Yet, the details of what that actually means, why it is so, and how sign languages differ linguistically from spoken languages have remained largely unanswered. To be sure, there is an extensive and growing body of solid linguistic research that has been and continues to be conducted, not only on American Sign Language (ASL) but also on a number of other sign languages. Yet, beyond the recognition that sign language is real human language, most linguists—both with theoretical and applied interests—remain largely uninformed about the details of sign language and linguistic research on sign language. Sandler and Lillo-Martin have now produced a work of the most serious sort of linguistic scholarship, and it is one that is important not only for those specifically interested in the linguistics of sign languages but also for anyone interested in linguistic theory. It is also extremely accessible for those who are not particularly familiar with sign languages, which adds to its utility and overall value.

This volume is divided into five broad units, subdivided into 25 chapters. The first unit consists of the introductory chapter, enticingly entitled, "One Human Language or Two?" The second unit deals with morphology, and topics include introductions to morphology, inflectional morphology, derivational morphology, classifier constructions, and lexicalization, among other issues. The third unit focuses on phonology, in nine chapters that include consideration of sequentiality and simultaneity in sign languages, hand configuration, location, the role of the nondominant hand, movement, the question of syllables in sign languages, prosody, and the theoretical implications of sign language phonology. The fourth unit addresses the syntax of sign languages; it includes chapters on clausal structure in general and across sign languages, variations and extensions on basic sentence structures, pronouns, topic and focus, and *wh*-questions, among others. Finally, the last unit consists of a single chapter entitled, "The Effects of Modality: Linguistic Universals and Sign Language Universals." The overall goal of this volume, as articulated by Sandler and Lillo-Martin, "is to appeal to general theories of linguistic structure to analyze the morphology, phonology, and syntax of sign languages, and in so doing, to arrive at a pool of properties that are truly universal" (pp. xv–xvi), and this goal is well and truly achieved.

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BILINGUAL MINDS: EMOTIONAL EXPERIENCE, EXPRESSION AND REPRESENTATION. *Aneta Pavlenko (Ed.)*. Clevedon, UK: Multilingual Matters, 2006. Pp. xvi + 324. $54.95 paper.

Pioneering research by Pavlenko (2002) has attracted the attention of many researchers to the emotions of bilinguals and multilinguals. The present collection of chapters reports a number of recent studies in this new research area. The 11 contributions, written by established academics, cover various issues in emotional experience, emotional expression, and emotional representation of bilingual and multilingual speakers.

Pavlenko, the editor of the volume, first gives an overview of the chapters and introduces the main research questions in the subject. Then, in the first chapter, using the

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developed Web questionnaire database "Bilingualism and Emotions," she reports on how bilingual and multilingual individuals perceive the relationship between their languages and self. Dewaele applies the same database to the study of anger expression by second language (L2) users. He examines the effects of socialization, acquisitional context, age of acquisition, self-reported proficiency, gender, educational level, and language choice for expressing anger.

Besemeres explores how emotional experience is inflected in different languages through an analysis of bilinguals' autobiographical writings. The bilinguals' narratives suggest that the experience of migrating into a new language often prompts the recognition that feelings that were previously felt to be purely personal are at least partly dependent on cultural forms. Piller and Takahashi study how the desire for English language and Western lifestyle influences the emotional experiences of young Japanese women through their romantic and sexual choices. They show that not all participants manage to change the power imbalance inherent in the emotional relationship that sets up the West as the object of desire and Japanese women as desirers and that this failure might result in dramatic outcomes. Koven addresses affective displays in the two languages of a French-Portuguese bilingual daughter of Portuguese migrants in France. His research suggests that the bilingual has two styles of affective performance specific to each of her two languages: more expressive and aggressive in French and more reserved and calm in Portuguese.

Vaid's chapter on humor and bilingualism seeks to present the perception of humor use by Anglo-American versus Mexican American individuals and the influence of cultural identity on bilinguals' humor beliefs and practices. The author suggests that members of a minority culture might use humor somewhat differently than members of a majority culture. Panayiotou focuses on guilt and shame in American English and Cypriot Greek and explores the construction of these terms in a bilingual-bicultural setting. She reports that the translation equivalents of guilt and shame are not cultural equivalents and that bilinguals use these terms differently than monolinguals. Stepanova Sachs and Coley address the question of whether crosslinguistic variability of emotion terms, such as *jealousy* and *envy*, is a reflection of the differences in the conceptual structure of emotions, testing monolingual and bilingual speakers of American English and Russian.

Altarriba applies a cognitive approach to explore emotion word processing and representation, both from monolingual and bilingual perspectives. She suggests that emotional words might not be represented in the same way across a bilingual's two lexicons. Harris et al. report findings from physiological studies (based on skin conductance measurements) of bilinguals' emotional responses to stimuli presented in their first language and L2. Schrauf and Durazo-Arvizu report their studies of emotion in bilingual autobiographical memory and advocate the use of multilevel modeling as a more advanced statistical method for the analysis of autobiographical memory data.

The volume ends with a summary and a discussion of methodological and statistical approaches. The chapters in this volume are clearly written and are easily accessible not only for experienced scientists but also for young researchers and students. Scientific analyses and discussions come in parallel with quotes from bilinguals, which makes reading especially captivating. The discursive method, widely used in the studies presented, takes into account the views and opinions expressed by bilinguals on emotions. The bibliography is thorough, relevant, and up to date, which makes it useful for any interested reader. The present collection of chapters covers a wide spectrum of issues in the field of emotions and bilingualism. The volume is therefore highly recom-

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mended to those interested in learning about emotions in bilingualism and L2 learning as well as those interested in undertaking research in this new important area.

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THE DYNAMICS OF LANGUAGE USE: FUNCTIONAL AND CONTRASTIVE PERSPECTIVES. *Christopher S. Butler, Maria de los Angeles Gómez-González, and Susana M. Doval-Suárez (Eds.)*. Amsterdam: Benjamins, 2005. Pp. xvi + 413. $150.00 cloth.

Judging from the varied and stimulating content of this anthology, the Third International Contrastive Linguistics Conference (held in September 2003 at the University of Santiago de Compostela, Spain) must have been an exciting experience for theorists and teachers in the field of SLA. This volume—a collection of selected papers from the conference—pays eloquent testimony to the success of the academic gathering.

Sensibly, the editors have decided to frame the essay collection with a three-part introduction that helps to clarify the volume's theoretical and pragmatic agenda. Key, controlling ideas are quickly and efficiently established: "language is first and foremost a means of human communication in sociocultural and psychological contexts" (p. 4); the value of contrastive linguistics is its "conclusive demonstration that knowledge of difference/similarity contributes to better translations, [and] greater accuracy and fluency in L1 and L2" (p. 30); and "the majority of the studies reported here are empirical in nature, many making use of corpus materials in the language(s) under investigation" (p. 53).

The body of the volume consists of 15 essays. Most are, indeed, empirical in nature, although there are two prominent exceptions. The first is Chafe's theoretical study, "The Relation of Grammar to Thought," in which he investigates the sequence of cognitive activity among thoughts, semantics, grammar, phonology, and sounds. Butler provides an essay, "Formulaic Language: An Overview with Particular Reference to the Cross-linguistic Perspective," in which he uses set idioms in English and Spanish to explore "the balance between formulaicity and creativity" (p. 239) in language use, drawing some important lessons for the teaching and learning of second languages.

It is only natural (given the geographical location of the conference) that several of the essays emphasize contrastive linguistic functions between English and Spanish. Among the topics analyzed in this Anglo-Spanish cross-cultural approach are clefting, the use of anaphoric terms, lexical competence for second language learners, timing sequences, and intonation patterns. These essays are likely to appeal more to teachers and theorists who work predominantly with Spanish and English learners, although those with other cultural areas of specialization will not necessarily feel excluded.

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