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BOOK NOTICES

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CHINESE LEARNERS AND THE LEXIS LEARNING RAINBOW. *Peiling Xing*. Bern: Peter Lang, 2009. Pp. ix + 259.

This volume reports on two research projects that investigated the vocabulary acquisition strategies of Chinese-speaking learners in English-as-a-foreign-language and English-as-a-second-language contexts. The first project generated a model named the lexis learning rainbow; the second was conducted to test the model.

The first project includes both a quantitative and a qualitative study. The quantitative study longitudinally explored how university Chinese-speaking learners in the United Kingdom improved their vocabulary acquisition. The participants' vocabulary acquisition strategies were also investigated to test whether there were clusters of strategies or specific strategies associated with different vocabulary levels. To complement the quantitative study, a longitudinal case study was conducted with four learners (two of higher and two of lower proficiency). The lexis learning rainbow, developed from the first project, showed a relationship among the participants' vocabulary acquisition strategies, motivation, and stages of vocabulary learning. The second project consisted of two longitudinal studies with new participants and aimed to test the predictive power of the lexis learning rainbow. Both studies provided evidence to support the model.

In vocabulary acquisition research on Chinese learners of English, longitudinal studies have been rare, and there has been even less attention to vocabulary acquisition strategies in different language learning contexts. Xing has sought to fill these gaps. The lexis learning rainbow is the first attempt in second-language vocabulary acquisition research to combine linguistic and nonlinguistic strategies, motivation, and stages of vocabulary learning into one comprehensive representation. Future research might investigate the lexis learning rainbow in different learning contexts to test its applicability and predictive power.

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EXTROVERSION/INTROVERSION IN FOREIGN LANGUAGE LEARNING: INTERACTIONS WITH LEARNER STRATEGY USE. *Natsumi Wakamoto*. Bern: Peter Lang, 2009. Pp. 159.

Much of the second language (L2) research on individual differences has taken a correlational approach to quantify the relationships between learner-internal

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variables (e.g., aptitude, motivation) and proficiency. This book, in contrast, connects two lines of research on individual differences: extroversion versus introversion, which has been largely ignored in recent years (see Dewaele & Furnham, 1999), and L2 learner strategies, which have attracted researchers' attention for over three decades as a construct of great theoretical and practical importance (Grenfell & Macaro, 2007).

These two variables form the cornerstone of this highly specialized volume, a revised report of Wakamoto's dissertation. The study itself, descriptive in nature, is unique for its thrust into a relatively uninhabited region of theory and research as well as for its use of an exceptionally comprehensive battery of instruments to triangulate quantitative and qualitative data obtained over time at the group and individual (i.e., case study) levels. Wakamoto also displays a keen sensitivity to the importance of measurement by describing his instrumentation in detail, making insightful observations about the state of measurements of personality and L2 research on this type of assessment. In this underdeveloped area, however, the design of Wakamoto's study necessarily relies on several yet-to-be tested or problematic assumptions about the variables in question (e.g., the categorical distinction between cognitive and communication strategies).

Although the study itself represents a solid step in the right direction toward explaining relationships between individual differences and their relationship with L2 proficiency, it is worth noting the potentially narrow relevance of this research beyond the context of Japanese college-age females majoring in English as a foreign language. Given this limitation, readers will appreciate the author's conservatism in avoiding broad statements about the generalizability of a study based on an unambiguously restricted demographic of participants. Furthermore—and at the very least—this study and many of the instruments employed can serve as models for future investigations into the intersection of extroversion and introversion and learner strategies.

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NOAM CHOMSKY ON LANGUAGE AND COGNITION. *A. Sumru Özsoy and Mine Nakipoğlu (Eds.).* Munich, Germany: Lincom Europa, 2009. Pp. 44.

This slender volume is based on a talk Chomsky gave at Boğaziçi University in Istanbul in 2002 and the subsequent question-and-answer discussion. The talk specifically addressed the place of linguistics among other cognitive sciences.

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