from a variety of perspectives. Each chapter further explores featured themes with examples of relevant design and analysis procedures as well as step-by-step guides to eliciting or analyzing data. Quantitative examples include sample data sets, descriptions of appropriate statistical tests and underlying assumptions, and instructions on how to interpret the results using the common statistical software program SPSS. Qualitative extensions illustrate tasks focused on data collection, such as how to conduct interviews or observations, practice, and analysis.

The final chapter of the volume seeks to expand and diversify the scope and perspectives presented in the previous chapters with a focus on how these methodologies can be combined to form a mixed-methods approach. This chapter also includes a thorough discussion of how foundational concepts—such as validity and reliability—are considered within the various methodologies. Although not included in the book, appendices that provide additional practical support in making recordings, transcribing, conducting interviews, and creating questionnaires as well as useful guidelines on how to write and organize a research proposal, thesis, or dissertation are featured on the companion website.

Well written and enjoyable to read, this text offers targeted tasks; guided interpretations of published studies; and practical, hands-on exercises to deepen readers' understanding of quantitative and qualitative research methodologies. The clear and focused practice tasks, which provide useful guidance in designing, collecting, and analyzing data, are a key strength of this text, as is the comparative format of the various approaches to singular research themes. Advanced students will find the book to be an invaluable resource for developing their understanding of each research methodology in its own right as well as its role in a mixed-methods approach. Instructors will appreciate the step-by-step guidance and targeted tasks included in each chapter that present readers with questions to consider as they read the featured studies and examine the included data sets. Overall, this book will help students to better develop and understand complex research in a mixed-methods framework, and makes it a welcome addition to the available methodology texts for advanced master's and doctoral students.

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SECOND LANGUAGE TASK COMPLEXITY: RESEARCHING THE COGNITION HYPOTHESIS OF LANGUAGE LEARNING AND PERFORMANCE. *Peter Robinson (Ed.)*. Amsterdam: Benjamins, 2011. Pp. xii + 345.

This first book devoted exclusively to the cognition hypothesis (CH) considers the hypothesis through 12 chapters that address second language (L2) task

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complexity. In brief, the CH predicts that manipulating pedagogic task demands can influence L2 production, interaction, uptake of modified input, and the extent to which individual differences moderate learning and performance.

Part 1 outlines the theoretical and methodological foundations of the CH. In the opening chapter, Robinson provides an overview of the CH in terms of its rationale, operationalization, and predictions. Following this overview, Kormos situates key psycholinguistic constructs invoked in the CH (e.g., attention) within a bilingual model of speech production. In chapter 3, Wulff and Gries present a corpus-based approach to defining and measuring accuracy, illustrated by two case studies. By expanding previous accounts (e.g., Robinson & Gilabert, 2007), this preliminary section offers background while also engaging readers acquainted with the hypothesis. Remaining chapters describe studies on various dimensions of the CH.

The focus of Part 2 is task complexity and mode, which refers to written versus spoken modes of production or, in the case of the spoken mode, monologic versus dialogic modes. Kuiken and Vedder (chapter 4) compare the syntactic complexity, accuracy, and lexis of Italian learners performing a written or spoken task. Raising task demands reduced errors in both modes and had no significant effect on lexis in either mode. In chapter 5, Gilabert, Barón, and Levkina explore relationships between task complexity, mode, and proficiency by reexamining two studies on English as a foreign language (EFL) learners in Spain. They note that proficiency correlated more strongly with measures of complexity, accuracy, and fluency in monologic than in dialogic conditions.

Part 3 deals with task-based interaction and the CH. Michel's chapter investigates the effects of task complexity (i.e., simple vs. complex) and mode (i.e., monologic vs. dialogic) with L2 Dutch learners. Tasks made more complex by adding elements led to increased lexical diversity across monologic and dialogic conditions. Additionally, the interactive nature of the dialogic tasks yielded greater accuracy and fluency—but less complex syntax—when compared to monologues. Nuevo, Adams, and Ross-Feldman (chapter 7) assess the impact of increased task complexity on modified output and subsequent learning. For the most part, complex conditions did not increase modified output for English as a second language learners. Yet, interestingly, different kinds of modifications were associated with gains under high versus low reasoning conditions. In the following chapter, Révész, Sachs, and Mackey probe the relation between task complexity (+/– visual context) and uptake in a Hungarian EFL context and report that complexity did not predict uptake in response to recasts. Modeling the relationship between task demands, uptake, and development, they uncover a positive relationship between rate of uptake and gain scores, but only in the less complex (+ visual context) group.

The last section, Part 4, examines individual differences and task complexity. Chapters 9 and 10 employ narrative tasks also studied in a Hungarian EFL context. Albert reports in detail on creativity and L2 production, finding moderate relationships between performance and some measures of creativity—mainly in the complex task—as the CH predicts. Kormos and Trebits try to link oral production and working memory. Performance was similar across learners whose digit spans ranged from 4–7. Next, Kim and Tracy-Ventura (chapter 11) investigate the role of speaking anxiety in tasks that vary in reasoning demands in a Korean EFL setting. The most complex group consistently scored above

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two others on posttests, as the CH predicts; however, this was true regardless of anxiety. Chapter 12 (Ishikawa) reports on Japanese EFL learners' perceptions during role-play tasks at three levels of reasoning and demonstrate the effects of increasing task demands on self-ratings of concentration, difficulty, and interest.

As Robinson notes, "it is still too soon to expect definitive answers" (p. 28) regarding L2 task complexity, learning, and performance. Nonetheless, this collection documents a broad spectrum of recent work motivated by the CH that seeks to inform theory and practice in task-based language teaching. Each section offers unique perspectives on task complexity, establishing its relevance to L2 instruction. These insights from a range of experts add to the volume's overall quality. This book should therefore find a wide audience among graduate students, language teachers, and researchers.

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HANDBOOK OF GENERATIVE APPROACHES TO LANGUAGE ACQUISITION. *Jill de Villiers and Tom Roeper (Eds.).* New York: Springer, 2011. Pp. vii + 403.

Reasons for wanting to read a handbook include looking for shortcuts to literature reviews, wanting to see what has changed in a field that is not currently a focus of one's personal research, and wanting to find snapshots of important issues for presentation to students. This volume succeeds in providing material that supports all of these goals. Generally written at a level that requires a reasonable grounding in generative theory, it is a sustained reflection by a subfield of acquisition studies that sheds light not just on the conclusions—many of them subsequently revised—but on the methods of theory-driven investigation of language acquisition. Wasting little energy debunking nongenerative approaches to the same issues, most of the chapters reflect a warts-and-all honesty from individuals who have been in the field for a long time and who are not afraid to reveal past errors of thinking and analysis, to rethink conclusions in light of changing theoretical insights, and to identify issues that remain unsolved.

Hyams lays out the history of solutions for the robust phenomenon of missing subjects in early child language and addresses the possible influences of syntax, pragmatics, and processing to explain the data. Wexler's discussion of the equally robust optional infinitive stage reviews the history of its investigation and argues for a growth rather than learning account that directly contrasts the

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