doi: 10.1017/S0272263109090068

MEMORY, PSYCHOLOGY AND SECOND LANGUAGE LEARNING. *Mick Randall*. Amsterdam: Benjamins, 2007. Pp. x + 219.

As evidenced in a growing body of recent SLA research on noticing, awareness, and working memory (WM), much attention has been drawn to cognitive processes in second language (L2) learners. Reflected in this work is SLA researchers' and practitioners' ever-growing interest in cognitive aspects of language teaching and learning. This book illustrates varied models of language learning and processing and their theoretical frameworks developed in cognitive psychology as well as linguistics, focusing on the transferability of psychological models and theories to L2 learning contexts, with evidential support from brain imaging and neuroscientific studies. For those interested in broadening their knowledge in this area, this book is of particular value, as it provides an opportunity to glimpse various cognitive constructs relevant to language learning and processing.

The bulk of this work discusses differing viewpoints regarding language processing and implications for SLA. In chapter 1, the author offers a general overview of existing research in cognitive psychology, linguistics, cognitive neuropsychology, and cognitive neuroscience, discussing an array of psychological and linguistic concepts, models, and theories. Chapter 2 describes the nature of the mechanisms involved in processing spoken messages from diverse perspectives and suggests that L2 learners need to focus more on formal, bottom-up features than on contextual, top-down features until automaticity is achieved in their feature detection system. In chapter 3, Randall delineates relevant processes of word recognition and reading in terms of the serial search model of lexical access, the logogen model, the interactive activation and competition model, and the dual route access model. The strengths and weaknesses of these models are also discussed. In chapter 4, the author discusses how information stored in long-term memory (e.g., schema) can be utilized in understanding written and spoken messages as well as the role of WM in this process. Chapter 5 depicts the structure of semantic memory and mental lexicon, suggesting the importance of frequency and associative networks in the storage and retrieval of lexical items. Chapter 6 deals with chunking and repetition, implicit and explicit learning, declarative and procedural memory, and the role played by WM in transferring information into long-term memory. In chapter 7, Randall reviews different approaches to L2 teaching and learning and related theories and contends that traditional learning techniques such as rote learning, reading aloud, teaching grammar, and translation

https://doi.org/10.1017/S0272263109090068 Published online by Cambridge University Press

are, from a cognitive perspective, still effective enough to benefit learners. The remaining portion of this book, the "Workbook," provides a series of exercises related to the concepts and models described in the chapters.

A notable strength of this book is the inclusion of diverse theoretical perspectives and models on language learning and processing, albeit not comprehensive or detailed due probably to space limitations. Nonetheless, considering the importance of the role that WM plays in language processing, as reiterated throughout the work, the concept of WM and related research on its nature and role in cognitive behavior should have been elaborated. Furthermore, Randall's interchangeable use of the terms WM and short-term memory is likely to cause conceptual confusion to potential readers. For instance, the discussion of WM as the main rehearsal place is not compatible with a predominant rationale behind most WM span measures developed and used in the field of cognitive psychology; that is, WM measures are designed to prevent rehearsal. Additionally, several lines of mainstream WM research do not particularly follow the multicomponent model to which the author adheres in explaining its role in language learning and processing.

Another problematic issue is that the author does not cite or refer to much SLA research directly related to L2 learners' cognitive processes (except in chapter 7, in which L2 methodologies are discussed). This short supply of SLA research findings renders unconvincing and unsubstantial the author's favorable arguments for repetition, memorization, and rote learning. The author's suggestions with regard to L2 learning and teaching based on models and theories in cognitive psychology and linguistics sound somewhat empty for the same reason. This work, however, affords SLA researchers and practitioners an opportunity to become familiar with psychological concepts, models, and theories related to language processing. This book provides the fundamentals of language processing and learning, laying the foundation for a better understanding of specific issues and more in-depth research in the future.

(*Received 22 June 2008*)

Jaemyung Goo
Georgetown University

https://doi.org/10.1017/S0272263109090068 Published online by Cambridge University Press