distribution and frequency of the units of language are governed by the content of people's interactions. These interactions consist of a preponderance of subjective, evaluative statements, dominated by the use of pronouns, copulas, and intransitive clauses. This discourse is the linguistic evidence that shapes language acqui-

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

sition: This is the usage that tunes the emergence of the speaker's cognitive representations of language; this is the *parole* that determines sociolinguistic variation and diachronic change. The frequency with which certain items and sequences of items are used profoundly influences the way language is broken up into chunks in memory storage, the way such chunks are related to other stored material, the ease with which they are accessed, and the way linguistic regularities, abstract schematic constructions, default patterns, and central tendencies emerge. This excellent collection shows how patterns of social interaction shape discourse and how this usage shapes language acquisition, the tuning and emergence of cognitive representations of language, and language itself. Each chapter is a clear exemplar of how to measure patterns of usage and their statistical distributions and how to assess their effect on acquisition, structure, or representation. Frequency and repetition affect and ultimately bring about form in language.

Probabilistic linguistics, edited by Bod, Hay, and Jannedy, is a handbook that provides the necessary background for scholars wanting to further explore the probabilistic nature of language and its effects but whose learning style favors tutorial review rather than focused exemplars. Because probability theory is not the normal stuff of traditional linguistics curricula, it begins with a tutorial by Bod that overviews elementary probability theory and probabilistic grammars. The first half of Jurafsky's chapter presents a thorough and balanced review of the use of probabilistic knowledge in language comprehension and production processes and the influence of conditional probabilities in the processing of lexical items, multiword structures, syntactic subcategorization frames, and sentence comprehension. The second half presents a tutorial review of the architectures used for modeling these frequency effects: constraint-based connectionist models, the Competition model, Rational analysis, Markov models, stochastic context-free grammars, and Bayesian networks. Mendoza-Denton, Hay, and Jannedy outline probabilistic sociolinguistics and illustrate the ways that the negotiations of interaction transmit linguistic structures and social identities both, and they illustrate how these dynamic processes of language variation can be modeled using VARBRUL and CART (classification and regression tree) methods. In the next chapter, Zuraw analyzes diachronic language change as a probabilistic process, illustrating how probabilistic methods are used to identify language relatedness and how simulation studies are being used to understand these processes. Two particular simulations are chosen for detailed consideration: the connectionist model of Tabor, where frequency drives syntactic change, and the exemplar-based model of Pierrehumbert, which simulates the frequency-driven erosion processes of Bybee's model of phonological change and grammaticization. What is important here is that these models close the circle from interaction to usage to mental representation, and on again in the continuous dynamic interrelations of social selves, their linguistics, communication, psychology, and cognition.

Pierrehumbert's own chapter reviews empirical evidence that implicit knowledge at all levels of phonological representation is probabilistic, with the phonetic encoding system and word-forms being acquired from the learner's exposure history to speech and the phonological grammar then abstracted over the lexicon. Pierrehumbert describes how statistical classification models explain how different languages utilize the phonetic space in different ways and how the incremental experience of word-forms during acquisition determines the organization of the empirical distributions in this space and the fine-grained discriminations that can be made as a result. The fact

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

that people with different language exposures can end up with essentially the same grammar—that is, that language acquisition is resistant to outliers and is statistically robust, in conjunction with the amount of language exposure that underpins the eventual classification—places important constraints on the nature of the phonological system. Thus, a probabilistic approach enables us to make inferences about the utilization of the phonetic space and the possible constraint set in phonology in ways that are not possible in a purely categorical approach. Baayen's chapter illustrates the probabilistic nature of morphology, how the graded phenomenon of morphological productivity is grounded in junctural phonotactic and parsing probabilities, and how morphological regularities are intrinsically probabilistic in nature and are readily captured in connectionist models involving spreading activation. Baayen clearly illustrates how nonprobabilistic theories of morphology are inadequate in that they cannot handle graded phenomena in an insightful way. His approach to modeling these phenomena is again exemplar based, with probabilities developing dynamically over time as analogies made on the basis of both frequency of (co-)occurrence and form similarity. Manning's chapter on probabilistic syntax begins with the lessons of corpus linguistics that language description should be based on proper empirical foundations and that, when they are, it becomes clear that syntax is noncategorical: Categories and well-formedness are gradient. Categorical linguistic theories place a hard categorical boundary of grammaticality where there really is a fuzzy edge that results from many conflicting constraints and conventionality versus creativity competitions. In contrast, probabilistic syntactic models allow an understanding of how such soft constraints explain variable expression and variable understanding. A key lesson here comes from the analysis of the formal learnability of stochastic grammars: The assumption of probabilistic grammar actually makes languages easier to learn. Such a grammar puts probability distributions over sentences; any phenomenon given a high probability in the grammar will show up in a corpus, and absence of a sentence from a corpus thus gives implicit negative evidence. The result, under reasonable assumptions, is that stochastic grammars are learnable from positive evidence alone. Finally, Cohen's chapter on probabilistic approaches to semantics shows how probabilistic notions can usefully augment traditional truth-conditional semantics.

Probability pervades language. Linguistic representations at multiple levels of representation are probabilistic, as are linguistic constraints and well-formedness rules. Probabilities are operative in acquisition, perception, and production. They permeate and unite sociolinguistics, language change, psycholinguistics, phonology, morphology, lexis, syntax, and semantics. It is not just that the chapters in these books reflect interesting new developments, it is that they are coming in significant numbers, and the implications for theories of language acquisition are profound. Acquisition involves the gathering of the relevant probabilistic information. Usage-based construction grammar accounts fit best with such perspectives, alongside frequency-tuned exemplar-based models of the extraction of linguistic regularities—the ways that language emerges from such usage are too complicated to imagine, which is why simulation is an essential part of theory building.

What aspects of language are missing from these two books? SLA is conspicuous in its absence. Language transfer, prior perceptual tuning and first language (L1) entrenchment, L1-learned selective attention, and the ways explicit knowledge interfaces on implicit learning all conspire to complicate the ways that probabilities operate in SLA. However, frequency effects pervade SLA as well, and our ultimate goal is the under-

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

standing of the bounded rationality of second language learners. How does learners' processing of exemplars derive the subjective probabilities that underpin interlanguage abstraction from usage-based and form-focused SLA?

(*Received 8 September 2003*)

Nick C. Ellis
University of Wales, Bangor

DOI: 10.1017/S0272263104230042

MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN (2nd ed.). *James F. Lee and Bill VanPatten*. Boston: McGraw-Hill, 2003. Pp. vi + 300. $75.65 cloth.

Teacher educators, students, and in-service teachers alike will find this to be a valuable resource. This text provides a clear and concise review of SLA research, effective approaches to language teaching, and numerous practical activities for the classroom. Although the book is written mainly from the foreign language classroom perspective, English as a second language specialists will also find it relevant.

The book is based on the premise that language teachers can best aid students to acquire a second language (L2) by focusing on meaning while providing comprehensible input and numerous opportunities to practice communicating. The importance of developing reading, writing, speaking, and listening skills simultaneously from the beginner stages is emphasized and demonstrated throughout the sample activities and explanations in the volume.

Those familiar with the first edition of this book will notice a few changes—mainly in the order of the chapters and the addition of new research on SLA and the learning and teaching of grammar. Chapter 1 explores how the classroom dynamic is changed by a focus on meaning and student communication. Chapter 2 examines the concept of input and what makes good input. Chapters 3–5 focus mainly on listening and speaking skills, progress toward proficiency goals, and assessing oral skills. The authors deal extensively with teaching grammar through a focus on form within a communicative (meaning based) context. Chapters 6–9 focus on teaching and assessing grammar through an approach the authors call "processing instruction," which includes structured input and structured output. An appendix provides a sample processing instruction lesson in entirety. Chapter 10 looks further into listening comprehension, whereas chapter 11 examines the reading process and how to support language learners in developing reading skills. Chapter 12 focuses on writing and composing in an L2. Educators who are aware of reading schema, brain-based learning, and process writing approaches will find most ideas familiar. The final chapter reviews issues in testing comprehension and evaluating writing.

The book itself models sound, contemporary educational theory by including a preview at the beginning of each chapter, "Pause to consider" boxes interspersed in the text to help the reader process and extend the information they have just read, listing of key terms, concepts and issues, and three different types of activities at the end of each chapter: discussion questions, research activities, and portfolio activities. Many of the activities from the workbook accompanying the first edition have been incorpo-

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

rated into this text. A Web site for the book is also provided, which features additional exercises, assignments, and resources.

Readers should find the book easy to understand. The extensive examples of activities for each aspect of teaching not only clearly demonstrate the authors' points but also make it easy for readers to use and adapt the desired teaching practices in their own classes. Furthermore, the same example is often carried through from classroom activity to assessment task to clearly link assessment to teaching practice—one of the central tenets of the book.

The issue of teaching culture is handled particularly well. The authors differentiate "Culture" (capital C) from "culture." They contend that it is out of the classroom teacher's scope to teach all culturally appropriate behavior, but it is in their power to use culture as informational content. They proceed to point out relevant opportunities for language teachers to focus on culture and cultural differences throughout the book. This approach makes it possible to increase awareness of cultural difference within cultures and to raise learners' awareness of their own cultural assumptions and habits.

This volume is a smooth yet informative read that inspires one to improve communicative language teaching in the classroom. Neither preservice nor in-service teachers should miss it.

(*Received 8 September 2003*)

Kristeen Chachage
International School of Tanganyika;
University of Dar es Salaam

DOI: 10.1017/S0272263104240049

THE L2 ACQUISITION OF TENSE-ASPECT MORPHOLOGY. *Rafael Salaberry and Yasuhiro Shirai (Eds.)*. Amsterdam: Benjamins, 2002. Pp. x + 489. $110.00 cloth.

This volume originated from a colloquium on the second language (L2) acquisition of tense and aspect organized by Salaberry and Shirai at the Annual Meeting of the American Association of Applied Linguistics in 1999. It contains revised versions of a selection of the colloquium papers and additional invited contributions for a total of 15 chapters authored by 16 contributors, many of whom have already made important contributions to our understanding of this area of SLA. Six L2s are investigated: English, Italian, French, Spanish, Mandarin Chinese, and Japanese.

Following an introductory chapter by Salaberry and Shirai, there are four chapters providing overviews of different issues in tense-aspect research (Weist, Andersen, Noyau, and Bardovi-Harlig) and 10 reporting findings from empirical studies (Housen, Rohde, Giacalone-Ramat, Rocca, Wiberg, Kihlstedt, Slabakova & Montrul, Salaberry, Duff & Li, and Shirai). There are also indexes of names and subjects and a glossary of abbreviations.

Weist's chapter reviews recent first language (L1) tense-aspect research as background to the L2 focus of the volume, Andersen proposes an expanded version of the original Aspect Hypothesis to take into account discourse and functional dimensions of

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

"past," Noyau discusses discourse factors that lead learners to entertain competing hypotheses concerning the function of tense-aspect markers, and Bardovi-Harlig provides a critical analysis of different quantitative approaches used to evaluate claims of the Aspect Hypothesis. The 10 empirical studies present different designs (descriptive and experimental; longitudinal, cross-sectional, and bidirectional) and approaches (cognitive, discourse functional, generative, and semantic), and investigate tense-aspect acquisition at different points of development among both child and adult learners in second and foreign language learning contexts. The type of data also varies; in addition to a range of production measures, there are also judgment tasks (Slabakova & Montrul) and think-aloud protocols (Duff & Li).

This volume is an important addition to the literature on tense-aspect acquisition in SLA. The edited format gives voice to a number of researchers from different perspectives and approaches, thereby complementing and updating Bardovi-Harlig's (2000) synthesis of tense-aspect research findings. The introductory chapter identifies common ground across the many chapters, and the separate reference lists allow each chapter to stand on its own. In addition to the variety of acquisition issues addressed, the volume also provides detailed descriptions of the tense-aspect systems of six languages and contrastive information on several others. Readers interested in research on English and Romance languages are particularly well served. In addition to references to these languages in the overview chapters, there are also two empirical investigations for each of English (Housen, Rohde), Italian (Giacalone-Ramat, Wiberg), and Spanish (Slabakova & Montrul, Salaberry), and a bidirectional study of the acquisition of Italian and English (Rocca).

The number of issues related to this area of SLA is large, and no one volume could do justice to them all. There are, however, some limitations that should be noted. Although the role of L1 is mentioned in the introduction and in several chapters as a potential explanation for interlanguage behavior, no overview or empirical chapter expressly targets it for investigation. Additionally, even though many of the chapters interpret data collected in instructed environments, no chapter focuses on any of the various pedagogical issues related to tense-aspect acquisition (pedagogical implications of acquisition findings, effectiveness of different types of pedagogical intervention, or comparison of tutored and untutored learners). Nor are connectionist or frequency-based accounts of tense-aspect acquisition profiled. There is also a disproportionate number of descriptive studies: Of the 10 empirical studies, only two are experimental (Salaberry and Slabakova & Montrul). These are also the only studies to include significance testing measures, even though many others report quantified findings. The editors might also have cast their language net a little wider to include languages with rich aspectual systems (e.g., Slavic) and more non-Indo-European languages, including those that make less use of grammaticized markers to convey tense-aspect meanings. In the subject index, many topics discussed across different chapters in the volume are not listed (e.g., discourse, pragmatics, and transfer or crosslinguistic influence) and others have several lines of page references with no subindex (e.g., 17 lines for "present" with no breakdown by language).

These limitations notwithstanding, this is definitely a volume that any SLA scholar interested in tense and aspect will want—indeed needs—to own. It would also be appropriate as a text for a graduate seminar on the acquisition of temporal morphology, as an introduction to a variety of issues and methodologies, and as a rich source of research questions for future studies.

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

REFERENCE

Bardovi-Harlig, K. (2000). *Tense and aspect in second language acquisition: Form, meaning, and use*. Oxford: Blackwell.

(*Received 15 September 2003*)

Laura Collins
Concordia University

DOI: 10.1017/S0272263104250045

GENRE IN THE CLASSROOM: MULTIPLE PERSPECTIVES. *Ann M. Johns (Ed.)*. Mahwah, NJ: Erlbaum, 2002. Pp. ii + 350. $32.50 paper.

This book provides an excellent introduction to recent developments in genre analysis and related pedagogies. Although it assumes some background knowledge of applied linguistics and genre studies, the volume should be of interest to writing researchers as well as professors who teach the teaching of writing and other courses dealing with genre-related issues. The book is also suitable for any serious Master's or doctoral student with an interest in genre issues, whether for the purposes of scholarly investigation, teaching, or both.

The text is divided into sections, each of which contains two or three thematically related chapters. These sections are preceded by an introduction written by the editor that provides a concise entry into each sectional topic. The seven sections ("The Sydney School," "Related Approaches," "English for Specific Purposes," "Bridging Text and Context," "The New Rhetoric," "Pedagogical Quandaries," and "Conclusion and Response") contain chapters by authors in Australia, Canada, Hong Kong, New Zealand, the United Kingdom, and the United States.

On the basis of her experiences attending genre theory conferences (which tended to lack information on pedagogical implications of the work being discussed), the editor decided "that we practitioners needed a volume that focused on pedagogy in which the various important theoretical camps were represented" (p. i). This goal has been accomplished: There are indeed a wide variety of perspectives represented here, which range from largely theoretical or research-based background information with implications for practice to very practical classroom-based illustrations and applications of the theoretical concepts. However, the two foci are not sharply divided but rather blend together smoothly and support each other.

In the former group, for instance, in addition to the introduction, we find the chapters by Johns (on the need to destabilize the existing genre theories of college freshmen as they begin to undertake university-level writing responsibilities) and by Grabe (contrasting narrative and expository approaches to writing). In the latter group, which makes up the bulk of the volume, the chapters about applications and illustrations are well motivated by theory and well supported by research findings. These include Macken-Horarik's paper on teaching genre in secondary school science, Feez's historical description of genre in Australia's Adult Migrant Education Program curriculum, Paltridge's detailed discussion of genre and text-types in an English for academic purposes curriculum at the University of Auckland, Flowerdew's work with Middle Eastern science and engineering university students, Swales's discussion of teaching the literature review,

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

Samraj's chapter about teaching writing in content courses on resource policy and wildlife behavior, Adam and Artemeva's use of writing students' e-mail exchanges to exemplify problem solving and collaborative learning, Coes's description of teaching students to write political briefs, Guleff's work with university sociology students who must write an ethnographic paper, and Dudley-Evans's work with business students who must write essays. Still others (e.g., Hyon's study of a university-level reading and vocabulary course or Pang's investigation into textual analysis and contextual awareness building as two approaches for teaching genre) report on new research findings related to or directly based on pedagogical practices.

Four of the chapters contain clear appendixes with copies of research instruments or teaching activities. These will be helpful to readers who wish to replicate these studies or practices in their own contexts.

The last section of the book is particularly interesting. It contains a provocative paper by Grabe, which argues for "a general two-part distinction between narrative and expository prose" (p. 253). He draws on research literature from cultural psychology, learning theory, educational psychology, cognitive psychology, educational linguistics, and applied linguistics corpus analyses. Three other authors (Martin, Bhatia, and Berkenkotter) respond to Grabe's position—each raising concerns and arguing for their own positions. Each of the three respondents critique Grabe's argument but from very different perspectives. Perhaps calling this section "Conclusion and Responses" is misleading. Although it is the concluding section of the book, it raises as many questions as it answers and promises interesting future debates at conferences and in print.

One additional strength of the volume as a whole is that every chapter contains a thorough review of the relevant literature. The reference list for the entire book is 43 pages long. This broad coverage suggests that the book would be an ideal starting place for dissertation- or thesis-level research.

(*Received 18 September 2003*)

Kathleen M. Bailey
Monterey Institute of International Studies

DOI: 10.1017/S0272263104260041

DIALOGUE ON WRITING: RETHINKING ESL, BASIC WRITING, AND FIRST-YEAR COMPOSITION. *Geraldine DeLuca, Len Fox, Mark-Ameen Johnson, and Myra Kogen (Eds.)*. Mahwah, NJ: Erlbaum, 2002. Pp. xvi + 488. $46.00 paper.

This collection is weighty, offering the reader 28 essays on first (L1) and second (L2) language writing theory and method in the college composition classroom, although the concepts of "theory" and "method" become problematic by the end of the collection. In their preface, the editors—who work with basic writers, English as a second language (ESL) writers, and first-year composition students—state that the book arose out of their conversations about the needs and strengths of these writers. The editors' backgrounds offered them an opportunity to look at the issue of college writing from a variety of perspectives as they began the task of selecting pieces for the collection. Three years and 300 articles later, they came down to 28 pieces, divided thematically into four parts—teaching writing, becoming a writer, responding to writing,

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

and beyond the writing classroom. One of the editors wrote a separate introductory essay for each part, providing a comprehensive overview; indeed, one of the strengths of the anthology is the editorial voice that opens each section.

Part 1 focuses on the teaching of composition in the college classroom. This is familiar territory to anyone involved in the study of L1 writing—for example, Rose, Bartholome, and Shor. Gilyard's piece on African American discourse provides an excellent introduction to linguistic diversity in the composition classroom. The section ends with an essay on first-year composition. Absent from this section is a discussion of L2 writing, despite the claims that the anthology is a rethinking of ESL, basic, writing, and first-year composition.

Part 2, "Becoming a Writer," opens with an excerpt from Elbow's (1973) *Writing without teachers* and closes with Olsen's examination of the postmodern critique of theory as it applies to the process movement in composition. In between is a piece on the special role ESL tutors play in helping nonnative speakers negotiate the sometimes hostile environment of the academy, as well as Liu's narrative of her struggle from "silence to words" (p. 173) and Friedland's exploration of an HIV-focused writing group. Although the editors achieve a multiplicity of voices in this section, they are too disparate. How exactly does the experience of a tutor working with college ESL students and a writing teacher who travels to a center to facilitate a writing workshop for people with AIDS constitute a rethinking of ESL, basic writing, and first-year composition?

Part 3, "Responding to Writing," is the strongest, most coherent section of the anthology. From the opening line of the introduction, "The first moment of truth for most writing teachers comes when our students hand in assignment number one" (p. 243), the section maintains a consistency of purpose. Like part 1, this section navigates familiar terrain in L1 (Murray, Elbow) and L2 (Raimes) literature, but in this section the pieces by these writers and others truly become dialogic. Belanoff's "The Myths of Assessment" should be required reading for all graduate courses in assessment. Brooks's "Evaluating ESL Writing" brings clarity to the often troubling task of assessing the writing of nonnative writers. In the last piece in this section, "Fault Lines in the Contact Zone," Miller tackles the problem of "unsolicited oppositional discourse" (p. 324) in the writing classroom. How do composition teachers respond to content that they find repugnant? Do they focus on correctness and neglect content? The section concludes where it began—with moments of truth.

The final part of the anthology, "Beyond the Writing Classroom," suffers from the same problems as the first two sections. There are some excellent essays here and a range of topics (writing across the curriculum, working conditions for postsecondary writing teachers, the integration of technology in the writing curriculum, and community service), but the center does not hold.

I like the goal of this anthology, which is designed to be used as a text for courses on writing pedagogy. The questions posed at the end of each essay are thoughtful and prompt self-reflection and discussion, but the promise of a true dialogue on writing is not quite fulfilled.

REFERENCE

Elbow, P. (1973). *Writing without teachers*. Oxford: Oxford University Press.

(*Received 18 September 2003*)

Michael Khirallah
Oakland Community College

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

DOI: 10.1017/S0272263104270048

DEVELOPING PROFESSIONAL-LEVEL LANGUAGE PROFICIENCY. *Betty Lou Leaver and Boris Shekhtman (Eds.)*. New York: Cambridge University Press, 2002. Pp. xiv + 308. $65.00 cloth, $24.00 paper.

In the face of a vast array of non-English culture and language media, increases in diaspora populations in the United States and elsewhere, the importance of global circuits of capital (and hence global communicative practices), and the increasing penetration of world events into the lives of Americans (with its implications for national security), one would surmise that developing professional-level additional language expertise would not be the exception that it is in the United States. Lambert (2001) described the low percentage of American students who study a foreign language at the advanced level and estimated that only 3% of those studying commonly taught languages such as Spanish or French enroll in advanced-level courses. Although support for less commonly taught languages (LCTL) such as Arabic have recently increased, students enrolled in LCTL programs are presumably even fewer in number. It is also clear that advanced-level coursework occupies only a fraction of most language programs' overall investment of resources. In a fiscal climate that makes the academy increasingly accountable to private sector logic, few interested students make developing advanced language programs a nonutilitarian choice.

In spite of—and perhaps also due to—these ironies, there now exists a renaissance of interest in advanced second language (which, following Byrnes's chapter in this volume, I refer to as AL2) development, as illustrated by this volume, which addresses an assortment of AL2 contexts and languages (Arabic, Chinese, English, French, German, Russian, and Spanish). In the first section, "Principles, Practices, and Theory," the editors in one chapter and Byrnes in a second espouse usefully antithetical views on issues from definitions of advanced proficiency to ontological constructions of the nature of grammar. The bulk of this volume comprises reports on AL2 programs. Among these is a theoretically sophisticated analysis of an 8-day immersion institute for graduate student instructors of German (by Byrnes), a useful overview of Chinese in-country programs that includes a comprehensive list of curricular features (see table on p. 110) available at 12 universities and institutes (by Kubler), and an informative description of a well-conceived process approach for teaching high-level writing in English at a Danish university (by Caudery). Angelelli and Degueldre report on a 180-hour program for French and Spanish designed to catalyze the transition between high-level general proficiency and professional competence necessary for translation and interpreting, whereas Badawi reviews an advanced Arabic reading program that, through exposure to diverse genres of writing, attempts to raise participants' necessarily polyglossic command of Arabic. AL2 technology issues are the subject of Ingold's account of the LangNet Initiative (a set of online materials in a large number of languages that are oriented to serve AL2 students). Ingold describes the LangNet resources designed to bring reading ability up to superior-distinguished (SD) levels. The problem of variability in teacher's communicative competence is the focus of Dabars and Kagan's chapter, and they describe summer institutes designed to enhance teachers' Russian language and culture knowledge. The final portion of the volume comprises two studies concentrating on descriptions of SD learners (by Ehrman & Leaver and Atwell, respectively). Ehrman provides commentary in the areas of fossilization, strategic competence, affective factors, and learner autonomy (among others), whereas Leaver and Atwell report the in-progress

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

results of interviews with SD proficient speakers describing factors contributing to the success of their developmental trajectories. Notable among attributes shared by SD-level interviewees is that all had studied more than one foreign language, nearly all occupy professional positions that require regular use of their additional language, and more than two-thirds were raised in bi- or multilingual families or communities.

As is the case with some edited volumes, the quality of chapters is uneven, with a few bearing a closer resemblance to report writing than critical scholarship. In particular, the Shekhtman, Leaver, Lord, Kuznetsova, and Ovtcharenko chapter, describing the Shekhtman Method of Communicative Teaching, borders on advertising text and promotes somewhat bizarre suggestions. To take but one example, "answer expansion" suggests that in response to a native speaker question, "the student gives the most verbose answer possible" as "[s]hort, simple answers hinder conversation" (p. 120). This bald directive contradicts—debatable as they are—Gricean principles and in many communicative settings would seem to promote interactional incompetence (or worse).

Another problem, especially evident in the introduction by Leaver and Shekhtman, is that ACTFL/ILR guidelines and diagnostics are unproblematically treated as coequivalent with advanced communicative abilities. This forms a reductive metonymy whereby the superior and distinguished rubrics become, de facto, AL2 proficiency itself. By contrast, in her more sophisticated and critically framed overview article, Byrnes asks: What are the entailments, implicit and explicit, of language and the L2 learner within the ACTFL/ILR framework? She responds by noting that formal accuracy and compensatory strategies are privileged at the expense of discourse and sociolinguistic dimensions. Byrnes also notes that the guidelines' emphasis on accuracy implicitly affirms an idealized native speaker that produces a norm- and system-referenced teleology "that bespeaks certain interests" (p. 41), one of which is that an L2 learner would ideally be indistinguishable from an NS, a process that may require a "virtual effacement of the learner's L1 abilities and predispositions" (p. 42). Although Byrnes's critical and well-theoretized chapter is the clear minority in this volume, she is not alone. Badawi notes that the ACTFL superior level posits "features that are not possessed even by native Arabs" (p. 159), whereas Angelelli and Kagan, drawing on the work of Valdéz (1989), acknowledge that ACTFL/ILR scales can be "meaningless . . . when assessing the abilities of native [and heritage] speakers" as they reflect only the "norma culta" and not the "norma popular" or "norma rural" (pp. 212–213). These exceptions aside, the ACTFL/ILR guidelines are uncritically presented throughout the book. Academic inquiry is premised on denaturalizing habituated perception; I expected more from this volume in this regard.

A last substantial difficulty that permeates the volume is the flat and unsophisticated treatment of grammar. Byrnes's discussion of cognitive grammar (i.e., Langacker) and online processing (i.e., Slobin) is again the exception. Leaver and Shekhtman state that "grammatical accuracy, without any doubt, is the most important element of high communicative focus" (p. 24). What is unspecified is the type and conception of grammar that would form the basis of materials development and instructional interventions. The authors state that "unfortunately, many teachers of lower-level students argue over whether they should teach grammar when they should be asking how and when to teach it" (p. 28). I agree but would add that the "how" and "when" of grammar teaching ought to be fundamentally informed by the question of "which" grammar to teach and for what purposes. Especially at AL2 levels, we should be more attentive to the divergent grammars of written and spoken language (e.g., Carter & McCarthy, 1995). It is surprising that attention to this issue, and correspondingly, the potential of corpus

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

analysis for materials development and learner-directed inquiry into actual language use, is nowhere addressed.

One area of need the authors seem to agree on is that professional-level language proficiency would benefit from an increase in pedagogical materials and approaches specific to field or discipline, genre, and the development of particular communicative abilities (such as those required for translation and interpretation, high-level argumentation, persuasion, and negotiation). Many also proclaim—and I join them—the need for direct and explicit interventions in AL2 instructional settings. This is rarely the case in AL2 curricula, which may focus on literary and "authentic" texts rather than on the mechanisms underlying their structure. These mechanisms—at the level of discourse grammar, genre, and including interactional and cultural resources—are what AL2 users will need to develop sophisticated and specialized communicative texts and contexts.

This volume has both shortcomings and virtues, each of which ought to provoke continued efforts in the area of AL2 research and pedagogy.

REFERENCES

Carter, R., & McCarthy, M. (1995). Grammar and the spoken language. *Applied Linguistics*, *16*, 141–158.
Lambert, R. (2001). Updating the foreign language agenda. *Modern Language Journal*, *85*, 347–362.
Valdéz, G. (1989). Teaching Spanish to bilinguals: A look at oral proficiency testing and the proficiency movement. *Hispania*, *72*, 392–401.

(*Received 3 October 2003*)

Steven L. Thorne
Pennsylvania State University

DOI: 10.1017/S0272263104280044

CULTURE AS THE CORE: PERSPECTIVES ON CULTURE IN SECOND LANGUAGE LEARNING. *Dale L. Lange and R. Michael Paige (Eds.)*. Greenwich, CT: Information Age, 2003. Pp. xvii + 362. $67.50 cloth, $34.95 paper.

It may be presumptuous to assume that all foreign or second language (L2) teachers agree that language instruction must involve some degree of learning about the culture of the native speakers of the language. However, it is next to impossible to deal with L2 education without taking culture into account. Because the goal of most L2 learning is communication, culture is inevitably involved in the curriculum. Yet, many language teachers are uncertain about what kinds of cultural aspects to include in the curriculum and instruction. In fact, we are sometimes puzzled about why L2 learners find it difficult to comprehend certain linguistic features that seem apparent to native speakers. If you are a language teacher and have ever had to deal with such questions, you will be attracted by the title of this volume. Lange, one of the editors, even asserts that "culture is the driving force in the process and the content of language learning" (p. 272).

Although that position may sound somewhat extreme, the collection of 12 articles in the book—in which are reflected extreme, moderate, and middle-of-the-road positions—is divided into two parts. The first part of the volume, consisting of seven papers, is an outgrowth of the 1991 and 1994 "Interdisciplinary perspectives on cul-

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

ture learning in the second language curriculum" symposia held at the University of Minnesota. The second part of the volume contains five papers presented at the 1996 Minnesota conference on "Culture as the core." The book's principal asset is its truly interdisciplinary character—the contributing scholars being sociolinguists, applied linguists, anthropologists, intercultural communication specialists, as well as those actively involved in foreign language teaching. Despite such an interdisciplinary nature and despite different positions on the role of culture in L2 teaching and learning, as the editors explicitly state in the introduction, the coherent aim of all the selections is to provide a discussion of L2 learning from the cultural perspective.

The book is enlightening in a variety of ways. For instance, the contrast between "enculturation" (the process by which individuals learn and adopt the ways and manners of culture) and "acculturation" (the process of adapting to a different culture from the one in which individuals were enculturated) in chapters 1 and 3 suggests why some cultural knowledge is explicit and straightforward and thus can be taught directly to L2 learners, whereas other kinds of cultural knowledge are not known at the level of consciousness and are thus implicit, ambiguous, or even elusive. As a result of going through the enculturation process, individuals become able to comprehend the subtleties of conveyed messages. As illustrated in some anecdotes in this volume (pp. 8, 10), L2 learners tend to have difficulty in acquiring cultural assumptions and values coded in the L2. In this way, culture consists of both overt and covert knowledge (chapter 4), which we should be aware of particularly when it comes to cross-cultural communication. Therefore, special care should be taken when covert knowledge is included in curricular materials.

Other noteworthy contrasts related to cross-cultural communication include the relationship between "communicative competence" (chapters 1 and 10) and "intercultural competence" (chapter 2). Through enculturation, individuals gradually acquire the communicative competence required in their native speech community. In L2 contexts, however, learners need to develop a more cross-cultural communicative competence known as intercultural competence. The categorization of cultures into two types—those that tend to derive a great deal of communicative meaning from the context (e.g., Japan) and those where communicative meaning is presumed to be contained in explicit verbal code (e.g., the United States)—suggests that the message delivered by individuals from different cultures may be missed or misinterpreted (chapter 6). I believe that many factors, such as the effects of differing social classes, within a culture complicate the concept of a clear and simple dichotomy of collectivistic and individualistic cultures as described in chapter 6. However, we can probably all agree that cultural instruction in L2 classrooms should focus on developing social awareness and sensitivity across cultures.

In sum, this volume provides a variety of informative ideas from such diverse fields as sociolinguistics and intercultural communication, and readers are provided with much material to help lead to an understanding of the intricate relationships among language, culture, social class, and context in which specific utterances are made. Because the papers are gathered from multiple conferences held at different times and because the symposia themselves brought together teachers and researchers working in various fields, some overlap and different interpretations of the same phenomena and concepts are present. Yet, the volume includes a unique collection of articles that effectively explore various relationships between language and culture.

(*Received 5 October 2003*)

Masahiko Minami
San Francisco State University

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

DOI: 10.1017/S0272263104290040

CONTEXT AND CULTURE IN LANGUAGE TEACHING AND LEARNING. *Michael Byram and Peter Grundy (Eds.)*. Clevedon, UK. Multilingual Matters, 2003. Pp. vi + 106. $39.95 cloth.

This small volume makes connections relating the theory and practice of language teaching to sociopolitical and geopolitical perspectives as well as to a differentiated view of learners and teachers as individuals. The efforts are for the most part very successful, and this volume will be of interest to anyone working in research, pedagogical applications, and theory-building context and culture in language teaching and learning. Eight of the nine articles in the volume had their origin as papers presented at a conference at the University of Durham in June, 2001. The articles address two categories of inquiry: reports of empirical studies of learners, and procedural or methodological contributions with a focus on teachers and teaching.

Kramsch's contribution was written at the invitation of the editors and serves as a fine beginning for the volume. It sets the tone for the whole collection by explicating the research process of an ethnographic study of classroom discourse. Kramsch questions how students construct the foreign cultural reality and their discoursal selves. Her findings include the discovery that cultural contexts determine linguistic and organizational choices and processes in learners. She then draws implications for classroom practice that include honoring learners as creators of meaning, validating their authorial voices and intentions, and giving them a critical metalanguage to appreciate their own and other writers' resources.

Holme's contribution first outlines five views or definitions of culture and its interface with language in the classroom, with examples, based on the concept of "grammatical metaphor," for ways that these approaches could be realized in the classroom. His main question is whether there is linguistic evidence for how culture affects the nature of language and how this effect influences classroom teaching. After a surface-level discussion of universals, he concludes that metaphors through which a culture conceptualizes reality impose themselves on the language. His final suggestion is to invite learners into the "conceptual core of a language" (p. 30). The means for realizing this suggestion remain very vague.

Fäcke's contribution is much more robust. She uses methods influenced by the ethnography of speaking and discourse and conversation analysis to accomplish introspective case studies of two German learners as they struggle to understand a complex Spanish literary text. Her findings—interesting and solid—show how readers' own autobiographic and experiential constructs influence interpretation and how the interaction of text and person can lead to new constructions of self and of meaning.

Holtzer contributes a paper describing a research project called SCOTLANG, which studies the development of L2 interactive skills and sociocultural competence among English and French native speaker university students. She reports preliminary findings that codeswitching is—not surprisingly—a major communication strategy employed by bilingual subjects. The project hopes to develop appropriate descriptors for measuring learning ("linguistic gain"). Such descriptors would improve the project as reported so far because the findings are far from new or surprising.

Halbach's paper begins the second section of the volume by discussing the lack of success of a reflective approach to teacher training for undergraduates in the Spanish environment context. She makes suggestions for raising students' awareness, using scaffolding and other well-known techniques. Her reminder that attention should be given

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

to cultural and personal factors reiterates to a certain extent the obvious but supports the overall thesis of the volume in that way.

Decke-Cornill's and Wandel's interesting papers each call for a reconsideration of the view of the relationship between language and culture in the German education context and question the notion that learning a language is equivalent to acculturation to a foreign culture. They support the idea that a language or a cultural understanding in these contexts is cocreated by those who are learning.

The role of English in the political and social integration of Europe is discussed in Breidbach's contribution, where he continues the theme of tension between cultural and linguistic diversity and emergent social structures. He offers a good model for curriculum design meant to address these tensions.

Wendt's article concludes the volume with a broader view of theory formation for language teaching. He suggests a more vital role for qualitative research, ethnomethodology, and ethnography to answer questions about perceptions of the world and of the learner as a unique self.

In sum, this volume could have a larger impact than its brief length might imply. Its greatest strength is to underscore the importance of—and give several good or very good examples of—qualitative research and theory building that maintain the complexity and diversity surrounding inquiry of context and culture in the L2 learning arena.

(*Received 15 October 2003*)

Mary Wildner-Bassett
University of Arizona

DOI: 10.1017/S0272263104300045

EXPANDING DEFINITIONS OF GIFTEDNESS: THE CASE OF YOUNG INTERPRETERS FROM IMMIGRANT COMMUNITIES. *Guadalupe Valdés (with Heather Brookes, Christina Chávez, Claudia Angelelli, Kerry Enright, Dania García, and Marisela González)*. Mahwah, NJ: Erlbaum, 2003. Pp. xxiv + 226. $65.00 cloth, $24.50 paper.

As Valdés explains in the introduction, this book is about

> youngsters who carry out the very hard work of interpreting and translating when they are selected by their families to mediate communication between themselves and the outside world [and the] . . . skills that young interpreters develop in order to mediate and broker communication between members of majority and minority communities. (p. xvii)

The authors' goal is to show that the linguistic and cognitive processing skills that young people demonstrate when they interpret are part of what it means to be gifted and that this giftedness needs to be measured, nurtured, and developed with Latino immigrant students.

There are formidable challenges to accomplishing this goal: (a) traditional definitions and constructs of giftedness do not include bilingual performance; (b) there is confusion about what "bilingualism" means and a general understanding that bilingualism is a limiting condition rather than a talent or skill; (c) there are few mechanisms in

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

place for identifying interpreting skills of bilingual young people; (d) Latino—and especially Mexican—children are significantly underrepresented in gifted programs, and many researchers and educators who work in gifted education have limited experience with recently arrived immigrant students; and (e) even if researchers and educators expanded their understandings of giftedness, the general public needs to be convinced that immigrant students might be gifted and included in gifted programs.

This book seeks to address these challenges and suggests actions to be taken. The authors look at giftedness through linguistic and cultural lenses to attempt to understand the particular kind of linguistic giftedness of Latino youngsters. In chapter 1, "In Search of Giftedness: The Case of Latino Immigrant Children," Valdés argues that we must move away from traditional definitions of giftedness, which focus on intellectual ability as measured by IQ and aptitude tests.

Chapter 2, "Bilinguals and Bilingualism," outlines what bilingualism means and focuses on the bilingual abilities of interpreters. Bilingualism involves having some level of proficiency in more than one language. Linguistic abilities occur along a continuum, with different language strengths in languages A and B in different bilinguals and in different times in their lives. Interpretation, a particular use of bilingual skills, involves "the reformulation of a message presented or delivered in one language into another language" (p. 25). The chapter describes the skills of professional translators and interpreters and of novice interpreters and ethnographic studies of young interpreters at work.

Successful interpretation requires not only language skill and complex cognitive abilities but also the following: (a) knowledge of different cultures and how to handle a variety of social contexts; (b) ability to handle the immediate context—interlocutors, roles, power relations, and cross-cultural dynamics—and to assess and negotiate these dynamics and engage in cross-cultural mediation; and (c) the ability to engage in reflective thinking, monitor one's own and others' interpretations and determine to what extent an utterance interpreted into a language has the same meaning as the source language, show rapid recall and enhanced memory capacity, display sensitivity to interpretation difficulties caused by cultural differences, and transfer cultural meaning across linguistic forms.

In the remaining seven chapters, the authors describe their study of young interpreters and their parents. They describe a simulated interpretation task to examine the behaviors of experienced young interpreters in middle and high school. The authors found that, when interpreting, the youngsters had to transmit original information, convey the tone and stance of each utterance, keep up with the demands and pace of the interaction, and monitor and compensate for their own linguistic limitations. To varying degrees, the young interpreters were able to utilize the resources in their two languages. Several students displayed an impressive range of abilities in both languages and traits considered by several theorists to be indications of giftedness.

The authors conclude that we need tests and procedures that can capture the complexities of the bilingual experience and identify superior academic performance or potential in bilingual children, and we need to restructure school programs to develop the talents of these students.

This is an important and groundbreaking book. Teachers and administrators working in gifted programs and with students whose native language is not English need to read it and expand their understanding of what giftedness involves.

(*Received 15 October 2003*)

Joy Kreeft Peyton
Center for Applied Linguistics, Washington, DC

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

DOI: 10.1017/S0272263104310041

ACQUISITION IN INTERLANGUAGE PRAGMATICS: LEARNING HOW TO DO THINGS WITH WORDS IN A STUDY ABROAD CONTEXT. *Anne Barron.* Amsterdam: Benjamins, 2003. Pp. xviii + 403. $115.00 cloth.

As its title indicates, this book should be of interest to researchers in interlanguage pragmatics (ILP) or in the effect of study abroad on SLA. With respect to ILP, Barron investigates which aspects of discourse structure, pragmatic routines, and internal modification are easily and not so easily acquired by Irish English learners of German in three speech acts—requests, offers, and refusals of offers—as well as the role of transfer and the stages of acquisition in each case. More generally, her data advance our theoretical knowledge with respect to cognitive theories of SLA (Bialystok, 1993; Schmidt, 1993). With respect to study abroad, this book is one of the first published studies (and to my knowledge the first book) that deals specifically with the effects of a study abroad experience on the acquisition and development of pragmatic competence.

The book consists of six chapters and 14 appendixes (including data collection instruments, coding categories, additional tables and graphs of findings, and a sample course module for teaching pragmatics). The first three chapters provide the introduction and background for the study. In chapter 1, the introduction, the author states her case, lists her research questions, and outlines the plan of the book. Chapters 2 and 3 define key terms, provide critical reviews of ILP's parent disciplines—pragmatics and SLA—and summarize the relevant studies in tables. Chapter 2 discusses the theories (speech act, politeness, and discourse analysis) relevant to Barron's study and presents an historical overview of the development of ILP. Chapter 3 focuses on relevant SLA issues—transfer, input, developmental stages, the relationship of grammatical to pragmatic competence, individual differences, and appropriate norms—and briefly discusses some of the related research on study abroad. These background chapters provide a well-written synthesis of the issues and research in their respective areas and consequently provide an excellent starting point for researchers who wish to conduct research in interlanguage pragmatics, particularly those working within a more cognitive theoretical framework.

Chapters 4 and 5 present the study itself. In chapter 4, Barron thoroughly describes her research, explains the rationale behind every methodological decision made, and discusses some of the limitations resulting from those decisions. For these reasons, chapter 4 can serve as a tool for graduate students, providing them with insights into the decision-making processes involved in designing a study. In chapter 5, she presents a detailed analysis of the speech act realizations at three points in time compared to native speaker norms and then discusses the processes that influenced changes over time. For example, Barron indicates where learners experience problems due to lack of salience in the input such that they require negative evidence to overcome them. This information is potentially useful for materials developers for German as a second language in particular and for theorists, researchers, and language instructors interested in interlanguage pragmatics in general.

In chapter 6, the conclusion, Barron clearly, succinctly, and skillfully summarizes the results from chapter 5 in terms of her research questions. She then discusses their theoretical implications, stages of development in pragmatic competence, the limitations of her study, its implications for study abroad programs, and directions for future research, providing useful information for ILP and study abroad researchers, curriculum developers, and language instructors.

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

This interesting and well-written book will be especially appreciated by ILP researchers for its literature reviews, its depth of discussion on method, and its description and explanation of findings within a cognitive perspective. Those interested in study abroad will appreciate its information on the effects of a study abroad experience on the development of pragmatic competence. Unfortunately, as Barron herself points out, the study cannot sort out the extent to which the study abroad context as opposed to additional exposure to German resulted in pragmatic development, as there was no at home control group due to a very high attrition rate in that group. Furthermore, those with a more sociocultural theoretical orientation to SLA will find that the book provides relatively little information about the various social contexts in which the learners actually interacted during their time abroad; rather, much of this must be a matter of conjecture. Nevertheless, when evaluated in terms of its purpose, its theoretical framework, and the methods employed to achieve its goals, the study provides a wealth of information on the acquisition of interlanguage pragmatics on a range of features across three speech acts from a developmental perspective.

REFERENCES

Bialystok, E. (1993). Symbolic representation and attentional control in pragmatic competence. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 42–57). Oxford: Oxford University Press.

Schmidt, R. (1993). Consciousness, learning, and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 21–42). Oxford: Oxford University Press.

(*Received 28 October 2003*)

Margaret A. DuFon
California State University, Chico

DOI: 10.1017/S0272263104320048

BILINGUAL SENTENCE PROCESSING: RELATIVE CLAUSE ATTACHMENT IN ENGLISH AND SPANISH. *Eva M. Fernández*. Amsterdam: Benjamins, 2003. Pp. xx + 292. $118.00 cloth.

The purpose of this dissertation monograph is "to determine whether bilinguals, with proficiencies in each of their languages sufficient to support responsible fluency, process linguistic input by employing the routines that are followed by monolinguals of each of their languages" (p. 211). In other words, the question is whether the sentence processing of bilinguals is dependent on the language of the sentence (language dependence) or on the dominant language of the bilingual (called language independence). The study first identifies a sentence type with crosslinguistic processing differences and then seeks to determine whether monolinguals and bilinguals process those sentences differently in online (early phase) and offline (postsyntactic) tests.

Fernández focuses on relative-clause attachment as a sentence-processing phenomenon with crosslinguistic differences between monolingual Spanish and English speakers: *Someone shot the maid of the actress who was on the balcony*. (Initial [online] interpretation: *The actress was on the balcony*; low attachment). *Alguien disparó contra la criada de la actriz que estaba en el balcón* "Someone shot the maid of the actress

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

who was on the balcony." (Initial interpretation: *La criada estaba en el balcón* "The maid was on the balcony"; high attachment; pp. 5–6.)

After discussing the comparative literature on crosslinguistic noun attachment preferences in relative-clause processing in Spanish, English, and a variety of other languages such as Italian, Greek, Croatian, and Dutch in chapter 2, Fernández explores the effects of language dominance and acquisition context on bilingual sentence processing in chapter 3. Chapter 4 is devoted to the evaluation, variable control, and pilot testing of test materials. Chapters 5 and 6 provide three-way comparisons between (a) monolinguals and bilinguals, (b) English and Spanish materials, and (c) online and offline processing, thus empirically verifying the assertions in the literature discussed in chapters 2 and 3, while going a step further to compare bilinguals' sentence processing. Results are presented and discussed as each test is presented throughout these two chapters. They are then summarized and discussed again in the chapter 7 conclusions.

The findings are not striking. The relative-clause processing differences between English and Spanish monolinguals were not as great as expected if sentence length is taken into account. Although the offline questionnaire resulted in English-dominant bilinguals preferring low attachment like English monolinguals and Spanish-dominant bilinguals preferring high attachment like Spanish monolinguals, in the online reading comprehension tests, "the bilingual subjects failed to match the patterns in the monolingual data" (p. 215). She ends by suggesting alternative explanations for the data, such as Fodor's (1998) antigravity law, and by calling for future research.

The publication, part of the John Benjamins series on Language Acquisition and Language Disorders, is well produced, with a detailed table of contents, list of tables, appendices, reference list, and extensive subject index. There are only occasional errors, such as an accidental mix-up of sample sentence translations (p. 41).

The author takes extraordinary care to define and substantiate each concept and premise in clear, well-organized prose. A particularly nice feature of Fernández's writing is that she regularly stops the presentation of new materials to recapitulate what has been presented to that point. Yet, despite the fact that each premise is so meticulously presented and tested, the results and interpretation are unconvincing. The results are inconsistent enough to suggest that the underlying premises are questionable. Indeed, the very narrow focus of the argument building may be precisely the problem. Although the author works hard to prove her case, she does not spend enough time finding, examining, and disproving alternative interpretations of and explanations for the observed phenomena. One such alternative might take into account the decidedly marked quality of the Norman genitive "the maid of the actress" as opposed to the unmarked Saxon genitive "the actress's maid" (Brysbaert & Mitchell, 1996). This is barely mentioned and footnoted by Fernández (pp. 14, 60), yet it surely affects the interpretation of all the English test sentences.

REFERENCES

Brysbaert, M., & Mitchell, D. C. (1996). Modifier attachment in sentence parsing: Evidence from Dutch. *Quarterly Journal of Experimental Psychology*, *49*, 664–695.

Fodor, J. D. (1998). Learning to parse? *Journal of Psycholinguistic Research*, *27*, 285–319.

(*Received 28 October 2003*)

Lucinda Hart-González
University of Maryland

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

DOI: 10.1017/S0272263104330044

DISCOURS, ACTION ET APPROPRIATION DES LANGUES [Discourse, action, and appropriation of languages]. *Francine Cicurel and Daniel Véronique (Eds.)*. Paris: Presses Sorbonne Nouvelle, 2002. Pp. 286. €19.00 paper.

As the words "discourse" and "action" in the title suggest, this volume focuses on the pragmatic aspects of SLA with a selection of refereed articles from the 1999 conference *Acquisition d'une langue étrangère: perspectives et recherches* "Acquisition of a foreign language: Perspectives and research" with the theme *Usages pragmatiques et acquisition d'une langue étrangère* "Pragmatic uses and acquisition of a foreign language." In the introduction, the editors provide a brief overview of SLA research with a clear emphasis on pragmatic issues—for example, differences between naturalistic and classroom acquisition in terms of social contexts and interactional patterns. The volume contains three thematic sections followed by an epilogue featuring the written version of three contributions that served as a synthesis at the end of the conference. Each section is followed by grouped bibliographic references. This particular organization is a little off-putting, especially because this editorial choice is never clearly mentioned in the text. Further, the reference sections are somewhat sloppy with spelling inconsistencies for author names (Vygotski and Vygotsky), publication dates in the bibliography that do not always correspond to the article citations, and several in-text references omitted from the bibliography.

Section 1, *Cognition et activités métalinguistiques* "Cognition and Metalinguistic Activities," features five articles and focuses on the cognitive and metalinguistic dimensions underpinning instructed SLA. Jeanneret's article, *Traitement interactif de structures syntaxiques dans une perspective acquisitionnelle* "Interactive Treatment of Syntactic Structures in an Acquisitional Perspective," suggests for example that syntactic structures can be effectively acquired through interactive discourse. She presents a wealth of interesting data in English, German, and French. A minor quibble is that none of the examples are glossed for readers who do not know all three languages.

The five articles in section 2, *Les compétences pragmatiques dans l'acquisition d'une langue 2* "Pragmatic Competences in Second Language Acquisition," are among the most interesting. These articles consider the pragmatic and discourse competence needed or manifested in a second language (L2) class or situation. Most papers feature interesting discussions based on actual data from several large corpora. Gajo and Mondada, in *Pratiques et appropriation de l'entretien dans une pluralité de contextes* "Practices and Appropriation of Conversation in Multiple Contexts," focus on what they term "interactional competence" and argue that this competency is crucial in successfully acquiring an L2. In a similar vein, Cicurel and Syled-Decla, in *Les réagencements contextuels dans l'enseignement des langues* "Contextual Reorganization in Language Teaching," suggest that being a good language learner is not simply a matter of linguistic knowledge but rather involves knowing how to navigate different contexts successfully.

Section 3, *Tâches narratives et acquisition d'une langue 2* "Narrative Tasks and Second Language Acquisition," is the most narrowly focused, with only three contributions. Although the research questions are interesting—namely, what is involved in narrating in L2 and how do learners acquire this complex process—the papers are somewhat disappointing. For example, Clerc concludes in *L'acquisition des conduites narratives en FLE* "The Acquisition of Narrative Skills in French as a Foreign Language" that beginning learners narrate simply the basic facts and that more advanced learners pro-

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

vide more context and background. These conclusions seem fairly intuitive. Further, the cross-sectional data she uses with different learners at different levels exhibiting different narrative structures do not necessarily tell us anything about the development of these abilities over time in a single learner or group of learners.

The papers in the final section argue for opening the overall field of research in SLA to include a stronger role for sociocognitive processes and the pragmatic dimension. Arditty and Vasseur, in *Contextes, variabilité et activités d'appropriation des langues* "Context, Variability, and Activities for Language Appropriation," go even further by enumerating several possible avenues for future research programs.

Although the articles and studies presented in this collection are more suggestive than definitive, this volume represents an original and valuable contribution to the field of SLA. This book would be interesting reading for graduate students who already have a firm base in SLA and for researchers, particularly those interested in pragmatics and integrating this domain within SLA theory.

(*Received 2 November 2003*)

Mary Ellen Scullen
University of Maryland

DOI: 10.1017/S0272263104340040

AUDIBLE DIFFERENCES: ESL AND SOCIAL IDENTITY IN SCHOOLS. *Jennifer Miller*. Clevedon, UK: Multilingual Matters, 2003. Pp. xv + 200. $89.95 cloth, $29.95 paper.

Jennifer Miller's book is a case study that focuses on students' spoken English, how students are "heard" or become "audible" in the mainstream context, and the relationship between this audibility and identity formation. The twist, and one of the major contributions of this work, is Miller's careful theoretical positioning. She is working in the space where theories of identity formation and SLA overlap to paint a more complex and interesting picture of language acquisition than any of the theoretical frameworks could accomplish alone.

As Miller carves out that theoretical space, however, she sometimes falls back on the assumptions that many of us have as English as a second language (ESL) teachers. One such assumption is the following: It is the responsibility of English learners to find ways to break into the community of native English speakers so that they can improve their English and become part of the dominant discourse. The native speakers, as Miller so vividly explains, have little desire to do the work necessary to "hear" nonnative speakers. Additionally, she suggests that the English learners may simply give up trying to be heard. What she overlooks, or at least does not emphasize, is the possibility that English learners might not want access to dominant discourses. One interpretation is that learners who remain isolated from the dominant culture choose isolation as a means of resistance to a culture that they see as (and that actually is) unwelcoming.

Related to this, although Miller makes the case clearly that identity is not static but shifting and constantly negotiated in different contexts, part of this shifting sometimes involves loss. For example, if a Taiwanese student in an Australian high school makes the move to join a group of Aussies at a lunch table, not only is she risking rejection by the Aussies but also by the Taiwanese community. Could she be seen as a traitor? Imag-

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

ine that this student is successful and she starts to act more "Australian." Her English might improve, but how do her parents react to her new identity? Much is at stake if the student successfully accesses the dominant discourse. Although Miller clearly does not advocate in favor of assimilation, perhaps students cannot envision access to the mainstream discourse by any other means. What do Miller's subjects say about this? What do they see themselves as "winning" and "losing" in the identity transaction?

A major contribution of this volume is a clear explanation of the spiraling relationship between language acquisition and access to dominant discourse. Miller shows that the better you speak, the more audible you are to the mainstream, the more access you have to opportunities to speak, the better you speak, and so on and so forth, on a positive spiral toward audibility and dominant-discourse membership. Miller also shows how the opposite is true: The worse you speak, the less the mainstream bothers to listen to you, the less access you have to opportunities to speak, the less you improve, and so on, in a depressing downward spiral.

Rather than presenting neat conclusions in the form of implications or suggestions for schools, Miller implicates schools for their role in the creation and maintenance of the "othering" of nonnative speakers. And although her book is very much an exploration of language prejudice and its effects on language acquisition, she relates this to larger social problems, including racism (it is not an accident that her subject with the most "audibility" is European). Miller's contribution to the field of SLA is a powerful call to action for SLA researchers. She calls for

> a changed vision of what the "language acquisition" problem is, and a move into new terrain, marked by the empirical and epistemological understanding that to talk about SLA without talking about identity and representation, is to miss aspects of the utmost salience to the acquisition of discourses in a new language, and to ignore the power of conditions of reception over spoken production. (p. 188)

I would add to her conclusion that to not do this—to not talk about issues of identity and power in SLA—is to perpetuate the idea that language acquisition is devoid of social context. When we accept this notion, we are well positioned to blame the victim for not acquiring the target language, for failing standardized tests, for dropping out of or struggling through school in a system that sets them up for failure. Our job is to do research that breaks through these commonly held assumptions, as this book does.

(*Received 10 November 2003*)

Catherine Mazak
Michigan State University

DOI: 10.1017/S0272263104350047

THE SOCIAL TURN IN SECOND LANGUAGE ACQUISITION. *David Block*. Edinburgh, UK: Edinburgh University Press, 2003. Pp. viii + 162. $26.95 paper.

This book is devoted to what Block calls the Input-Interaction-Output (IIO) model of SLA. By this model, he means SLA research conducted over the last few decades by Gass, Long, Pica, Swain, and others, generally known as the "interaction hypothesis" and the "output hypothesis." Block's chief aim is "to critically examine some of the

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

basic notions and assumptions that underpin this model and to suggest a more interdisciplinary and socially informed approach to SLA research" (p. vii). He takes pains to point out that his criticisms are intended to be constructive, noting that his intent is to encourage IIO researchers to look beyond what he views as a psycholinguistic bias in mainstream SLA.

In the introductory chapter, Block argues that most IIO research tends to be individualistic, mechanistic, cognitive, quantitative, and narrow in orientation and asserts that SLA researchers would benefit from following the recent trend in sociolinguistics toward utilizing more interdisciplinary perspectives. In chapter 2, he provides what he refers to as an "official history" of SLA over the past 40 years and maintains that, although IIO is a powerful model that has produced ambitious, well-developed research, it could be improved through expansion. Block then considers each letter in the SLA acronym in turn, suggesting in chapter 3 that "other" or "additional" might be a more appropriate term than "second" to express the status of languages being learned and claiming that researchers should realize that many language learners are multilingual with multiple competencies and that it is not always possible to predict what kinds of learning opportunities different contexts will provide (p. 57). In chapter 4, he argues that language use involves more than carrying out tasks and transferring information and that the concept of language should be expanded to include social aspects such as face-saving and the negotiation of identity. He claims that much research in the IIO model focuses narrowly on linguistics while "systematically [marginalizing] the social side of communication" (p. 89). In chapter 5, he presents alternatives to "acquisition" as it is currently conceptualized, submitting that sociocultural or activity theory should rival current information-processing approaches and lead to a better understanding of acquisition by integrating socially sensitive concepts such as appropriation, participation, and collaboration. In the final chapter, Block examines the future of the IIO model and SLA research and repeats his call for an expanded interdisciplinary research agenda that takes into account not only cognitive and linguistic factors but also social factors and matters of culture and identity.

Block's position and arguments are likely to attract criticism from some in the field of SLA. Long and Doughty (2003), for example, argued for SLA to be viewed as cognitive science, discussing a discernible trend for

> increasing numbers of researchers and theorists, rationalists all, to focus their attention on SLA as an internal, individual, in part innately specified, cognitive process—one that takes place in a social setting to be sure, and can be influenced by variation in that setting, and by other interlocutors . . . but a psycholinguistic process nonetheless which ultimately resides in the mind-brain, where also lie its secrets. (p. 866)

As Block notes, his book echoes many of the characteristics of an exchange in the *Modern Language Journal*, primarily between Firth and Wagner (1997, 1998), who argued that there was an overly narrow cognitive bias in the field of SLA, and Gass (1998) and others, who variously argued that SLA properly investigates the processes by which a second language is learned. For example, Block claims that, although information about the L1 and gender of participants is often provided in SLA reports, this information is often not utilized in the analysis. Some SLA researchers would argue that, although it may be important to know how variables such as gender and L1 are balanced across experimental groups, such issues as whether "Spanish may be listed as the L1 of a Peru-

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press

vian immigrant to the US who grew up speaking Quechua and who therefore might have extremely nuanced positions towards Spanish and Quechua and, indeed English" (p. 80) may be beyond the scope of a report of a focused learning experiment. Block's argument is that the nuanced position of the speaker may impact the study. This, of course, could also be conceptualized as an empirical question. In his carefully detailed critical assessment of a recent article by Mackey, Gass, and McDonough (2000), Block argues (fairly) that considering gender and L1 could have enriched the analysis and acknowledges that "it would mean doing a different type of research where generalizations would likely be more difficult to make and more individualized case studies would be explored" (p. 84). Because many IIO articles of the kind Block critiques conclude with calls for supplementary longitudinal work and detailed case studies, perhaps that, at least, is one area where researchers might reach agreement.

In summary, I believe that Block's book is a worthwhile read even for those who will not concur with his arguments. If nothing else, his thorough description and critique of the IIO model can be viewed as an important development in the history and legitimacy of the model.

REFERENCES

Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *Modern Language Journal*, *81*, 285–300.

Firth, A., & Wagner, J. (1998). SLA property: No trespassing! *Modern Language Journal*, *82*, 91–94.

Gass, S. M. (1998). Apples and oranges: Or, why apples are not oranges and don't need to be—A response to Firth and Wagner. *Modern Language Journal*, *82*, 83–90.

Long, M. H., & Doughty, C. J. (2003). SLA and cognitive science. In C. J. Doughty & M. H. Long (Eds.), *Handbook of second language acquisition* (pp. 866–870). Oxford: Blackwell.

Mackey, A., Gass, S. M., & McDonough, K. (2000). How do learners perceive interactional feedback? *Studies in Second Language Acquisition*, *22*, 471–497.

(*Received 15 November 2003*)

Alison Mackey
Georgetown University

https://doi.org/10.1017/S0272263104260041 Published online by Cambridge University Press