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SELECTED PROCEEDINGS OF THE 7th CONFERENCE ON THE ACQUISITION OF SPANISH AND PORTUGUESE AS FIRST AND SECOND LANGUAGES. *Carol A. Klee and Timothy L. Face (Eds.)*. Somerville, MA: Cascadilla Press, 2006. Pp. vi + 194. $220.00 cloth.

The papers included in this volume were presented at the 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages (hosted jointly with the 8th Hispanic Linguistics Symposium) in October 2004. Although the title would imply a mixture of papers on first language (L1) and second language (L2) topics from both Spanish and Portuguese languages, the overwhelming majority pertain to Spanish SLA. None of the 15 papers focus on Portuguese acquisition, and only one study specifically discusses L1 acquisition of Spanish morphology.

The 14 papers that represent SLA topics can be broken down into the following themes of investigation: morphosyntax (5), phonology (4), *ser* and *estar* (3), writing (1), and study abroad (1). Topics included in the papers on morphosyntax vary from subjunctive mood selection to dative clitics and to alternation to gender acquisition. The phonology papers include two comparisons of study abroad and foreign language (FL) classroom achievement and two studies on the acquisition of specific phonemes. Of the three papers that address the acquisition of *ser* and *estar*, two discuss and refine task design, whereas the third compares L2 learners and early bilinguals. Learners' perceptions and the effectiveness of corrective feedback are the focus of the lone study of Spanish writing. The one paper that specifically covers study-abroad experience is based on the plenary paper given at the conference by Lafford. This plenary summarizes the findings of various theoretical and empirical studies on the social, cognitive, and processing factors relevant to SLA in study-abroad versus FL classroom contexts.

Somewhat disappointing is the fact that abstracts are not included with the papers. However, figures, graphs, references, and some appendixes are present and useful to the reader. There is a good balance of papers devoted to specific linguistic features and papers that consider more social, contextual, and classroom-related factors. Overall, this collection of papers addresses a wide variety of research questions relevant to those interested specifically in Spanish SLA and is also applicable to the broader concerns of SLA.

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FIGURATIVE THINKING AND FOREIGN LANGUAGE LEARNING. *Jeannette Littlemore and Graham Low*. New York: Palgrave Macmillan, 2006. Pp. xvii + 239. $80.00 cloth.

This volume contributes to SLA research by exploring how language teachers and textbook writers might systematize the acquisition of figurative thinking (i.e., the ability to use and critically reflect on the use of such figures of speech and thought as meta-

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phors, metonymies, similes, and proverbs). The work builds on the momentum gained by research on play and creativity in SLA as well as on the renewed interest in linguistic relativity and insights from cognitive linguistics regarding the relationship of language, mind, and culture. Despite its title, the volume deals exclusively with the teaching of English.

The volume has two parts. In Part 1 (chapters 1–4) the authors discuss the major concepts used: metaphor, metonymy, and the relationship between linguistic and conceptual metaphor. Littlemore and Low review the psychological processes at work in figurative thinking (e.g., noticing, associative fluency, schema activation, analogical reasoning, and image formation). Part 2 (chapters 5–9) explores how each of the five major components of Bachman's model of language competence might be enhanced by figurative thinking: (a) sociolinguistic competence, defined as sensitivity to dialect, register, and the ability to interpret cultural references and idioms; (b) illocutionary competence, defined as the ability to express ideas, get things done, facilitate performance, and play with language; (c) textual competence, defined as the ability to appreciate the overall conceptual and rhetorical structure of oral or written discourse; (d) lexico-grammatical competence; and (e) strategic competence or compensation strategies (i.e., word coinage, creative transfer, and circumlocution).

This volume is both inspiring and controversial. It is inspiring because it deals with those features of the language that are fun and creative: Metaphors, idioms, and proverbs, once part of the development of literary sensitivity, can now be taught as powerful ways of participating in daily conversations and understanding the concepts behind the words. It is controversial because, despite the authors' caveats, conceptual metaphors, once systematized and displayed for learning in textbooks and lesson plans, can reinforce cultural stereotypes and make learners believe that, indeed, COMMUNICATION IS TRANSFER, THINKING IS A LINEAR JOURNEY, and THE BODY IS A CONTAINER FOR THOUGHTS AND EMOTIONS. Recommended reading!

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WORKING WITH GERMAN CORPORA. *Bill Dodd (Ed.)*. Birmingham: The University of Birmingham University Press, 2000. Pp. xxvii + 299. $60.00 paper.

Corpus linguistics is a growing field within applied linguistics. Yet, most research has investigated the use of English. Furthermore, different research applications of corpora are usually discussed separately. Dodd's edited volume shows samples of corpus research from different Germanist perspectives. The volume is introduced with a thorough overview and a short description of available corpora. Dodd's first chapter is an introduction to the diverse applications and key terminology.

The volume exhibits a breadth of applications: Burgess and Lawson showcase a corpus-based literary analysis: Goethe's *Wahlverwandschaften* and Thomas Mann's *Joseph und seine Brüder*, respectively; Dodd, West, and Witton take an historical perspective: *Ost-West* before and during the unification, early new high German, and subjunctive verb

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