can focus on either insertion or alternation, depending on his area of interest. If a syntactic analysis were the goal, the researcher would choose to focus on the insertion data, basing the analysis on a matrix of the dominant language. The focal point would be the insertion of elements from the nonmatrix language to analyze whether the syntactic rules of the governing language were used for the insertion. If the researcher were more interested in pragmatics, language alternation would be the focus, and the researcher would analyze the reason behind the switch based on the framework of the bilingual community of the speaker. Backus analyzes both the insertion and the alternation types of codeswitching of Dutch and Turkish through the analysis of constructional idioms (semifixed expressions in a language), thus creating an interface between syntax and the lexicon and between the lexicon and pragmatics.

All of the chapters in this volume are well written and provide clear and abundant examples, charts, and even illustrations to convey important information. However, because of the heavy syntactic emphasis in this volume and the slightly prohibitive price, it would be difficult to justify a recommendation of this work as a text for most university-level linguistics classes. One exception might be an upper-level syntax class focusing on the interaction of syntax with other branches of linguistics, including SLA. I would also include it as suggested reading for an advanced-level seminar class in SLA. The authors of these chapters do an outstanding job of reminding researchers that interface research is invaluable for truly understanding all aspects of linguistic theory, and I commend the authors for successfully intertwining areas of linguistics that are usually treated in isolation.

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PROGRESSIVES, PATTERNS, AND PEDAGOGY: A CORPUS-DRIVEN APPROACH TO ENGLISH PROGRESSIVE FORMS, FUNCTIONS, CONTEXTS AND DIDACTICS. *Ute Römer.* Amsterdam: Benjamins, 2005. Pp. xi + 328. $156.00 cloth.

The 18th volume in the Studies in Corpus Linguistics series, this work is a welcome contribution to the fields of corpus linguistics and language teaching. The volume, based on Römer's dissertation, thoroughly describes the results of two related, corpus-driven studies that provide a detailed description of the progressive in natural use in addition to its use in so-called school English. The first study is a comparison of two spoken corpora of native-speaker British English (both conversation), whereas the second is an analysis of school English, a corpus of conversational English appearing in two English as a foreign language textbook series used in Germany. The beginning chapters (2 and 3) provide the theoretical rationale, followed by the methods and results (4–6), and the final chapters (7 and 8) conclude the volume with pedagogical implications and general conclusions.

Chapters 2 and 3 introduce the reader to the difference between corpus-based and corpus-driven studies. The study described here is corpus-driven (following the work of Sinclair; e.g., Sinclair, 1991), "meaning that the analysis starts from the corpus evidence and may lead to new insights into the language" (p. 3). Römer's approach is influ-

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enced by Mindt's (2000, 2002) model of a didactic grammar—a grammar based on a detailed corpus-driven investigation of the language that seeks to solve pedagogical problems of selection, progression, and presentation. Chapter 3 describes progressives in theoretical studies, including the work of Comrie (1976), as well as more empirical and corpus-based studies.

Chapter 4 begins with a description of the methodology before moving on to the results of the first study. The two corpora used for this part of the analysis include the spoken register of the British National Corpus (10,365,464 words) and the spontaneous speech register of the Bank of English (20,078,901 words). Römer chose to include two corpora to increase the generalizability of her results, and she discusses and displays the findings separately. To keep the study manageable, only the 100 most frequent verbs were analyzed, leading to an impressive number of concordance lines (over 10,000) that were analyzed for form and function. The data were first coded for progressive forms: past, present, present perfect, and past perfect. Additionally, other collocational features were coded, such as forms of *to be*, subjects, objects, prepositions, negation, and adverbials, among others. Next, the data were coded for functional characteristics and two central functional features were discovered: continuity and repeatedness. Seven other functions appeared in the data: general validity, politeness or softening, emphasis or attitude, shock or disbelief, gradual change and development, old and new habits, and framing. A further analysis combined the two corpora to investigate lexical-grammatical patterns, and the results are displayed by verb type in several useful and thorough tables.

Chapter 5 describes the methods and results for the second study. The corpus used in this study was built by the author and includes only those parts of the textbooks (from two widely used textbook series in Germany) that represent spoken language, equaling roughly 100,000 words. The same 100 verbs were used in this analysis, and the concordance lines were coded for all of the features found in the first study. Chapter 6 compares the results of the two studies, focusing on how conversational the school corpus was, and nicely demonstrates the mismatch between the results of the two studies. Here, the inadequacy of pedagogical descriptions is made quite evident.

Chapter 7 focuses primarily on pedagogical implications. Based on the results of the comparisons between the two corpora, Römer suggests making only moderate changes to the presentation of the progressive in textbooks until more research is available. Examples of such changes include using authentic examples to increase fluency and to expose learners to the messiness of natural language, teaching the typical to improve communicative competence, presenting the progressive in natural contexts, focusing on frequent functions, and shifting emphasis to lexis. The final chapter looks ahead to the future and calls for more descriptive studies of progressives in usage and for studies conducted from a SLA perspective.

Overall, this volume has many strengths. In addition to the impressive analysis of the data and the detailed presentation of results, this work succeeds in demonstrating how evidence from corpus linguistic research can be used to inform and change language teaching. However, as Römer mentions, we cannot be too quick to make drastic changes without further investigations from multiple points of view.

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PROBLEMS IN SLA. *Michael H. Long*. Mahwah, NJ: Erlbaum, 2007. Pp. v + 201. $75.95 cloth, $27.50 paper.

Long's lengthy and productive career as a specialist in SLA affords him exceptional experience and perspective to write about the field, and his latest work does not disappoint. This volume is divided into three sections of unequal lengths: "Theory," "Research," and "Practice." There is a copious list of references, and Long introduces many interesting citations and topics that are new, even to a veteran scholar like me.

Long builds his discussion of theory on a carefully constructed foundation in the philosophy of science, accepting the existence of multiple and often conflicting theories in the field, but arguing that, ultimately, scientific progress can only be achieved if these ideas are constantly tested and challenged so that more elegant and accurate observations of SLA can eventually emerge. In the two chapters that comprise the research section, the lengthiest section of his volume, Long argues forcefully for the existence of age-related constraints on language acquisition and for the efficacy of recasts in language teaching. Again, due to the author's expertise in these areas of inquiry, old and new research studies are thoroughly reviewed, analyzed, and appraised. The final practice section covers two quite disparate topics: a detailed review of task-based instruction and a trenchant defense of theories and scientific research against a variety of criticisms recently made about their relevance to SLA inquiry.

Given Long's scholarly interest and the title of his work, obviously there is much to read here that deals with models of language acquisition and their assessment, but, surprisingly, there is also a great deal here that is relevant to classroom practice. Chapter 4, "Recasts in SLA: The Story So Far," and chapter 5, "Texts, Tasks, and the Advanced Learner," both report on relevant research findings and introduce some practical suggestions for classroom teaching. Still, the most interesting chapter is the final one, in which Long launches a wide-ranging and polemical defense of SLA theory and research against social relativists and postmodernists. Here, in sometimes witty and sometimes acerbic prose, he critiques specific authors and articles and goes so far as to question the competence of certain journals to function as reputable gatekeepers for the profession.

Any reader familiar with the author's long-standing work in the field will not be surprised to find that he uses Krashen's now outdated monitor theory as an illustration of how SLA theories can be assessed and found wanting. Nevertheless, irrespective of the validity of Long's assessment, I think it is helpful to point out that some theories become popular either because they are promoted to be pedagogically useful, are perceived as such, or both. Indeed, this is exactly the reason why Krashen's model remains the best known of all the models promulgated by SLA specialists, even though, as Long has

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