SSLA, **26**, 499–506. Printed in the United States of America.

BOOK NOTICES

DOI: 10.1017/S0272263104213067

PHONOLOGY AND LANGUAGE USE. *Joan Bybee*. New York: Cambridge University Press, 2001. Pp. xviii + 237. $80.00 cloth, $32.00 paper.

Bybee is concerned with providing an understanding of a vast amount of evidence from language use that remains unaccounted for in the usual models of generative phonology, including its currently popular descendant, Optimality Theory.

It may seem surprising, but it is true nonetheless, that much evidence of language use is missing in the generative tradition, which has typically—some will say necessarily—been satisfied with presumptive facts intuitively available to generative phonologists—for example, the replacement of syllable-final [s] by [h] in Cuban Spanish. Just part of Bybee's evidence concerning this example (p. 140) is that [s] occurs more often than not before a pause, has been typically replaced by [h] only within morphemes, and 48% of the time is replaced by [h] even before vowels. Bybee would replace the generativist analysis with a connectionist account of the facts, which she shows is better able to deal with the pervasive evidence of variation and the crucial role of frequency in determining this.

The trend of laboratory phonology begins to weaken the generative phonological reliance on intuitions, and perhaps the time is ripe for appreciation of Bybee's thorough review of the variationist facts and for her formal theory in which, basically, all simple and complex words known to memory appear in allophonic detail in the lexicon. This is true for many phrasal units as well, and there are no phonological rules, only schemas, or frequency-weighted generalizations over memory traces in which form and meaning co-occur.

Generative phonologists may say that such lexical complexity is unreasonable, that linguistic theory is not ready to deal with variation, that dealing with it must await better understanding of the grammar of an ideal speaker-hearer, and that schemas remain a vague notion. However, Bybee has made clear the extent of the problem and how ridiculously far short of the facts the generativist account falls. She has made apparent the fundamental role of frequency in determining variation, and how variation can at least begin to have influence—if not formal expression—in phonological theory.

(*Received 1 January 2003*)

Grover Hudson
Michigan State University

DOI: 10.1017/S0272263104223063

THE COGNITIVE SCIENCES: AN INTERDISCIPLINARY APPROACH. *Carolyn P. Sobel*. Mountain View, CA: Mayfield, 2001. Pp. xx + 327. $101.00 cloth.

As suggested by its subtitle, this volume looks at issues in cognitive science from varying perspectives, given in the five parts to the book: psychology, neuroscience, linguistics, artificial intelligence, and philosophy. Each part contains two chapters, the first of

© 2004 Cambridge University Press 0272-2631/04 $12.00

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press

which reviews the development of the field as well as basic issues, and the second of which introduces some specific topics of current interest. The more specific topics include, among others: in psychology, propositional networks, mental imagery, problem solving, and memory; in neuroscience, functional and structural brain-mapping techniques; in linguistics, first and second language acquisition (covered in a total of 7–8 pages), aphasia, machine translation, and natural language processing by computer; in artificial intelligence, expert systems, connectionism, and robotics; and, in philosophy, the mind-body problem, free will, and consciousness.

Sobel is a linguist by trade but does not devote more coverage to linguistics than is warranted by the subject matter of the book. The material in all of the areas covered is sound, well researched, and up to date, as far as I could determine. The writing style is fresh, lively, and quite accessible. Almost every chapter begins with a small story or personal anecdote that brings the issue of the chapter to life. The coverage, as indicated in the summary, is also quite extensive for a book of this length. Additionally, there are a number of creative and interesting "Questions to Think About" at the end of every chapter, many of which could form the basis for class discussions or essay questions on exams. There is also a glossary of technical terms.

Many topics—for example, concepts and categories, the Turing test, the Whorfian hypothesis, consciousness, and natural language processing by machine—are mentioned at many points in the text, in different chapters. This interweaving of approaches to these topics from different perspectives provides a kind of coherence that is rarely found in cognitive science texts. In this way, Sobel has solved the problem of the order in which to present things in a cognitive science course.

There are two main drawbacks to the book. The first is its skimpy coverage of almost everything that is included. For virtually all of the topics previously mentioned, as well as others, the coverage consists of just a few pages, sometimes, as noted, scattered throughout the book. The preface warns instructors that they will have to supplement the readings, and most likely any instructor using this text would also want to use an anthology of readings. (There is an instructor's manual, which offers additional suggestions for readings as well as exercises and exams.)

The most notable of the omissions is vision, of which there is barely a mention in the whole book. It is true that aspects of the literature on vision are very technical and would probably go beyond what is suitable for an introductory text such as this, but others (e.g., the literature on object recognition) are fairly accessible. Another omission—somewhat surprising in view of the generally up-to-date coverage—is a section on the evolution of cognition and consciousness. Despite these drawbacks, this is an excellent book in a field where such a text is desperately needed.

(*Received 6 January 2003*)

Barbara Abbott
Michigan State University

DOI: 10.1017/S027226310423306X

QUESTIONNAIRES IN SECOND LANGUAGE RESEARCH: CONSTRUCTION, ADMINISTRATION, AND PROCESSING. *Zoltán Dörnyei*. Mahwah, NJ: Erlbaum, 2003. Pp. viii + 156. $37.50 cloth, $22.50 paper.

In the introduction to this volume, Dörnyei suggests that, although questionnaires are frequently employed by second language researchers, "there does not seem to be

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press

sufficient awareness in the profession about the theory of questionnaire design and processing" (p. 1). Looking to the various branches of research in the social sciences, such as psychometrics, social psychology, and sociology, Dörnyei notes that many of the questionnaires in second language research fail to meet the standards for reliability and validity because the researchers are apparently unfamiliar with the principles of questionnaire construction, administration, and processing. This book is intended to be a practical, easily understood guide for researchers to use when working with self-administered pencil-and-paper questionnaires. It achieves this aim.

My own introduction to this book was fortuitous. While consulting rather impenetrable survey research methodology books, trying to design a survey for international distribution, I was fortunate enough to have this book land on my desk unexpectedly. Immediately I knew that this was the book that I had been searching for. Its layout is logical. The four major sections are straightforward, answering my immediate questions and concerns: "What are questionnaires, and why would we use them?"; "How do we construct questionnaires so that we can answer our research questions?"; "Who do we give the questionnaire to, and how?"; and "What do we do with the data once it is collected?" Not only were the questions answered, but they were done so in clear, frank, and common-sense manner with step-by-step, never-fail instructions.

As someone with no experience in questionnaire design and use, I consulted this book like a manual. Particularly appreciated were details about questionnaire construction often overlooked in survey research volumes, such as advice about layout and the use of booklet formats, paper quality and color, appropriate rating scales, the use of familiar language in the questions, placement of demographic information (at the end), and remembering to thank respondents. The sections of the book having to do with sampling, administering the questionnaires, and understanding and working with the data are equally easy to understand. After this, the author provides the following, in checklist format: reminders of what information to include when writing up results, as well as summary "do's and don'ts" for each chapter. In an appendix, Dörnyei includes a list of major questionnaires in second language research, categorized by subject area, as well as the authors and locations of each questionnaire. This information is useful, and reading the various extant questionnaires would be an excellent starting place for anyone considering working with this form of data collection.

In sum, this book is a must-have, must-read for all novice researchers, classroom teacher-researchers, and students considering working with questionnaire data. On the other hand, this is not a book for experienced statisticians; it is not exhaustive, particularly with regard to data analysis, nor is it meant to be. Perhaps reflecting the author's own practice, the book is clearly enough written to be used in university-level academic preparation courses taught to English as a second language (ESL) students, and it is approachable and reader friendly enough for even the most overworked graduate student (or professor). After reading and repeatedly consulting this book in my own research practice, I immediately listed it as a required text in my master's-level course concerned with research methods and applications in teaching ESL. I trust my students will find it as helpful as I did.

(*Received 10 January 2003*)

Sandra G. Kouritzin
University of Manitoba

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press

DOI: 10.1017/S0272263104243066

RUSSIAN: A LINGUISTIC INTRODUCTION. *Paul Cubberley*. New York: Cambridge University Press, 2002. Pp. xvi + 380. $70.00 cloth, $25.00 paper.

The author intended this book to be an "overall linguistic view of the [Russian] language" that would "provide the understanding of its structure which is essential for potential teachers and specialist users" (p. 9). His attempt to write a work that would appeal to students and teachers of Russian as well as to linguists was successful. The latter will appreciate Cubberley's thorough description of the language; in addition to the standard chapters on phonology, morphology, and word formation, there are detailed sections on the history of Russian (from Indo-European to the present), syntax (often included as part of morphology in descriptions of Russian), Russian dialects, and sociolinguistics (including current trends and predictions for future developments). For those who do not know Russian, all examples are transliterated and glossed. This book will interest any specialist looking for a solid one-volume introduction to Russian.

Because students and teachers of Russian may not be well versed in linguistic concepts, Cubberley uses a "minimum of specialist terminology" (p. 9) and, in special introductory sections, explains those terms essential to an understanding of the concepts under discussion (e.g., a phoneme). Students and teachers will find this well-organized book a handy reference source, with quick access to entries on a wide variety of topics they will encounter during their study of the language. *Russian: A linguistic introduction* will be most useful to advanced undergraduate and graduate students.

Cubberley writes in an engaging style that differs greatly from the monotone narrative voice often found in works of this type. He makes relevant cultural asides and competently guides the reader through the major debates in Russian linguistics, such as whether there are one or two stems in the Russian verb system (pp. 148–150). He also frequently refers to illustrative English examples. Both halves of Cubberley's intended audience will be pleased with this book, as it has much to offer Russianists and linguists.

(*Received 7 July 2003*)

Jason Merrill
Michigan State University

DOI: 10.1017/S0272263104253062

WORLD LEXICON OF GRAMMATICALIZATION. *Bernd Heine and Tonia Kuteva*. New York: Cambridge University Press, 2002. Pp. xii + 387. $75.00 cloth, $28.00 paper.

The aim of this work is to provide the reader with access to the great variety of data that has emerged in the area of grammaticalization over the past 30 years. It presents data from diverse language families, providing examples of 400 processes from 500 languages. In their introduction, the authors lay out a classical definition of grammaticalization and discuss inherent problems and conventions chosen to best present the data. The second section provides a list of grammatical terms adopted with definitions and clarifies differences of usage.

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press

The third section is the lexicon, alphabetized by source concept. Most entries are exemplified with textual data and glosses. The authors make general observations when a process can be readily related to semantically similar entries. They also provide biographical references to relevant work. Appendixes 1 and 2 allow the reader to look up an entry either as a source or target. Finally, appendix 3 gives a list of languages mentioned and their genetic affiliation.

This volume is well conceived in its timeliness and sensitivity to the needs of its readers. For scholars of grammaticalization, it provides easy access to data and biographical information. Appendixes allow great flexibility in how the lexicon is used by confirming suspected relationships, enriching analyses with further data, or expanding hypotheses to include unexplored relationships. For linguists in any other field, it should provide insights into diachronic and cognitive processes that lead to synchronic universals. Contradictory proposals for directionality, such as an H-POSSESSIVE > EXIST, and EXIST > H-POSSESSIVE, may be disconcerting. As the authors suggest, this conflict may involve a more extensive pathway with two types of semantic existence. Alternately, the conflict may be resolved by a common source for EXIST and H-POSSESSIVE from a LOC COPULA, EXIST having an optional locative complement and H-POSSESSIVE a human location. This work is essentially a summary of what is known in the field and should lead to broader explanatory principles.

(*Received 11 July 2003*)

Julie A. Wilson
Michigan State University

DOI: 10.1017/S0272263104263069

ETHICAL ISSUES FOR ESL FACULTY: SOCIAL JUSTICE IN PRACTICE. *Johnnie J. Hafernik, Dorothy S. Messerschmitt, and S. Vandrick*. Mahwah, NJ: Erlbaum, 2002. Pp. xv + 166. $45.00 cloth, $21.50 paper.

This volume brings together an inventory of problematic situations faced by English as a second language (ESL) faculty in postsecondary institutions, each problem loosely categorized in terms of whether it occurs as teachers fulfill their responsibilities in the classroom, outside the classroom within the institution, or in broader areas beyond the classroom and the institution. The ethical issue presented by each case is described, and general principles and pedagogical strategies that may be followed in responding to it are outlined.

The authors are to be commended for raising the question of ethical standards for the ESL profession. However, although some of the problems presented in the cases are clearly a matter of professional integrity, others point to different issues—for example, the evolving role of ESL teachers (e.g., Are they morally responsible for the cultural adjustment of their students or for personal counseling?); appropriate content for teacher preparation programs (e.g., Should crosscultural knowledge and sensitivity be included, and to what extent? How much emphasis should be placed on the psychology of the adult learner?); and the explicitness and standardization of policies and practices in ESL programs (e.g., Should there be program-wide criteria for appropriate classroom behavior, determining course requirements, and assessing student performance?). Assign-

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press

ing such problems to the realm of the ethical masks their actual cause and makes less likely the achievement of clarity and consensus on how they are to be addressed by the profession—a prerequisite for such a determination.

Nonetheless, readers with classroom experience will attest to the authenticity of the cases, and both novice and experienced teachers would benefit from discussing them, as the authors suggest. Such a joint reflection would suggest practical strategies for handling such situations and help teachers become aware of and perhaps question the values that shape their behavior. Thus, the book would be a valuable contribution to faculty development and graduate programs in ESL.

(*Received 18 July 2003*)

Anita Wenden
York College, City University of New York

DOI: 10.1017/S0272263104273065

TURN-TAKING, FINGERSPELLING, AND CONTACT IN SIGNED LANGUAGES. *Ceil Lucas (Ed.)*. Washington, DC: Gallaudet University Press, 2002. Pp. ix + 163. $55.00 cloth.

The *Sociolinguistics in Deaf Communities* series published by Gallaudet University Press is, first and foremost, the leading collection of published work dealing explicitly with sociolinguistic issues in Deaf communities around the world. It is also more than this, however. Arguably, the series constitutes the foundation of one of the most exciting and promising areas of contemporary sociolinguistic research writ large. There can be little question that much of the very best work in sociolinguistics in the United States today is being done on issues related to sign language and the Deaf, and this series has provided us with a remarkable number of significant contributions to the general sociolinguistic literature. This volume edited by Ceil Lucas is the most recent publication in this series, and it carries on the impressive tradition of the earlier works in the series.

The chapters address a wide range of topics that should be of interest not only to sign language researchers but also to anyone interested in sociolinguistics, applied linguistics, language policy, and educational linguistics. The chapters include a fascinating study of variation in American Sign Language (ASL) fingerspelling, a most interesting discussion about the role and nature of ASL-English interpreting entitled "So, Why Do I Call This English?", two chapters that address issues of discourse and turn-taking mechanisms in the Belgian context, and finally, a very intriguing chapter on the Deaf in the majority bilingual speaking community of Barcelona. The issues raised are, in spite of the book's title, areas of concern for the study of language broadly conceived: language variation, language identification, language contact, discourse processes and characteristics, and language attitudes. This is a timely and significant work, and one that deserves a substantial reading audience.

(*Received 1 August 2003*)

Timothy Reagan
University of Connecticut

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press

DOI: 10.1017/S0272263104283061

L'ACQUISITION DES CATÉGORIES FONCTIONNELLES: ÉTUDE COMPARATIVE DU DÉVELOPPEMENT DU DP FRANÇAIS CHEZ DES ENFANTS ET DES APPRENANTS ADULTES [THE ACQUISITION OF FUNCTIONAL CATEGORIES: COMPARATIVE STUDY OF THE DEVELOPMENT OF THE FRENCH DP IN CHILDREN AND ADULT LEARNERS]. *Jonas Granfeldt.* Lund: Institute d'Études Romanes de Lund, Université de Lund, 2003. Pp. 268.

This doctoral dissertation constitutes an excellent example of how linguistic theory can contribute to the formulation of testable hypotheses about the nature of language acquisition. Taking as a point of departure Chomsky's Principles and Parameters model and the Minimalist Program, the author carries out a careful and detailed analysis of the status and development of the Determiner Phrase (DP) in two different sets of data: (a) bilingual (French-Swedish) first language (L1) developmental data produced by three children, and (b) second language (L2) French developmental data produced by eight Swedish adult speakers.

The first three chapters present, respectively, the main objectives of the study, the theoretical framework—both from a learnability and from a syntactic perspective, and a description of the corpora and the methodological decisions guiding the data analysis.

Chapters 4–6 constitute the main body of the dissertation. Chapter 4 provides an analysis of null determiners, null subjects, and root infinitives to show that the development of null determiners does not parallel the development of null subjects and root infinitives in this bilingual grammar. As for the adult L2 grammar, the omission of determiners is very limited and occurs in typologically marked contexts or in contexts where null determiners are possible in the L1 (Swedish) grammar. Chapter 5 addresses the status of definite articles in these two grammars; it shows that, although the definite article occupies the determiner head in the bilingual grammar from a very early stage, it occupies the specifier head of the DP in the early L2 adult grammar. In chapter 6, it is argued that the status of the definite article as head, together with the relationship between its phonological and syntactic properties, triggers the acquisition of the gender feature in the bilingual grammar but not in the L2 grammar. Number and gender features are said to develop in different ways between the two grammars and within each of them.

This book has the natural pros and cons of a doctoral dissertation. However, the careful, precise, and creative way in which the syntactic analyses and the empirical data are linked, as well as the interesting proposals concerning the differences between the two grammars, make this a very stimulating volume for both linguists and psycholinguists.

(*Received 1 August 2003*)

Juana M. Liceras
University of Ottawa

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press

DOI: 10.1017/S0272263104293068

CHINESE CHILDREN'S READING ACQUISITION: THEORETICAL AND PEDAGOGICAL ISSUES. *Wenling Li, Janet S. Gaffney, and Jerome L. Packard (Eds.)*. Dordrecht: Kluwer, 2002. Pp. xi + 266. $135.00 cloth.

This collaborative exploration by researchers in China and the United States spans theoretical, experimental, pedagogical, and ethnographic perspectives. The book thus offers learning opportunities to a range of audiences—reading researchers who want a better understanding of the structure of Chinese writing and the cognitive processes it appears to shape, students who wish to study how one-fifth of the world population reads, educators interested in comparative education, and all those with interdisciplinary curiosity about this nonalphabetic script, evolved from ancient times.

Are there specialized cognitive processes in reading Chinese? What units of "intraword analysis" guide first- and fourth-grade learners struggling with the characters of Chinese, ask several authors? How might this affect second language (L2) readers (Koda)? Do readers connect characters to the sounds of the language (often termed "phonological recoding") as do readers of alphabetic systems? What are traditional teaching methods for Chinese characters? How do teachers adapt approaches from the West, such as "shared-book reading" (Anderson, Gaffney, Wu, Wang, Li, Shu, Nagy, & Ming)? Can children benefit from deeper morphological analysis (Wu, Anderson, Li, Chen, & Meng)?

Some things are missing, however. There is almost no attention to dialect variation and its possible effects on beginning reading, despite Tzeng's view: "We cannot understand a writing system without considering the spoken language it attempts to transcribe" (p. 5). There is no consideration given to the fact that mainland China has simplified its characters, whereas Taiwan has retained the more complex traditional system that requires more pen strokes (hard on writers, perhaps helpful to readers). Furthermore, Scribner and Cole's (1981) seminal work on specific cognitive effects of writing-system practice is not even referenced by any of the authors.

Nevertheless, with its numerous analyses of the Chinese writing system and exquisitely clear printing of characters, this cross-cultural collection has much to teach us all. The simply worded preface, the abstracts preceding each chapter, the synthesis chapters concluding each of four sections of the book, and the subject and author indexes provide easy access for readers with specific interests.

REFERENCE

Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.

(*Received 18 August 2003*)

Margot Haynes
Delta College

https://doi.org/10.1017/S0272263104263069 Published online by Cambridge University Press