instruction, this book offers a vivid picture of the interaction between content and language, between students and teachers, and between learning and context.

In addition to providing developing researchers with rich resources, Dalton-Puffer's work offers something for experienced classroom discourse researchers in (a) the reexamination of specific threads of theory and practice; (b) the combination of what she calls top-down and bottom-up perspectives such as oral practices, discourse grammars, conversation analysis, speech acts, and genre analysis in her research; and (c) the way she situates CLIL research in current SLA theory and second language practice. Of particular importance are her explorations of the role of IRF sequences in CLIL classrooms and the relevance of sociocultural theory to the language-content interaction and the participatory nature of CLIL classrooms.

In sum, Dalton-Puffer's tapestry is worth viewing, whether the reader is new to classroom language analysis or looking for a comprehensive image of CLIL classrooms. She weaves a complex picture of CLIL and situates the work within the context of second language discourse research and second language learning literature.

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PROCESSABILITY APPROACHES TO SECOND LANGUAGE DEVELOPMENT AND SECOND LANGUAGE LEARNING. *Jörg-U. Keβler (Ed.)*. Cambridge: Cambridge Scholars Press, 2008. Pp. viii + 311.

In 1998, Pienemann proposed his processability theory (PT), a novel psycholinguistic theory of second language (L2) grammar development, based primarily on German, English, and Swedish data. Ten years later, PT has grown substantially, expanding its scope in three directions. First, new L2s as diverse as Chinese, Japanese, Italian, and Arabic have strengthened the theory typologically. Second, new learning conditions and applications have enriched the scope of PT beyond teachability and testing, to include bilingual SLA, language impairment, first language transfer, pidgin and creole languages, rapid profiling, and written production. Third, and most importantly, the architecture of PT has been expanded by the addition of a second set of principles that contributes to the formal modeling of levels of processability—namely, the mapping of argument-structure onto functional structure in lexical mapping theory. These additional principles resolve some problems left unsolved by the original (Pienemann, 1998) version of PT and account for new issues raised by less configurational languages than English, such as Italian and Japanese (Pienemann, Di Biase, & Kawaguchi, 2005). Thus, this theory can now

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deal not only with the development of obligatory morphosyntactic structures acquired following an implicational pattern but also with choices at the structural-pragmatic interface. These choices are also anchored on the structural development of the learner and are hierarchically ordered: from canonical to noncanonical, from least marked to more marked choices.

This work is an excellent summary of the current stage of the development of PT itself and an illustration of the range of issues it covers. Part 1 serves as an introduction to PT and includes chapters that present (a) the whole theory by Pienemann; (b) an excellent overview by Fabbri of lexical functional grammar, the framework in which PT has chosen to represent grammatical facts; and (c) a discussion of PT's explanatory power by Keβler, who demonstrates how PT can successfully address 6 of the 10 key issues identified by VanPatten and Williams (2007) as needing explanation by SLA theories. Part 2 addresses issues new to PT. Kawaguchi shows how PT can neatly accommodate into its developmental schedules the encoding of grammatical relations in typologically different languages (e.g., English, a head-marking language; Arabic and Italian, two *pro*-drop languages; and Japanese, a dependent-marking language). Zhang tests two positions on language transfer—the full transfer/full access model (Schwartz & Sprouse, 1996) and PT's developmentally moderated transfer hypothesis (Pienemann, Di Biase, Kawaguchi, & Håkansson, 2005)—and shows how her longitudinal Chinese L2 data support the latter. Rahkonen and Håkansson report on the impact of formal and informal learning on written production data and discuss the role of infrequent structures in the input for explaining their late emergence in Swedish L2. Part 3 presents three studies, each on classroom applications. Keβler and Keatinge refine the English L2 rapid profiling procedures in which trained analysts can efficiently assess where learners stand on the developmental trajectory. Di Biase convincingly proves, with primary school Italian L2 data, how even a small amount of form-focused communicative activities can speed up the learning process substantially, provided the targeted grammar features are developmentally moderated, as defined by PT. Finally, Lenzing analyses two textbooks for teaching English and reports that the sequence in which these books introduce grammatical structures renders them unprocessable in PT terms and therefore unlearnable.

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