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REVIEWS

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PARAMETER SETTING IN LANGUAGE ACQUISITION. *Dalila Ayoun*. New York: Continuum, 2003. Pp. x + 212. $110.00 cloth.

This book presents an overview of the parameter setting theory of learnability in first (L1) and second (L2) language acquisition within the generative linguistic framework. It also attempts to challenge and refine common assumptions underlying the model. The book comprises five central chapters as well as short introductory and concluding chapters. The introductory chapter summarizes the general aim of the book and the specific aims of the chapters to follow. In chapter 2, Ayoun presents historical background on the concept of *parameter* throughout different versions of generative linguistics and distinguishes the standard notion of parameter from the notions of associated clusters of structures, microparameters (referring to structures), and macroparameters (which apply to a family of typologically different languages). This chapter also reviews the concept of parameter setting for language changes, creole formation, computational linguistics, and neurolinguistics, ending with a brief discussion of Universal Grammar and the Critical Period Hypothesis. In brief, this chapter argues that the parameter setting approach is a model worthy of further development and refinement, capable of explaining and predicting a wide range of phenomena in linguistic theory and its applications despite misunderstandings and lack of clarity in the field.

Chapter 3 focuses on parameter setting and resetting in L1 and L2 acquisition. Additionally, the type of triggering experience needed to set or reset a parameter and the implications of this set or reset are discussed. Here, the concepts of *continuity* and *maturation* are introduced, and Ayoun argues in favor of maturation as the correct approach for L1 acquisition. However, she appears to equate maturation with growth and emergence in general and not with the biologically timed concept originally intended by Radford (1990) or Wexler (1994). Ayoun believes that parameters begin as unset rather than set for particular values, that some parameters take longer to set than others, and that parameter resetting in L2 acquisition is possible in principle.

Chapter 4 discusses parameters of Universal Grammar and gives examples of syntactic, semantic, morphological, lexical, and phonological parameters. Ayoun then considers in detail the null subject and the verb movement parameters as they evolved throughout the theory. Chapter 5 presents the empirical research on L1 and L2 acquisition generated by these two parameters and concludes that parameters in L2 acquisition are not set instantaneously as the theory predicts but that syntactic properties associated with these parameters take time to unfold. However, Ayoun sees no reason to abandon parameter resetting as a theory to explain L2 development.

In chapter 6, Ayoun argues that parameters are not necessarily binary (i.e., having one of two possible values) but rather can be better characterized as multivalued and not mutually exclusive. Evidence for these claims comes from languages that exhibit some properties of a parameter and not others. According to Ayoun, this view

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of parameters better captures the empirical results of L1 and L2 acquisition presented in chapter 5.

In the last 3 years, three important textbooks on generative approaches to SLA with impressive empirical coverage have appeared: Herschensohn (2000), Hawkins (2001), and White (2003). How does Ayoun's book fit within this canon? Ayoun's book traces the history of the term *parameter* and the evolution of parameters within the theory. Presenting a limited sample of empirical data, she also questions traditional views of parameter and seeks ways to salvage the paradigm for further hypothesis testing and experimentation in language acquisition research. Although apparently only intended to explain L1 and L2 acquisition, the book also incorporates other areas of linguistic theory that also rely on the concept of parameters.

In general, however, the book is hard to read. Within each chapter, there are problems with organization, argumentation, clarity, and coverage. For example, definitions and examples of parameters are presented in chapter 4, when they would have been more appropriately presented in chapter 2. Similarly, in chapter 3, a section entitled "What Is a Trigger?" follows the section entitled "Is There a Triggering Problem?" In terms of argumentation, there are several contradictions. The most notable stems from Ayoun's tone throughout the book, which is sometimes too critical of parameter theory, yet wants to convey the message that the theory has much to offer. In terms of coverage, some chapters (e.g., 2 and 3) cover a variety of issues, and the focus of the discussion is lost. Finally, in terms of style, there are too many quotations from other sources that make the reading cumbersome. Still, researchers and graduate students interested in linguistic theory and language acquisition might find this book useful.

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ROMANCE SYNTAX, SEMANTICS, AND L2 ACQUISITION. *Joaquim Camps and Caroline Wiltshire (Eds.)*. Amsterdam: Benjamins, 2001. Pp. x + 246. $96.00 cloth.

This volume is a collection of 15 papers selected from the 30th Linguistic Symposium on Romance Languages, organized by the University of Florida. In the introductory chapter, Camps and Wiltshire summarize the main ideas of the 14 contributions that follow, along five main subtopics: (a) movement, which includes chapters by Boeckx, Stateva,

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and Stepanov and Boeckx on *wh*-movement in French as well as a chapter on Determiner Phrase (DP) movement analysis of obligatory control structures in Portuguese by Pires; (b) the DP and SLA, a section that discusses work by Gess and Herschensohn on the DP parameter in French, adjective placement and semantic interpretation in French by Anderson, and a study on the discourse constraints on the use of null and overt subjects in Spanish L2 acquisition within an Optimality Theoretic account by La Fond, Hayes, and Bhatt; (c) word order and other syntactic factors in SLA are addressed in chapters by Clements and by Sagarra; (d) adverbials are the topic of a chapter by Abeillé and Godard; and (e) the syntax-semantics interface is examined in several contributions, including chapters on the aspectual verb *ficar* in Portuguese by Schmitt, on the Spanish subjunctive by Villalta, on unaccusative verbs in French by Cummins, and on impersonal reflexives in Romance and Slavic by Rivero.

Of the entire volume, five papers focus on SLA in Romance languages. It is these contributions that will be at the center of the following review. Gess and Herschenson present an empirical study on the acquisition of the DP in French by English-speaking L2 learners of four different proficiency levels. On the basis of written production data, the authors conclude that the developmental facts support the predictions of the Full Functional Hypothesis, which claims that functional structure is available from the very beginning. This hypothesis is opposed to the Structure Building Hypothesis, according to which functional structure emerges incrementally.

Anderson looks at other elements of the French DP system—namely, word order and adjective interpretation by English-speaking learners of French. The focus is on the interpretation of postnominal adjectives, prenominal adjectives, and those adjectives that change meaning depending on their position within the DP. To arrive at the correct interpretation of adjectives, Anderson seeks evidence of a noun-movement analysis typical of French. Results of a truth value judgment task showed that L2 learners of French distinguished between the interpretations of adjectives in different positions, although not all learners appeared to have applied noun movement past adjectives at that stage.

Lafond, Hayes, and Bhatt present an experiment that tested syntactic and discourse properties of the null-overt subject pronoun distribution in Spanish. The researchers manipulated the discourse context and asked 98 second language (L2) learners of Spanish of different proficiency levels to complete 40 short dialogues that included sentences with null or overt pronouns. Results indicated a clear developmental pattern in the acquisition of the pragmatic conditions of subject expression. The authors offer an Optimality Theoretic account of their results.

The study by Clements reports on language change in the Portuguese-based creole language Korlai, which is in contact with Marathi. Data from oral narratives of 16 children who speak the two languages revealed that there was evidence for a four-stage shift in verb-object and verb-adjunct word order. Clements argues that these grammars contain elements with indeterminate status, which constitute a blend of the two systems.

Finally, the chapter by Sagarra presents an empirical study on the role of syntactic simplification in oral input to L2 learners in a classroom setting. More than 300 second-semester students at a large university were asked to listen to a passage and recall information. The variables manipulated were subordination, word order, and sentence length. Results showed that simplifying subordination did not make a difference in the number of idea units that students recalled. However, use of shorter sentences influenced learners' recall.

Because of their content and approach, these five chapters are the most relevant for SLA. However, due to the richness of data and analyses offered by all the other contributions in syntax and semantics of Romance languages, the entire volume is invalu-

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able for researchers interested in formal approaches to SLA. Those chapters with a strong theoretical bent are particularly relevant for researchers investigating the role of Universal Grammar in SLA of Romance languages. Language teachers and material developers will most likely find the contribution by Sagarra highly informative.

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COMPUTER LEARNER CORPORA, SECOND LANGUAGE ACQUISITION, AND FOREIGN LANGUAGE TEACHING. *Sylviane Granger, Joseph Hung, and Stephanie Petch-Tyson (Eds.)*. Amsterdam: Benjamins, 2002. Pp. x + 246. $42.95 paper.

Insights derived from language corpora have influenced countless aspects of language teaching, testing, research, and materials development. Granger, Hung, and Petch-Tyson have created an indispensable testament to the specific value of corpora in SLA research. A great virtue of this volume is that the corpus is treated as a tool, and the tool does not distract from the job at hand. The focus is where it should be—on features of native language, interlanguage, and target language as elucidated by corpus-based study. The corpora stand in the background, ready to serve.

Granger's introductory chapter offers an overview of research done with learner corpora. Even corpus-savvy readers should take the time to read this chapter, which goes beyond a survey of corpus-design principles to a typology of learner corpora and a glimpse of the specialized software needed to work with them. This information proves helpful in reading later chapters. The other chapter that dedicates considerable space to corpora themselves is Meunier's discussion of pedagogy (the fifth of these unnumbered chapters). According to Meunier, teachers can find very different language patterns in native language corpora and learner corpora, such as learners' propensity to complement the verb *accept* with a full infinitive (*to* + V INF), a pattern absent in the native language corpus. Moreover, Meunier suggests that such discoveries should influence pedagogical decisions.

The other seven chapters highlight relatively narrow language phenomena. The distinguishing feature of these treatments is that each pattern under discussion is solidly evidenced in at least one corpus. Altenberg uses data from the English–Swedish Parallel Corpus to explore an apparent tendency of Swedish speakers to overuse the causative *make* when they write in English. Aijmer follows with a look at the use of English modals in the interlanguage of native speakers of Swedish, her evidence drawn from the component of the International Corpus of Learner English provided by Swedish learners of English.

The order of acquisition of English verb forms is reexamined by Housen on the basis of data from the Corpus of Young Learner Interlanguage. Housen depends on code-heavy extracts from the data, but the reader's patience will be rewarded. His conclusions, though not unexpected, suggest new possibilities for inquiry along a classic line. Later in the book, Hasselgren presents a very interesting study of the effect of small-

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words (such placeholders as *okay*, *and stuff*, and delexical *like*) on the perceived fluency in English of Norwegian teenagers. Her data were drawn from the University of Bergen's EVA Corpus with the express purpose of improving judgments of fluency during language testing. I greatly enjoyed this chapter, even as I marveled at any positive correlation between fluency and a teenager's use of *like*.

Connor, Precht, and Upton contribute a well-argued discussion of genre moves as revealed by the Indiana Business Learner Corpus. As the authors point out, computers do not do a very good job of sorting data according to rhetorical moves. Humans have to tag instances by hand. This short chapter cannot open a large window on this process or on its dependability, but it suggests practical benefits for the learner of business English if dependability is achieved. Allan discusses ways in which learner corpora can help prepare future language teachers for the features of their students' writing (and, to a lesser extent, speaking). His data source is the TELEC Secondary Learner Corpus in Hong Kong. Seidlhofer, in the anthology's final chapter, describes what is essentially a learner mini-corpus composed of her Austrian students' writing in English. This was used as means of teaching her students how to mine corpus data in ways that might be valuable to them as teachers or researchers later in their careers.

This valuable anthology avoids the risk of being outmoded that awaits any book about corpus-related language research. The language points are solid in their own right and will remain so even after the software and databases used in their investigation start to seem quaint. Granger's is a major voice in corpus-related SLA research. The authors have compiled a great collection.

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TEACHING ACADEMIC ESL WRITING: PRACTICAL TECHNIQUES IN VOCABULARY AND GRAMMAR. *Eli Hinkel*. Mahwah, NJ: Erlbaum, 2004. Pp. xii + 360. $79.95 cloth, $37.50 paper.

In this text, Hinkel argues that second language (L2) writing instruction has long favored teaching the writing process and discourse and rhetorical features of text while neglecting the essential language skills that L2 writers need to succeed in mainstream university classes. She attempts to redress this perceived shortcoming by identifying and describing the formal syntactic and lexical characteristics of academic text and advocating the explicit teaching of these key structures and lexical chunks.

Part 1 provides an overview of the research findings and theoretical justifications that support the author's approach to teaching academic writing. Chapter 1 discusses the fundamental assumptions of the text, including the claim that learning to write in a first language (L1) differs significantly from learning to write in an L2; the author argues that the process approach, originally devised to teach L1 writing, is an insufficient means for developing L2 writing. Chapter 2 reviews research findings that examined the nature of academic text and the disparity between the writing tasks and methods of assessment for English for academic purposes (EAP) and those that confront L2 writers in

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mainstream academic courses. Finally, chapter 3 outlines the essential elements of an EAP writing curriculum that prioritizes syntactic and lexical accuracy and academic vocabulary expansion.

Parts 2 and 3 focus on the information EAP teachers and learners need to know about syntax and grammar in academic text construction. Drawing heavily from the genre-analysis and corpus-based studies of researchers such as Swales, Biber, and Nation, Hinkel claims that L2 writers can increase syntactic and lexical range and accuracy by learning and analyzing recurring chunks of language—or *lexicalized sentence stems*—as well as permissible substitutions to constituent elements of these chunks. Chapter 4 discusses the basic structure of sentences and phrases in terms of *slots* and the grammatical and lexical items that are either required or permitted to fill these slots. Chapters 5–9 deal with the individual elements that make up sentences and phrases and the ways in which they function in academic text.

Part 3 is dedicated to discourse elements and begins with a study of the form and discourse function of dependent clauses (chapter 10). Chapter 11 addresses the rhetorical features of text, noting the tendency of many L2 writers to misuse and overuse transition words, tag questions, and highly idiosyncratic examples in their academic writing. Finally, chapter 12 provides an insightful discussion of the role of hedging in academic text and highlights the need for L2 writers to make greater use of hedging elements appropriate to the register to avoid overstatement.

Although few researchers or teachers of English to speakers of other languages would debate the critical role of syntactic and lexical accuracy and range in advanced academic writing, some of the author's assumptions and claims in the first section of the book are problematic. Communicative language teaching (CLT) is frequently alluded to as an approach that prioritizes *fun* activities that focus exclusively on fluency-building and conversational English while neglecting the formal features of language or written text. CLT, however, is not inconsistent with attention to formal features of language, and one need only look to the focus-on-form studies of recent years to dispel this misconception. Similarly, a process approach to EAP writing is not inconsistent with explicit language study—contrary to the author's claims—nor does such an approach underestimate the importance of editing and accuracy at appropriate stages of the process.

Although readers are likely to find some of the basic assumptions and assertions in part 1 difficult to reconcile with current theories and practices of L2 instruction, the chapters in parts 2 and 3 provide a thorough explanation of the structures and lexical items under investigation as well as an informed discussion of their function and usage in academic text. The teaching suggestions are sound, although they tend toward the more obvious and traditional at times. There are, of course, numerous exceptions, most notably the suggestions included for helping students to recognize and employ hedging strategies in chapter 11.

Due to the controversial nature of some of the underlying assumptions of the text and the highly specialized nature of the genre it examines, this book is unlikely to become one of the primary course texts in an ESL teacher-training program; however, those teaching academic ESL writing or training teachers to teach in this specialized field of ESL will find the descriptions and explanations of the features of academic text a valuable addition to the available resources for teaching academic ESL writing.

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WORKING WITH DISCOURSE: MEANING BEYOND THE CLAUSE. *J. R. Martin and David Rose (Eds.)*. New York: Continuum, 2003. Pp. 293. $125.00 cloth, $29.95 paper.

As someone with only a scant background in systemic functional linguistics (SFL), acquired in passing through my work with teachers of English to speakers of other languages, I was curious to see how far this volume achieved its stated aims of describing a *relatively accessible* set of tools for discourse analysis informed by SFL and enabling discourse analysts to use them. My previous encounters with SFL suggested that these aims were worthy but ambitious. Indeed, although the back cover reassures us that the reader needs "no prior experience of functional linguistics," the book is in fact written more like a handbook for readers already drawn to and familiar with the paradigm rather than as an introduction for those who are curious but uninitiated. This impression comes chiefly from the monologic stance that the authors acknowledge they have taken. That is, to make a particular "set of tools more available than they have been in the past" they have concentrated on "a tool-kit informed from just one point of view" (p. 273). The result is a resource that will be enormously useful for those who already know that they want to use these tools but less convincing for neophytes who need first to be persuaded of their usefulness.

The structure of the book has been carefully thought out, and the content is helpfully recycled and tabulated. The first chapter makes clear the underlying view of language as a social phenomenon and introduces the major concepts and categories in the approach and the three families of genres (story, argumentation, and legislation) used as illustration in the remaining chapters. The three "metafunctions of language in social activity" (p. 6) basic to SFL—the *interpersonal*, the *ideational* (related to the representation of experience), and the *textual* (used to organize text)—are briefly outlined, as are the five discourse systems around which chapters 2–6 are organized. These are *appraisal* (negotiating attitudes), *ideation* (representing experience), *conjunction* (connecting events), *identification* (tracking participants), and *periodicity* (information flow). Each is treated in some depth and illustrated through analysis of the texts introduced in the first chapter. In chapter 7, these five key discourse systems are applied to longer texts, and in chapter 8, their relationships with the models of social context introduced in the first chapter are discussed in more depth. It is in chapter 8 that the authors argue for the importance of the five systems in multimodal and critical discourse analyses. Overall, the book is beautifully crafted and remarkable for the degree of clarity that is brought to a highly complex system.

On one level, the authors have achieved the accessibility they intended: The style is lucid, and the tools for discourse analysis laid out as clearly as possible in a work of this size. These are considerable strengths. However, in my view, these very strengths have also encouraged a weakness in the book: a lack of evidence and argumentation in favor of using these tools rather than others. Unlike Eggins and Slade (1997), for example, who set out to accomplish a similar task with the discourse analysis of spoken language, Martin and Rose neither argue for the usefulness of their approach by exploring the strengths and weaknesses of other approaches to discourse nor do they force the reader to first analyze the example texts for themselves in order to create a need for the tools they offer. Although this position has made for clear, uncluttered descrip-

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tions and explanations, it may also potentially fan the flames of rebellion among those who need persuading that a leap into the unfamiliar is worth the effort.

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OPTIMALITY THEORY IN PHONOLOGY: A READER. *John J. McCarthy (Ed.)*. Oxford: Blackwell, 2004. Pp. xvi + 603. $79.95 cloth, $44.95 paper.

Optimality Theory in phonology is a textbook for an advanced-level phonology course that contains excerpts from 33 important articles and manuscripts on Optimality Theory (OT). For each chapter, McCarthy adds brief introductory notes and a list of study and research questions. The introductory notes provide background information and short remarks on the significance of the selected works. The study and research questions help readers to understand the material, and some questions are challenging enough to lead to interesting topics for research. Given the rapid development of OT in the past decade, it is not an easy task to compile such a reader. Overall, McCarthy makes excellent selections, and this book would be a useful textbook for many phonology classes. This text would also be appropriate for independent study, but those who are not familiar with OT may want to read Kager's (1999) introductory textbook before reading this volume. For an in-depth survey and overview of OT and an extensive list of references, the reader is referred to McCarthy (2002).

Optimality Theory in phonology consists of five parts. Part 1, "The Basics," contains three chapters from classic works that set the foundation and mark the major theoretical developments of OT. Chapter 1, an extended excerpt from the first monograph-length technical report on OT by Prince and Smolensky, introduces the basic tenets and major theoretical and technical aspects of OT. Two major groups of constraints are presented for the analysis of syllable structure and its typology: *faithfulness* constraints, which regulate input-output identity, and *markedness* constraints, which demand unmarked structures in the output. The next two chapters introduce *alignment* constraints, which require the edges of grammatical and prosodic categories to coincide, and *correspondence* constraints, which require identity between two corresponding representations (e.g., input and output, base and reduplicant). The three chapters in part 2, "Formal Analysis," present formal modeling of computation (chapters 4 and 6) and learnability in OT (chapter 5). Part 3, "Prosody," consists of seven chapters dealing with issues and analyses related to stress and tone (chapters 7–13). There are eight chapters (chapters 14–21) on segmental processes and patterns in part 4, "Segmental Phonology," the topics of which range from postnasal voicing, vowel harmony, dissimilation, assimilation, and neutralization, to chain shift, feature theory, and phonetically driven phonology. "Interfaces," the final section of the book, includes 11 chapters that focus

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on phonology-morphology interactions (chapters 22–32) and one chapter that covers language variation and change (chapter 33). Many familiar areas and issues in morphophonology (e.g., level ordering, cyclicity and the derived environment effects in Lexical Phonology, prosodic morphology, lexical exceptions, the structure of the lexicon, and allomorphy) are recast from OT perspectives. Overall, a wide range of topics are covered in reasonable proportions with one exception: there is only one chapter on how phonetics is involved in explaining phonological patterning (chapter 15). Given that studies in this area have played an increasingly important role in the field of phonology, it seems reasonable to allocate more space to this topic.

Although all the chapters deal with theoretical and formal issues in phonology, researchers specializing in phonological acquisition and phonological variation and change will find various portions in the book relevant to their research. One basic tenet of OT is that all languages have the same set of universal constraints, with languages differing only by how these constraints are ranked. This leads to a model in which developmental stages in language acquisition and language change can be conceived of as processes of ranking and reranking of constraints. Thus, language variation constitutes a stage at which the ranking of certain constraints is undetermined and therefore flexible. Chapter 5, "Learnability in Optimality Theory" by Tesar and Smolensky, presents a formal model in which a learner's task is simply to acquire a constraint ranking (i.e., a grammar) and a lexicon. Because a second language learner already possesses a constraint ranking for his or her first language, the process of SLA can be more complicated to model; therefore, any work combining SLA and OT can be of empirical and theoretical interest.

In short, *Optimality Theory in phonology* provides an impressive collection of OT papers that cover a wide range of topics and issues. It is not only a useful textbook for phonology but also presents to nonspecialists the innovative aspects of OT.

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LITERACY AND THE SECOND LANGUAGE LEARNER. *Joann Hammadou Sullivan (Ed.)*. Greenwich, CT: Information Age, 2002. Pp. xii + 279. $29.95 paper.

In this age of Internet plenty, research collections need a justification for presentation in book format. According to the editor's introduction, the main justification for *Literacy and the second language learner* is to provide a sampling of the range of "possible voices and possible questions that make up the broad and complex field of second language literacy study" (p. xi).

This book thus casts a wide net. Three chapters study lower levels of the perceptual sequence (e.g., orthography and writing system concerns). Everson reviews some

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research on second language (L2) learners learning to read Chinese and Japanese. He provides an introduction for those who know little about nonalphabetic writing systems, with a fascinating longitudinal analysis of the learning stages observed for American students of Chinese as a foreign language (FL). This study is then compared to data of Chinese and Americans learning FL Japanese.

Sparks, Schneider, and Ganschow review their ongoing program of studies on at-risk learners in FL reading. Going as far back as the 1959 Modern Language Aptitude Test, they present a well-documented case suggesting that, for some individuals, first language (L1) phonological and verbal memory deficits present handicaps in FL learning. Specifically for English speakers learning Spanish, the authors show how problems can be reduced with a Multisensory Structured Language approach.

A third, bottom-up focus on FL reading is Carreira's study of heritage language students. These American Latinos speak Spanish at home but seem unable to consciously identify stressed syllables of written words. This confusion about appropriate accentuation makes them appear less educated when writing Spanish. In a short-term training study with syllable stress exaggeration (a pedagogical approach that has helped English dyslexics), Carreira's subjects made fewer errors in identifying syllable stress in written Spanish.

Unfortunately, Carreira's title mentions the term *connectionist approach* without saying much about connectionist reading theories. The title and contents more fully address the remarkable gap between what heritage Spanish users can do in speaking versus their inability to access this knowledge in more reflective and monitored writing.

Clearer titles are needed elsewhere to specify the language being studied. Although Sullivan's valuable look at group and individual inference patterns (written recall vs. comprehension question) demonstrates for researchers that "the outcomes they find will be profoundly affected by the assessment tool that they choose" (p. 233), the title does not mention that the chapter focuses on FL French. Additionally, several other chapters deal only with Spanish FL learning. Brantmeier looks at background knowledge, language level, and gender factors in reading comprehension for adult FL Spanish. Cohen and Horowitz's review chapter, "What Should Teachers Know about Bilingual Learners and the Reading Process," focuses on Spanish–English bilinguals. Further, this title belies its tentative contents: Cohen and Horowitz do not review reading processes as a whole but instead focus only on these processes in the context of research on bilinguals. Therefore, conclusions are preliminary, and it is unclear whether the title should read *consider* instead of *know*.

The scope widens with Lionas, who includes French, Spanish, and German in studying advanced learners' idiom detection, measuring readers' comprehension and analyzing self-reports on their thinking processes. Such quantitative and qualitative analyses offer valuable insight into FL idiom processing. Nevertheless, other writing systems—Arabic, which requires vowel inference, or Chinese or Japanese, which require word boundaries to be determined by the reader's chunking—may offer other hurdles for idiom detection.

Clearly, literacy studies must cast a wide net. This collection looks beyond FL students to FL teachers' belief in the importance of reading, a belief directly in contrast with their neglect of reading in practice (Gebel and Schrier's study of Spanish FL teachers). Widening further, three chapters look at new technology: a polemic (Fast), research on a small group of French FL learners using message boards (Chism), and a review of theory-based curricular efforts to connect FL learners with one another and with texts through computer technology at San Diego State University (Lyman-Hager, Johns, Nocon, & Davis).

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For a published volume, one wonders why the chapters are grouped thematically, with categories like "Technology for Reading Instruction," "Effects of Writing Systems," "Advanced Learners' Processing," or "Findings about Teachers." Perhaps the answer lies in the fact that topics of individual studies overlap—in particular, So's dual research into one student's writing in FL Japanese and Japanese composition evaluators' focus on form or content.

Despite the apparently arbitrary sequencing and complete lack of cross referencing between chapters, clear abstracts opened each chapter, helping this reader to locate related topics. But no index! Isn't that tool particularly needed with such disparate research? And wouldn't an index justify the trouble of publishing a collection in book form rather than on the Web?

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BILINGUALISM: BEYOND BASIC PRINCIPLES. *Jean-Marc Dewaele, Alex Housen, and Li Wei (Eds.)*. Clevedon, UK: Multilingual Matters, 2003. Pp. ix +233. £49.90 cloth, £22.95 paper.

This volume is a festschrift in honor of Hugo Baetens Beardsmore on the occasion of his sixtieth birthday and the twentieth anniversary of the publication of his book *Bilingualism: Basic principles* (1982). The volume includes 12 articles in addition to an introduction and a laudatio. The volume reflects the important developments of studies in bilingualism in the last 20 years and covers a great variety of areas related to the sociolinguistic, educational, and psycholinguistic dimensions of bilingualism. The first chapter is a reprint of one of Baetens Beardsmore's lesser known publications (1988) and discusses the fears of bilingualism at different levels. Fifteen years later, this chapter still addresses the most important issues related to bilingualism often discussed by teachers, parents, and policy makers. The next three chapters focus on the social aspects of bilingualism: Edwards discusses bilingualism and identity in chapter 2, Clyne addresses the role of intrinsic motivation and metalinguistic awareness in bilingualism in chapter 3, and Cummins examines the differences between the criticism against bilingual education in the American press and the positive results of research on the outcomes of bilingualism in chapter 4. These three chapters each have a different focus but taken together provide an interesting perspective of the social factors affecting bilingualism. Chapter 5 by Martin and chapter 7 by Jones discuss multilingual education in Brunei. These two chapters describe the languages used in schools, the educational context, and the most recent changes in education in Brunei and could be of interest for educators in other bilingual contexts. Chapter 6 by Baker and chapter 8 by Wei and Milroy both discuss language and society but focus on minority languages in two completely different settings—Wales and Singapore. Both chapters discuss interesting theoretical aspects that are then applied to specific settings. Chapter 9 (Fraser Gupta) has a very weak link to the rest of the chapters in the book and analyzes seven self-study books of Malay from different periods. Chapter 10 (Lüdi) and chapter 11 (Myers-Scotton) discuss interesting theoretical aspects of codeswitching, and the last chapter (Genesee) focuses

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on the similarities and differences between early monolingual and bilingual acquisition. These three chapters are more research oriented than the rest of the chapters in the book, both because of their theoretical basis and the empirical data they discuss. They may also be the most interesting for researchers in SLA.

The most important characteristic of this volume is the variety of topics and scope. Some chapters relate to specific aspects of one setting, whereas others adopt a broad perspective about theory or research in the area. Additionally, the volume includes contributions appropriate for a variety of audiences. Some of the chapters are more specialized, and others are less research oriented and will be of interest for a wider audience. This variety has advantages and disadvantages. It certainly gives a broad perspective of bilingualism, and it is very likely that researchers and many other professionals and students will find some of the chapters relevant for their interests. On the other hand, this variety makes the internal coherence of the volume difficult to achieve, and most of these chapters could be read as individual articles rather than as chapters in a book. This problem could have been solved to a certain extent if the volume had been divided into different parts so that the chapters were grouped according to their sociolinguistic, psycholinguistic, or educational approach. Given the nature of a festschrift in honor of a scholar who has a long career working on different aspects of multilingualism and in different parts of the world, these limitations are to be expected. Nonetheless, the volume has many strong points, and some of the chapters are important theoretical and empirical contributions to studies on bilingualism.

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PRAGMATIC DEVELOPMENT IN A SECOND LANGUAGE. *Gabriele Kasper and Kenneth R. Rose*. Oxford: Blackwell, 2002. Pp. x + 352. $36.95 paper.

The goal for this useful volume is to survey and evaluate research on pragmatic development of second language learners. In the first chapter, Kasper and Rose note that numerous studies in crosscultural pragmatics assess nonnatives' language use and contrast it with the performance of natives but that relatively few studies have focused on how language learners' pragmatic abilities change and develop over time. For researchers in SLA, however, this question of development is central.

Chapter 2 identifies and summarizes five theoretical frameworks suitable for discussing pragmatic development: (a) the acculturation model, (b) cognitive processing, (c) sociocultural theory, (d) language socialization, and (e) interactional competence. These frameworks "theorize conditions for pragmatic development … but they do not

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specify how pragmatic learning proceeds" (p. 58). Chapter 3 situates pragmatics research methodologically, outlining numerous different approaches of pragmatics research, the variety of research designs, strengths and weaknesses of each, and the wisdom of using several data-collecting methods.

The fourth chapter focuses specifically on studies of second language (L2) pragmatic development; in large part, these studies focus on acquisition of L2 discourse skills, speech acts of various types, and pragmatic transfer, although a few address the development of pragmatic comprehension. A discussion of the positive correlation hypothesis, which claims that "second language proficiency is positively correlated with pragmatic transfer" (p. 153), links this chapter with the one that follows. Chapter 5 focuses on the relation of pragmatic abilities with grammatical development. Here, research results are mixed, with some studies showing that adult L2 learners' pragmatic capabilities outstrip their grammatical capacities, whereas others show the opposite. This seeming contradiction is the result of a focus on learners at different stages in various studies; although adult beginners are more pragmatically than grammatically capable, advanced learners use grammatical forms without having learned secondary—and pragmatically more subtle—uses for them (e.g., the epistemic use of modals).

The sixth chapter deals with the complex of factors that includes the learning context, setting, amount and quality of interaction, identities, and attitudes of interactants. Although length of residence in a community where the target language is spoken would seem to contribute to pragmatic development, studies of pragmatic comprehension indicate that quality of exposure to the language matters even more. Ethnographic data on learners interacting with native speakers indicates that hosts' attitudes toward learners and the learnability of the language can play a role in quality of input, because "foreigner talk modifications" can produce input that is "pragmatically and sociolinguistically distorted" (p. 203). Institutional settings may provide input that learners perceive as "status-bound" (p. 208), or, in other words, input that learners find inappropriate to use because it is provided by speakers whose status is sufficiently different from that of the learners. On the other hand, skillful structuring of classroom interaction can foster pragmatic development even in foreign language classrooms. In general, however, L2 learners seem to outperform foreign language learners pragmatically, as reflected in the "commonsense notion" (p. 220) that study abroad is necessary for fluency. But even residence in an L2 community may be insufficient if learners are socially isolated, or if interlocutors do not provide metapragmatic feedback on pragmatic challenges such as honorifics. In sum, pragmatic development is "a non-linear process" (p. 229), and even a year-long stay in the language community may not suffice.

Although chapter 6 focuses on the setting for pragmatic development, chapter 7 addresses the question of whether explicit instruction in pragmatics is effective. In this presentation, learning goals included items such as discourse markers, pragmatic strategies, discourse organization, pragmatic routines, and speech act realization. The authors found that "some areas targeted for instruction proved resistant to improvement" (p. 258). Nevertheless, explicit teaching of pragmatics emerges as more effective than mere exposure even with sociopragmatic items, which are harder to teach than pragmalinguistic ones. Even though explicit teaching cannot be claimed as either necessary or sufficient for pragmatic development, it does seem to be helpful.

Chapter 8 focuses on "individual differences," such as "age, gender, … personality, cognitive, social and affective factors" (p. 277). However, the authors note that isolating variables runs counter to the assumption that "language learning is always socially con-

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textualized and often co-constructed" (p. 278). Chapter 9, the "Epilogue," concludes that more research is needed to connect *micro* and *macro* levels of pragmatic development.

The breadth of material covered in this volume is impressive; researchers in pragmatic development or intercultural pragmatics will want to use it to launch literature searches and to situate research questions. I noted one flaw; several studies cited in chapter 3 do not appear in the References section. However, this disappointing slip-up can be readily corrected in a second edition, which I expect will be forthcoming given the comprehensiveness of the scholarship displayed here.

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INVISIBLE WORK: BILINGUALISM, LANGUAGE CHOICE, AND CHILDREARING IN INTERMARRIED FAMILIES. *Toshie Okita*. Amsterdam: Benjamins, 2002. Pp. vi + 274. $102.00 cloth.

In recent years, studies of bilingualism and SLA have paid increasing attention to the contexts in which languages are acquired and used. This broadened perspective has led scholars to combine insights from a number of different disciplines. In this highly original study, Okita combines insights from studies of families, ethnicity, and bilingualism to examine the factors that promote or inhibit Japanese maintenance by the children of British fathers and Japanese mothers living in Britain. The result is a finely nuanced study that illustrates the difficulties of maintaining a minority language in a setting that provides few sources of institutional support.

The book is divided into 10 chapters. After a brief introductory chapter, Okita lays out the multidisciplinary conceptual framework in chapter 2. She notes that "invisible mothers and invisible work have been recognized in family study, but not yet incorporated in studies of bilingualism" (p. 33). This study, like other recent work focusing on language use in the domestic realm (e.g., Piller, 2002; Schecter & Bayley, 2002), represents a new direction for research in bilingualism, and the use of methods drawn from family studies is particularly welcome. Chapter 3 presents the methodology in considerable detail. Like much of the best recent work on bilingualism, Okita draws on multiple methods including surveys, life histories, and structured interviews.

In chapter 4, the author provides a broad overview of Japanese-British families, based on survey results. Chapter 5 focuses on the initial language decisions of 28 intermarried families, with an emphasis on the changing sociohistorical context and the dynamics of decision making in the microcontext of the family. In chapter 6, Okita examines the sometimes changing language practices in the families studied as children move through different stages of childhood and as family circumstances change. She observes the influence of children's growing autonomy from the ages of 9 to 11 and notes that during this period children become "truly interactive agents" (p. 125) and that their own preferences and priorities begin to play a larger role in family language decisions. Okita also notes the increasing disparity between children's abilities in Japanese and

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English as they move through English-medium schools, where they are exposed to increasingly abstract vocabulary and concepts that they cannot express in Japanese.

Chapter 7 focuses on childrearing, with particular attention to the division of labor in families. In many cases, the families' decision to raise children bilingually resulted in strengthening the division between traditional maternal *homemaker* roles and the paternal *breadwinner* roles because mothers had the added responsibility of ensuring that the children learned Japanese, a task that the British fathers, who for the most part believed that bilingualism would provide increased opportunities for their children, were unqualified to perform. In chapter 8, Okita focuses on the complexities of negotiating the sometimes competing demands of school and Japanese language maintenance. The author describes how children as young as 4 or 5 years would sometimes return physically tired from school only to be faced with the choice between extracurricular activities and sitting down to learn the complex Japanese writing system.

The final two chapters deal with the complex connections among family relationships, identity, and ethnicity. As Okita notes, language practices can have profound effects on many areas of life, including family relationships. In particular, the decision to continue with Japanese in some cases resulted in the isolation of fathers, who were less proficient in the language than either their spouses or their children.

This volume is a valuable interdisciplinary examination of an understudied community and an important contribution to the study of childhood bilingualism and minority language maintenance and shift. Like other work on children's bilingualism (e.g., Zentella, 1997), Okita's book serves to remind us that raising a child bilingually is not the result of a one-time decision, nor, in societies like Britain and the United States, is it an easy task. Rather, the families Okita so sensitively describes were subject to numerous conflicting pressures that often militated against minority language maintenance. This fine work of scholarship will be useful reading not only for researchers in first and second language acquisition and bilingualism but also for scholars in family studies, ethnic studies, and child development.

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