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# REVIEWS

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**SECOND LANGUAGE TEACHER EDUCATION: INTERNATIONAL PERSPECTIVES.** *Diane J. Tedick (Ed.)*. Mahwah, NJ: Erlbaum, 2005. Pp. xxiv + 348. $79.95 cloth, $36.50 paper.

One of the most difficult, complex, and seemingly intractable problems facing second language (L2) educators, especially in the United States, has been the tendency to restrict discussions and interactions to particular areas of specialization: foreign language education, teachers of English to speakers of other languages (TESOL), bilingual education, and so on. The causes of this professional Balkanization are myriad and are beyond our concern here. What is important, in my view, is that language educators learn to cross these artificial boundaries that divide us and recognize the common concerns, themes, and issues that unite us. Tedick's edited volume is an invaluable contribution to this effort. It brings together language educators from a variety of specializations to examine the preparation of both pre-service and in-service language educators. In fact, it does even more than this because the contributors to this volume also represent a widely divergent international group as well as an interesting and valuable mix of both researchers and practitioners at different levels. The book contains a total of 18 chapters, divided into four thematic sections that deal, respectively, with the knowledge base of L2 teacher education, the contexts of L2 teacher education, collaborations in L2 teacher education, and L2 teacher education in practice. Each thematic section of the book is introduced by a brief essay by the editor, which provides both an overview of the chapters included and a sense of how the papers relate to each other and to the remainder of the volume. Although each chapter is placed in a particular thematic section of the book, it should be noted that it is clear that most, in fact, address issues that cross several—and, in some cases, all—of the four organizational themes.

The volume begins with a fascinating chapter by Tarone and Allwright, entitled "Second Language Teacher Learning and Student Second Language Learning: Shaping the Knowledge Base," which is essentially a response to and critique of an article published by Freeman and Johnson in 1998. That earlier article, published as the lead article in a special issue of *TESOL Quarterly* co-edited by the authors, was an attempt (albeit a controversial one) to articulate the knowledge base for L2 teacher education. In essence, Freeman and Johnson's position emphasized the commonalities of L2 teacher education with teacher education in general. Tarone and Allwright, in contrast, argue for the exceptionality of L2 teacher education and, in so doing, raise a number of important questions about the nature and content of the knowledge base of L2 teacher education. Freeman and Johnson, in turn, offer a thoughtful response to this critique in the second chapter of the book under review. They also build on this response in the fifth chapter, "Toward Linking Teacher Knowledge and Student Learning." Regardless of which argument one finds more compelling, the debate itself is important and timely and it provides an outstanding introduction to the remainder of this volume.

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Other noteworthy chapters include Scarino's "Introspection and Retrospection as Windows on Teacher Knowledge, Values, and Ethical Dispositions," Shohamy's "The Power of Tests Over Teachers: The Power of Teachers Over Tests," Edge's "Build It and They Will Come: Realising Values in ESOL Teacher Education," and Cloud's "The Dialogic Process of Capturing and Building Teacher Practical Knowledge in Dual Language Programs." These chapters, in particular, provide insights into the evolution of more critical—in Pennycook's sense of the term—perspectives in teacher education in general and in L2 teacher education in particular.

In short, Tedick's edited volume is an outstanding contribution to the growing literature that deals with L2 teacher education broadly conceived. This volume is both a good indicator of where the field is at present and, even more important, where we need to go in the future. This is a book that really should be on every L2 educator's bookshelf.

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**LEARNING TO REQUEST IN A SECOND LANGUAGE: A STUDY OF CHILD INTERLANGUAGE PRAGMATICS.** *Machiko Achiba*. Clevedon, UK: Multilingual Matters, 2003. Pp. xii + 223. $69.95 cloth.

This volume is one of those workhorses that could easily be overlooked. However, it represents one of the most detailed and extensive of the very few longitudinal studies of the pragmatic development of a child learning English as a second language. The learner, Yao (the author's daughter), is a native speaker of Japanese. At the age of 7, with only brief prior exposure to English, she moved with her mother to Australia, where she was immediately enrolled in a local school. Shortly after their arrival, Yao's mother began collecting audio and videotaped data of Yao playing with peers, a teenager, and two adults (a babysitter and a neighbor). Transcripts of these interactions—collected every 6 weeks over 17 months by Achiba, who was present as an observer—form the basis of the analysis. Despite the fact that Achiba continued to use Japanese with her daughter, Yao began early on to address her mother in English. Achiba was thus able to supplement the play data with a diary of additional requests by Yao to her mother as well as Yao's metalinguistic comments. Yao's requests were analyzed to determine the development of request strategies—linguistic realizations and modifications as well as variation according to goal or addressee.

Although heavy reading, this volume is full of valuable information for interlanguage pragmatics researchers interested in the details of pragmatic development. Achiba builds on the work of the Cross-Cultural Speech Act Realization Project (see Blum-Kulka, House, & Kasper, 1989), modifying categories when necessary to capture the actions of her subject. Some readers may object to the author's broad definition of requests, which incorporates utterances such as "it's your (my) turn," and her recategorization of direct and conventionally indirect requests. However, breakdowns of the results according to category are offered for those who would like to propose an alternative analysis.

Achiba's results support the findings of earlier studies: Request realizations develop from formulaic requests and imperatives to greater indirectness, and development

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involves an increasing ability to tailor the request to the situation. One of Achiba's main findings is the importance of context for the emergence of different request forms. This observation was partially a result of her dual system of data collection, which enabled her to include not only Yao's requests in the play data but also, through the diary, those that occurred in other contexts with her mother. These latter requests involved acts that did not occur during play; for these requests, Yao employed forms not used with her peers, the teenager, or the adults—a point that has important implications for researchers embarking on studies of pragmatic interlanguage development. Additionally, the diary provides insights into Yao's awareness of her own development through her metalinguistic comments and language play.

The book contains a wealth of information, with ample examples and meticulous reporting of findings as well as thoughtful discussion of the complexities involved in collecting and coding speech act data. Anyone considering undertaking a longitudinal case study or interested in the intricacies of interlanguage pragmatics data will find this volume essential reading.

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**PROCESSING INSTRUCTION: THEORY, RESEARCH, AND COMMENTARY.** *Bill VanPatten (Ed.)*. Mahwah, NJ: Erlbaum, 2004. Pp. 360. $79.95 cloth.

I have often been struck by how highly fluent second language (L2) speakers of English can make errors in, say, possessive determiner gender agreement (e.g., Chinese, French, or Russian speakers saying "his" instead of "her") without being disturbed at all by what they have said. To me, as a first language speaker of English, the error is extremely jarring and can disrupt understanding. For the L2 speaker, the error has much less impact. By contrast, an error in lexical reference (e.g., saying "boy's" instead of "girl's") is generally experienced as jarring and potentially disruptive, even by L2 speakers. Why, then, do L2 speakers perceive errors in linking grammatical form to meaning so differently than errors in linking lexical units to meaning? Does this difference pose a challenge for L2 instruction and, if so, how should the challenge be met?

For a little over a decade now, VanPatten and his colleagues have systematically investigated this problem—namely, how to organize learning experiences to help learners make the appropriate connections between grammatical form and meaning. To accomplish this, VanPatten and his colleagues have advocated a method called Processing Instruction (PI). The edited volume reviewed here represents an important milestone in this program of work and will become a useful resource for SLA scholars interested in the problems of relating form and meaning in language.

The volume contains 17 chapters, with a healthy mix of theory, empirical research, and constructive commentaries, divided into five parts, plus links between parts. The volume lays out the principles that have guided research in PI, addresses questions

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raised in the past by critics, offers new empirical research, and presents some very thoughtful commentaries by leading scholars who are not necessarily part of the PI research community. The volume succeeds admirably in doing all this and thereby provides the reader with a full and balanced overview of the field.

The *Processing Instruction* referred to in the title is the name given to a pedagogical approach based on a particular model of L2 input processing. Here, input processing refers specifically to "the initial process by which learners connect grammatical forms with their meanings as well as how they interpret the roles of nouns in relationship to verbs" (p. 5). This process of making form-meaning connections is believed to reflect a set of perceptual biases that characterize all language learners. The problem is that these perceptual biases can sometimes get in the way of noticing the relationship between grammatical form and meaning. In this volume, VanPatten summarizes these biases in terms of nine perceptual principles (two major principles—Primacy of Meaning and the First Noun Principle—with six and three sub-principles, respectively). The goal of PI, therefore, is to focus attention on form-meaning connections by forcing learners to avoid using their natural processing inclinations. To accomplish this, PI typically involves activities that include both explicit instruction about the target form-meaning connection to be learned and exposure to structured input designed to deactivate the learner's usual perceptual biases (e.g., presenting examples in which the learner must focus on the form to extract the correct meaning).

A major focus of the reported research—in keeping with earlier studies—is to determine whether PI is more successful than traditional, non-PI methods, and whether both the explicit instruction and the structured input components of PI are equally necessary. New data are presented from learners of French, Spanish, and Italian regarding a variety of grammatical constructions (negatives, causatives, copula, subjunctives, future tense). The general finding is that PI is more successful than a control, non-PI instructional method and that the explicit instruction component of PI may not be necessary for PI to work, whereas the structured input component is necessary. Such findings generally replicate past results. As with previously published papers, however, these results continue to generate lively discussion about how to define so-called traditional instruction in the context of such research, about the extent to which this research is really about explicit versus implicit learning, whether the tests of learning are appropriate from an ecological point of view, and about whether the learner's systemic knowledge of the target language is changed by PI and, if so, how. The authors of the empirical chapters (Benati, Cheng, Farley, Fernandez, Sanz, VanPatten, Wong) often reply to past critics on these issues. The authors of the commentary chapters (Carroll, Collentine, Doughty, Harrington, Lee, Lightbown), among whom are some past critics, take these issues up again. Although it is unlikely that many of these controversies will be fully resolved by this volume, newcomers to the debate will find that the positions are well-stated, and some earlier misunderstandings over terminology and methodological issues are clarified.

As a cognitive psychologist working in SLA, I found this book to be informative, interesting, and thought-provoking. Some of the contributors make the valid and timely point that research into PI should now depart from its initial, somewhat narrow focus (e.g., the comparison of PI with one particular form of traditional teaching; the focus on explicit versus implicit learning) and further test the nature and limits of different learning approaches for promoting skill with form-meaning associations in the target language. To the ideas suggested in the volume, one could also add more basic cognitive questions. What conditions will promote automatic form-meaning processing, as opposed to generating metalinguistic knowledge? What are the mechanisms responsible for there being a special role for meaningful communication in form-meaning learning (i.e., can

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we go beyond just demonstrating that meaningful communication is crucial)? How do skills with form-meaning association fare in especially challenging environments (e.g., noisy contexts; situations placing heavy demands on attention and memory) and why? What relation is there, if any, between the skills targeted by PI research and oral fluency? Are there insights to be gained from looking at eye-movement measures, reaction time performance, and other more finely grained cognitive and perceptual measures?

Overall, this volume presents a well-rounded account of where PI research is today and provides some thoughtful observations on its accomplishments, limits, and future directions.

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**URBAN MULTICULTURALISM IN EUROPE: IMMIGRANT MINORITY LANGUAGES AT HOME AND SCHOOL.** *Guus Extra and Kutlay Yagmur (Eds.)*. Clevedon, UK: Multilingual Matters, 2004. Pp. viii + 428. $99.95 cloth, $34.95 paper.

This volume reports a large-scale international study on immigrant languages in several European cities. The book contains 16 chapters and four appendixes. The first chapter is the introduction, in which the editors explain the content of the book and its crossnational and multidisciplinary perspectives. The rest of the chapters are grouped into three parts.

Part 1, "Multidisciplinary Perspectives," contains four chapters written by the editors of the volume. Chapter 2, "Phenomenological Perspectives," discusses several concepts such as identity, foreigners, and integration. The next chapter, "Demographic Perspectives," gives figures of immigration in some European countries and discusses the possible criteria to assess the identification of different groups: nationality, birth country, self-categorization, and home language. The rest of the chapter includes an analysis of census questions in four non-European countries and information about home language surveys in the UK and Sweden. This chapter is too long, and the detailed information about non-European countries could have been given as a short account in a few lines. The other two chapters in this section, "Language Rights Perspectives" and "Educational Perspectives," discuss other perspectives that make the study of immigrant minority languages clearly multidisciplinary. These two chapters also provide very detailed information, such as article eight of the European Charter for Regional and Minority languages or a description of the characteristics of multicultural education in Victoria State, Australia.

Part 1 provides the theoretical background for the research project reported in Parts 2 and 3, and the information provided is interesting. However, a summary of all the information in a single chapter without the detailed description of non-European countries could have contributed to the internal coherence of the volume.

Part 2, "Multilingual Cities Project: National and Local Perspectives," reports the main findings of the study conducted in six European cities: Göteborg, Hamburg, The Hague, Brussels, Lyon, and Madrid. The six chapters are written by different authors and they are preceded by a chapter in which the research methodology is explained. The research study included more than 160,000 subjects who completed the same questionnaire. The

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size of the sample and the coordination between the different researchers makes this study unique in Europe. The data obtained in the study are very important because they show the multilingual and multicultural nature of European cities.

Part 3, "Multilingual Cities Project: Crossnational and Crosslinguistic Perspectives," contains four chapters written by the editors in collaboration with Van Der Avoid. The first three chapters in this section reanalyze the data and combine the information presented in the chapters of the previous section. These chapters provide very interesting information corresponding to the comparison of the different language groups and the different cities. The last chapter in this section and in the book proposes some principles for the development of multilingualism at school, inspired by the model of Victoria State, Australia. The proposal, particularly the first principle, does not take into account the sociolinguistic complexity of the European context, the different types of multilingual education already existing in Europe, and the research conducted in this area (see, for example, Beetsma, 2002; Cenoz & Jessner, 2000; Hoffmann & Ytsma, 2003).

The volume presents some editorial problems and the most important one is unnecessary repetition. Some tables repeat the same information as others, and the same paragraph is even used to describe the tables (see, for example, pages 127, 202). There is also a lot of overlap, with identical sentences in the introduction and the final chapter. The volume contains four appendixes but, unfortunately, no index.

In spite of these limitations, this volume is a very important contribution to the study of immigrant languages and multilingualism in Europe. The large-scale research study conducted in six European cities and the comparison of the results offer very interesting information and make this volume one of the most important contributions to the study of immigrant languages. The volume highlights both the importance of immigrant languages in Europe and the need to include them in future studies of multilingualism.

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**PHONETICS AND PHONOLOGY IN LANGUAGE COMPREHENSION AND PRODUCTION: DIFFERENCES AND SIMILARITIES.** *Niels O. Schiller and Antje S. Meyer (Eds.)*. Berlin: Mouton de Gruyter, 2003. Pp. 355. $123.20 cloth.

This collection offers various psycholinguistic perspectives on the link between the processes of speech comprehension and production. Some authors in this collection approach the topic by reviewing how well existing models deal with the comprehension-production relationship; others propose new approaches, including ones that show compatibility with evidence from neuroimaging studies. The final two of the nine papers address the topic from a SLA standpoint.

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Dell and Gordon use an interactive activation model of lexical access to account for the differential effects of phonological neighborhood density (number of words phonologically similar to the target) on recognition and production. For the word recognition process, the set of potential candidates is phonologically based, accounting for the inhibitory effect of high neighborhood density. These same neighbors have a facilitative effect on production because competitors in production are semantically versus phonologically related words.

McQueen, Dahan, and Cutler suggest that parallel activation models are well-suited to the continuous fine-grained processing that maps the acoustic-phonetic input to stored memory representations in word comprehension. However, they note that the sequencing of information in production through discrete stages of processing is more categorical in nature.

Zwitserlood argues for a separate representation of morphological information in the lexical system and suggests that although separate phonological and phonetic representations might be involved in comprehension and production, the syntactic and proposed morphemic levels may be shared by these two processes.

Roelofs reviews computational models of word recognition and production and concludes that cohort competitors (e.g., *captain* and *captive*) and rhyme competitors (e.g., *dollar* and *collar*) have different effects on word recognition and production tasks. To account for the differential influence of serial order on lexical and sublexical levels in these tasks, Roelofs proposes distinct but closely linked feedforward-only systems for word production and recognition. This is compatible with neuroimaging studies showing that these processes involve separate regions within Wernicke's area.

Goldstein and Fowler adopt the perspective of articulatory phonology, which captures production as a coordination of gestures into more elaborate temporally overlapping structures, accounting for the context-dependence of speech. They argue that these gestures as vocal events are also the targets of listener perception.

Guenther proposes a neural network model of speech production and motor acquisition, encompassing the speech-planning process through to the level of muscle commands. This is also a model of the neural representations that underlie production, and it suggests a role for auditory cortical areas in both production and perception.

Van Turennout, Schmitt, and Hagoort focus on how data from event-related potentials can help to determine the sequence and time course in single-word processing of the retrieval of semantic, syntactic, and word form (i.e., phonological or orthographic) information by speakers and listeners (or readers). The retrieval sequence of semantic—syntactic—phonological form holds for tasks such as picture naming. For comprehension, access to phonological form takes precedence, with evidence that semantic information is retrieved before syntactic. This sequence is compatible with different architectures of the cognitive system.

Sebastián-Gallés and Kroll review comprehension and production studies on phonological acquisition and organization by bilingual infants and adults. They define bilinguals as "individuals who use more than one language on a regular basis" (pp. 279–280). Evidence strongly suggests that word activation is based on phonological similarity to the target, regardless of the language. In production, the phonology of the translation equivalent of the target is activated in addition to the target's phonological neighbors.

Finally, Flege discusses the acquisition of phonetic categories by second language (L2) learners. The speech learning model assumes that adults retain the ability to develop new L2 phonetic categories; however, the success of the process declines with age and is compromised by first language phonetic categories, which may assimilate similar L2 speech sounds. He proposes that the accuracy of L2 perception constrains that of L2

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production. This contrasts with results of several studies reporting that production of /r/ and /l/ by some Japanese speakers was more accurate than their perception of these sounds (e.g., Sheldon & Strange, 1982). Additionally, considerable individual variation in perception and production learning has been documented (e.g., Bradlow, Pisoni, Akahane-Yamada, & Tohkura, 1997). It is unfortunate that this latter work on the effects of perceptual training on production improvement is mentioned only briefly (p. 345), given the main thrust of the volume on the perception-production relationship.

In sum, this collection contributes substantially to an understanding of lexical organization and the challenges for models addressing the relationship between comprehension and production. All papers will be of interest to speech researchers and are recommended reading for graduate students in the field.

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**APRENDIZAJE DE SEGUNDAS LENGUAS: LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE IDIOMAS [Second language learning: Applied linguistics to foreign language teaching].** *Susana Pastor Cesteros*. Alicante: Universidad de Alicante, 2004. Pp. 374. 22 € paper.

This volume sprang from the desire to "ofrecer los contenidos necesarios para la comprensión del proceso de adquisición de una lengua no nativa, tanto desde la perspectiva del docente como desde la del aprendiz" ["to offer the necessary contents to understand the process of the acquisition of a non-native language, from both the teacher and the learner's perspective"] (p. 14). In her work, Pastor attempts to make matters of learning and teaching accessible to university students and foreign language teachers interested in applied linguistics.

The 10 chapters of the text begin within the wide frame of applied linguistics and finish in the reality of the classroom. Chapters 1 and 2 form an introduction about applied linguistics in general and second language (L2) learning in particular: its birth, its main branches, and the specific study of the teaching and learning of L2s.

In the following three chapters, which make up the second part of this handbook, the author considers the theoretical and methodological fundamentals of learning and teaching. The first of these chapters is devoted to SLA research, concerning models of data analysis, theories, and elements that affect a learner's success. The second chapter in this section is a monograph about language teaching methodology that covers the methods prior to the 20th century up to the current communicative approach, including structuralist and humanist methods and the cognitive approach. This second part of the book ends with a chapter about the concept of communicative competence,

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describing its development and subsequent formulations as well as its application to the teaching of foreign languages.

After this theoretical presentation, Pastor moves on to teaching considerations (chapters 6, 7, and 8). She starts by dwelling on the linguistic content and skills developed in the L2 classroom. At the same time, attention is devoted to the learning of phonetics, vocabulary, and culture as well as a reflection on the communicative teaching of grammar. Chapter 7 deals with basic resources for teachers, such as the drawing up of materials, the use of handbooks and real texts in the classroom, plays, games, and audiovisual aids. This leads us definitively to the reality of the classroom in chapter 8. Here we find the way to plan courses and classes, issues of assessment, the role of the teacher, the learning autonomy, and the teaching of strategies.

The last part of the book analyzes new perspectives in the study of SLA (chapters 9 and 10). Pastor points out the importance of teaching for specific purposes; particularly, professional and academic purposes. She also includes a very interesting section about the teaching of immigrants.

The book ends with "Present and Future of Second Language Teaching," which emphasizes, at the beginning, the advisability of providing training courses to language teachers. The author considers, among other topics, the recent development of teacher-research in action in relation to the involvement of the teacher in the classroom and, specifically, the success of what is known as focus on form. As expected, the last section is devoted to the use of new technologies in the language classroom, complemented with a specific index of internet resources for foreign language learning.

Through this short summary, the reader can get an overview of the scope of this book, which covers numerous aspects of the learning of L2s. On the one hand, the text offers just an introductory approach to the field because it was primarily conceived for university students but not for experts. This means that it contains key concepts, examples, and explanations about many areas, but does not describe all studies, theories, and burning issues in detail. It is rather a general vision of the field and, as such, is a preliminary step toward more advanced readings. On the other hand, each chapter provides a detailed discussion of an issue or perspective. Pastor balances linguistic theory and teaching experience—referring to both English (pioneering language in this kind of research) and Spanish studies—and always takes account of the most recent works. From past to present, from theory to practice, this volume will become an essential handbook for SLA research classes, training courses, and teaching staff interested in applied linguistics. Moreover, it is comparable to the classics of the field; this time, written in Spanish.

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**HOW TO USE CORPORA IN LANGUAGE TEACHING.** *John McH. Sinclair (Ed.)*. Amsterdam. Benjamins, 2004. Pp. vi + 306. $114.00 cloth, $42.95 paper.

This is the 12th volume in Benjamins' estimable *Studies in corpus linguistics* series and has been edited by Sinclair, in many ways the doyen of the field. After an introduction by the editor, the collection is divided into five sections. The first four cover "The Cor-

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pus and the Teacher," "Resources—Corpora," "Research," and "Resources—Computing" and contain a total of eleven papers. The final section contains a single long essay by Sinclair, entitled "Prospects." As these headings indicate, the range of this volume is somewhat broader than a perusal of its title alone might indicate.

Like most edited collections, the quality of the individual contributions varies somewhat, but most are strong and all worth publishing. In general, the more impressive papers have been authored by the more senior members of the corporist community: Bernardini, Tsui, Conrad, Mauranen, Barlow, and Sinclair himself. However, all the papers contain valuable information, especially for those teachers and applied linguists intending to make greater use of corpus resources. For example, Nesselhauf has a valuable appendix listing current learner corpora and learner corpus projects.

After a few opening remarks about how and why corporist approaches have been relatively slow to take off, Sinclair's introduction is essentially a succinct road map to the volume as a whole. Chapters by Bernardini and Tsui follow. The former traces developments in data-driven or discovery learning and outlines her experiences in helping advanced translation students in Italy develop "a researcher attitude toward data" (p. 21). Bernardini offers a valuable set of informed perspectives as to pros and cons of turning students into corpus linguists and, thus, well-situates many of the later papers in the volume. Tsui follows with an outstanding paper detailing her experiences in Hong Kong with running an online resource that provides corpora to help English as a second language teachers resolve their questions about the English language, such as the different uses of *tall* and *high*. She concludes that teachers need "to experience formulating generalizations about linguistic patterns that they have observed so that they own the grammar as much as linguistic researchers" (p. 59).

Conrad's chapter opens the second section and also deals with the problem of language teachers wanting cut and dried rules, rather than coming to appreciate how language choices are subtly affected by registral and other preferences. She goes on to show, as do several of the other papers, that there are significant mismatches between spoken corpus data and generalizations in ESL textbooks. Mauranen also deals with speech, and impressively combines acute insights about spoken academic English with a broadly intellectual approach. As in much of her work, she does not shirk the difficult questions; in particular, she discusses what broadly transcribed concordance lines can and cannot do for the average language learner. Although this way of presenting material has several advantages, she notes that "transforming awareness or knowledge into capacity is a problem which can hardly be solved with corpora alone" (p.103). The two remaining papers in this section are more descriptive: Periera shows (surprisingly, at least to me) how broad and deep the corpus resources are for Portuguese, and Nesselhauf provides a solid overview of work to date with learner corpora.

The two chapters in the third section, by Tankó and Römer, deal with sentence connectors and English auxiliaries, respectively. In the case of the former, categorizations are not always clear and, in the latter, the attempt to assist German learners with English modals is somewhat weakened by the fact that full and contracted modals are lumped together (will/'ll). For example, in the MICASE data for this pair, monosyllabic high-frequency subjects are much more likely to trigger contractions than longer, less common ones.

The penultimate section opens with a model paper by Barlow, who explores, with splendidly worked examples, how different modes of analysis affect results. The other two technical papers, Danielsson on Perl programming and Pérez-Paredes on corpora and network-based language teaching, would have benefited from greater exemplification to bring their points home to language teachers. Finally, the volume is rounded off

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by Sinclair's concluding essay. There is not space here to do this piece justice, but it should be of interest to all open-minded people concerned with how languages can best be described. He argues, inter alia, that ambiguity is a myth created by general linguists, that variation is an essential property of a language but can be made accessible by judicious corpus work, and that we are still struggling to construct an appropriate terminology to manage the new insights that corpus linguistics has brought to light.

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**VOCABULARY IN A SECOND LANGUAGE: SELECTION, ACQUISITION, AND TESTING.** *Paul Bogaards and Batia Laufer (Eds.)*. Amsterdam: Benjamins, 2004. Pp. xiv + 233. $126.00 cloth, $42.95 paper.

This volume consists primarily of papers that were presented at the second language vocabulary acquisition colloquium at Leiden University in March 2002 and represents a broad scope of quantitative studies by leading scholars in the field. It is organized under three different themes: "Selection," "Acquisition," and "Testing." In the introduction, the editors briefly describe the contributions and follow with several pages that illustrate how the papers diverge on the conceptualization of central issues (e.g., the basic unit under investigation; aspects of the learning process, learning conditions, and time course of measurement; definitions of the construct of word knowledge). Finally, they add their own insightful perspectives on such issues, as well as helpful suggestions for further exploration, as a stimulus for future research.

The first section, "Selection," focuses on the words to be taught, using lexical frequency profiling and text coverage calculation techniques with corpora of written or spoken language to make this determination. In chapter 1, Nation compares the General Service List (West, 1953) combined with the Academic Word List (AWL) (Coxhead, 2000) to the British National Corpus 3000 for text coverage and overlap; he then discusses their relevance for syllabus design for primary and secondary level instruction of English as a second language (ESL) and English as a foreign language. In chapter 2, Cobb and Horst first investigate whether an AWL can be identified for French using the powerful lexical frequency profiling program, Vocabprofil, and then they compare the French list to English lists for text coverage performance. In chapter 3, Adolphs and Schmitt explore whether spoken English discourse context influences the percentage of lexical coverage of word forms using the CANCODE corpus and classifications of speaker relationship types.

The next section, "Acquisition," contains studies on an array of themes that illustrate, variously, computer-assisted language learning, paper and pencil teaching techniques, incidental learning, intentional learning, immediate retention, delayed retention, descriptive statistical techniques, and inferential statistical techniques. In chapter 4, Boers, Demecheleer, and Eyckmans report two experiments that investigate the usefulness of etymological elaboration (a cognitive semantic mnemonic technique) for idiom retention in English using Idiomteacher, a battery of online exercises. In chapter 5, Mondria and Wiersma examine the effectiveness of bidirectional word learning in French (a combined receptive and productive method) versus unidirectional learning (a recep-

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tive only or productive only method) as well as level of difficulty in learning. In chapter 6, Jiang investigates semantic transfer and development in ESL using a sentence completion instrument in a carefully controlled study and then offers a model of the process of second language (L2) semantic restructuring and development. In chapter 7, Dewaele presents the results of two studies that examine the nature of the contribution of sociobiographical and psychological factors (proficiency level, frequency of contact with French, extraversion, and gender) to the use of colloquial vocabulary in spoken French. In chapter 8, Qian surveys ESL learners on their self-reported behaviors and inferencing strategies for unfamiliar words during reading and then compares self-reported behavior to the actual strategy used by the learners during a reading experiment.

The last section, "Testing," concerns issues of lexical richness and the statistical validation of instruments for assessing word knowledge. In chapter 9, Vermeer describes a valuable alternative measurement to the type/token ratio, the *measure of lexical richness* for Dutch children's speech, based on the degree of difficulty of the words as measured by frequency in the input. In chapter 10, Greidanus, Bogaards, van der Linden, Nienhuis, and de Wolf describe the construction and validation of a deep word knowledge test of word associates for French learners and then compare it to two other tests (IKAF for broad word knowledge and WRT for word relations). In chapter 11, Read first describes three approaches to assessing depth of word knowledge (precision of meaning, comprehensive word knowledge, and network knowledge), then discusses studies comparing breadth and depth and, finally, questions the use of the term *depth* to describe word knowledge.

The studies in this volume pertain mainly to English and French L2 teaching, learning, and testing at various proficiency levels. They were conducted with participants of various age groups from primarily Dutch, Flemish, Asian, and/or English linguistic backgrounds. This paves the way for future research on L2 vocabulary for different proficiency levels and in other languages with different linguistic backgrounds in addition to the ones investigated. On the whole, this volume contains a rich coverage of carefully selected and illustrated research and insightful pedagogical implications for L2 and foreign language teaching. What is more, the editors present and connect the various running themes with an invaluable index, one that vocabulary researchers are sure to appreciate!

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**SPANISH/ENGLISH CODESWITCHING IN A WRITTEN CORPUS.** *Laura Callahan*. Amsterdam: Benjamins, 2004. Pp. viii + 183. $108.00 cloth.

Despite a vast literature on oral codeswitching—the use of more than one language within a single conversation—codeswitching as a written literary practice has remained

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largely underinvestigated. In redressing this imbalance, Callahan examines Spanish-English codeswitching in literary texts from a grammatical and a discourse function perspective. The analysis of a corpus of 30 novels and shorts stories suggests that there is a "fundamental similarity" between written and spoken codeswitching and that written codeswitching "does not require a separate model of syntactic constraints" (p. 69). Callahan also argues that written codeswitching is far from an artificial literary device; not only does it fulfill the same authentic discourse functions reported for oral codeswitching but its use constitutes authors' strategic "rejection of monolingual English as well as of monolingual Spanish" (p. 145) in a redefined sociolinguistic market.

The introductory chapter gives an overview of the various definitions of codeswitching found in the literature, a brief exposition of Myers-Scotton's (1993/1997) matrix language frame (MLF) model that Callahan adopts for her study, and a review of previous scholarship on the sociopragmatic functions of codeswitching. Chapter 2 introduces the corpus of the study. It consists of 30 literary texts, short stories, and novels, mostly written by Chicano and Puerto Rican authors who live in the United States. Each text is summarized in terms of its thematic content and overall pattern of codeswitching.

Chapter 3 presents the grammatical and discourse analysis of the data, in which codeswitches are tabulated according to syntactic category, MLF constituent type, and discourse function. Corroborating much research on oral codeswitching, Callahan reports that single nouns, noun phrases, and independent clauses are the most commonly switched categories in her written corpus. She also finds that the majority of codeswitches can be accounted for by the MLF model; the few counterexamples are attributed "to the idiosyncrasies of one text" (p. 64). Therefore, Callahan argues, no separate model for written codeswitching is necessary. The discourse function analysis reveals that the authors use codeswitching mainly for referential purposes—that is, as a vehicle for "transmitting information that advances the narrative" (p. 79).

In the next chapter, Callahan turns to reviewing classical and contemporary world literatures that exhibit codeswitching and she concludes that codeswitching occurs much more frequently in poetry than in prose. Chapter 5 surveys previous research to address the issue of whether written codeswitching, by virtue of its medium, produces any particular effects at the textual level and on the reader. It is noted, for example, that typographic differentiation between languages can enhance the contrast value of the switch. Callahan also points out that the translation of codeswitches has differential effects on monolingual and bilingual readers: Whereas translation facilitates comprehension for monolinguals, it mitigates the emotional impact of sensitive topics for bilinguals.

In chapter 6, Callahan returns to her corpus and examines how metalinguistic comments found in the texts reflect on issues such as the acquisition of English, loss of Spanish, and attitudes toward each language. Comments typically deal with linguistic competence and language choice. Remarks about bilingual characters' ability to use their languages often reveal oppressive language ideologies that view proficiency in Spanish as a speech impediment and stigmatize speakers for codeswitching or limited proficiency in English. References on language choice highlight intergenerational tensions and the experience of native language loss. Comments on foreigner talk provide insights into social perceptions and linguistic stereotypes associated with nonnative speakers of Spanish or English.

Callahan closes the book with a discussion of the social importance of writers' use of Spanish-English codeswitching in their work. She concludes that the production of literature with codeswitching constitutes both a challenge to dominant ideologies of monolingual literary practices and a claim to the legitimacy of bilingual practices in the marketplace.

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This book is notable for its comprehensive approach to the study of written codeswitching. Drawing on literary texts, it provides new ammunition for efforts to dispel repressive myths that codeswitching is a symptom of cognitive deficiency, linguistic deprivation, or sloth and is, therefore, an inadequate vehicle of articulateness. For ESL teachers, bilingual educators, and researchers in SLA, the book provides useful information about the syntactic features and discourse functions of so-called Spanglish and an opportunity to reflect on the role of written codeswitching in developing bilingual literacy skills and additive bilingualism. Finally, as a shortcoming, the book's odd organization must be mentioned. Placing the data analysis (chapter 3) before both literature reviews (chapters 4 and 5) and then finishing the analysis in chapter 6 seems unmotivated and makes for a difficult read to follow.

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**TEACHING ESL COMPOSITION: PURPOSE, PROCESS, AND PRACTICE (2nd ed.).** *Dana R. Ferris and John S. Hedgcock*. Mahwah, NJ: Erlbaum, 2005. Pp. xiv + 431. $45.00 paper.

This book presents theoretical and practical issues relevant to the teaching of composition to learners of English as a second language (ESL). As the subtitle implies, the book firmly grounds the purpose of teaching ESL composition in past and current research, puts emphasis on the writing process of ESL writers, and pursues pedagogical equilibrium with equal focus on theory and practice. The book approaches broad and general themes in the first few chapters and moves on to more specific pedagogical concerns in the later chapters.

Chapter 1 presents the theoretical background and its implication for teaching ESL composition, gives a summary of different approaches and trends in ESL composition, offers implications for teaching ESL composition based on contrastive rhetoric studies, and finally ends with the notion that teachers need to be aware of the individual differences of nonnative writers and how they differ from native writers. Chapter 2 is devoted to the strong relationship between reading and writing as literate skills and emphasizes the vital role of reading in the development of ESL writing proficiency.

The next two chapters are devoted to the design and implementation of actual writing classes. Chapter 3 presents the principles and procedures for designing syllabi, course outlines, and lesson plans. Chapter 4 examines principles of textbook selection and supplementation, materials development, and task design. The central rationale that underlies these two chapters is that these procedures must be based on the various needs of students, teachers, and institutions.

The remaining chapters focus on some of the pedagogical concerns that have been raised in second langauge (L2) writing. Chapter 5 presents research on teacher com-

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mentary and offers specific guidelines for providing effective comments. At the end of the chapter, some issues concerning student-teacher writing conferences are discussed. The authors conclude that feedback is most effective when provided at intermediate stages of the writing process, and that teachers should respond to student writing at all proficiency levels.

Chapter 6 examines the benefits and criticisms of peer response and suggests guidelines for conducting effective peer response activities, whereas chapter 7 investigates the polemic issue of error correction and grammar teaching in composition classes. Although researchers do not agree on whether grammar correction works at all, the authors argue that error treatment is just one of the priorities that teachers have to consider when designing writing courses that should train students to become autonomous editors.

Chapter 8 outlines the principles for classroom-based writing assessment. Holistic, analytic, and trait-based scoring are examined with an overview of portfolio assessment. The authors claim that meaningful assessment, which is an ongoing process, involves both the teachers and students and that teachers should establish clear and systematic scoring criteria. Finally, chapter 9 reviews the history of computers and technology in writing instruction. The authors suggest that computers can play an important role in the teaching of ESL composition, and that teachers should introduce them in some part of their lessons.

Questions at the beginning and the end of each chapter allow readers to reflect on their prior experiences as learners or teachers and to review some of the major points mentioned in the chapters. The authors also provide a brief summary of each chapter and hands-on application activities that instructors will find useful. Overall, this book is likely to be beneficial for pre-service teachers, in-service teachers, and researchers. The double focus on theory and practice is evident, and the authentic material provided in the figures and activities will surely help teachers in designing and implementing their L2 composition classes.

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**MULTIPLE VOICES IN THE TRANSLATION CLASSROOM.** *Maria González Davies*. Amsterdam: Benjamins, 2004. Pp. x + 259. $150.00 cloth, $42.95 paper.

In recent times, translator education has, in general, tried to stay away from SLA. One of the reasons for this lies in the prescriptivist belief that students should have acquired their languages by the time they start their translation education. Yet the reality is that current translation practice throughout the world includes many cases of incomplete language acquisition, especially in immigrant communities, and that translation into a second language is common (Campbell, 1998; McAlester, 1992; Newmark, 1988). Therefore, this volume is, in principle, a relevant publication for the field of SLA.

González Davies presents a student-centered, interactive approach to translator training by providing a substantial collection of activities, tasks, and projects. The goal of the book is to offer a variety of activities that respect multiple learning styles and var-

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ious approaches to translation teaching. It grows out of the observation that, traditionally, pedagogy and psychology have been left out of publications on translator training. The author attempts to remedy such a state of affairs by taking into account the insights of research in pedagogy and psychology regarding motivation, participation, and diversity of learning styles. The first part of the book presents the pedagogical principles for the proposed approach as well as classroom dynamics, procedures (activities, tasks, projects), and a method of evaluation based on the author's experience. In the second chapter of Part 1, the author addresses teacher and student roles, student types, student awareness, and attitude at different developmental points. Part 2 focuses on translation itself. Numerous activities are included, grouped around different approaches to translation: history of translation, linguistics, and cultural studies. The activities of chapter 2 revolve around competence areas: linguistic skills (e.g., collocations, false friends, low-level lexical and syntactic transfer, synonyms, verb forms), encyclopedic skills, and transference skills. Mental skills, resourcing skills, and decision-making skills constitute the focus of attention among transference skills.

González Davies states in the introduction that "this volume has been conceived as an idea book that suggests activities, tasks, and projects" (p. 7) and then later that "the main aim was to provide teaching ideas that could be adapted to different teaching environments" (p. 225). The volume succeeds in achieving these aims. In fact, this reviewer knows of no other recent publication that offers the reader such an array of activities that are both entertaining and engaging and that are bound to improve student motivation and involvement in the learning process. The book is thus in consonance with its stated goal of applying relevant research in pedagogy and psychology to translator training, given that such research "points to an improvement of the student's competence and performance if the diversity of learning and teaching styles is respected" (p. 2). The type of group work and cooperative learning exemplified in the activities is also supported by findings in psychology and education. In sum, the activities, tasks, and projects that constitute the bulk of this book can be said to respond to research findings in education and psychology. Additionally, many of these activities are language-learning exercises that could be used in language classes, therefore demonstrating (contra popular belief) that SLA is relevant to translator training and vice versa.

One would have wished, however, that the application of relevant research to translator training would not have stopped with psychology and education, and that findings in other disciplines (e.g., SLA, discourse analysis, bilingualism, acquisition of translation competence, reading research) would have guided the selection, aims, and design of the activities and tasks. To illustrate, in the section on linguistic skills (Part 2), exercises on lexical and phrase-level syntactic constituents (collocations, synonyms, verb forms, articles) are included rather than discourse level ones (features of written discourse, specific genres, etc.). No justification is given for this decision. The same could be said about activities in other sections of the book. One also wonders whether there is a systematic approach to the selection of the aims assigned to each activity, given that at times it is difficult to see why a particular activity belongs in one section rather than another. Additional evidence of a somewhat inconsistent application of research is the author's claim that there is no definite approach to teaching translation (p. 226), which is clearly based more on personal belief than on inconclusive research findings. Finally, there is a scarcity of relevant references in SLA and translation teaching.

In summary, despite its weaknesses, this book contains many activities that will be an invaluable source of ideas for the translation and language teacher.

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**THE ACQUISITION OF SPANISH: MORPHOSYNTACTIC DEVELOPMENT IN MONOLINGUAL AND BILINGUAL L1 ACQUISITION AND ADULT L2 ACQUISITION.** *Silvina A. Montrul*. Amsterdam: Benjamins, 2005. Pp. xvi + 413. $150.00 cloth, $49.95 paper.

This book presents and analyzes the morphosyntactic development of Spanish in monolingual and bilingual first language (L1) acquisition and in adult SLA. Based on the principles and parameters model of generative grammar, the book addresses the nature of linguistic knowledge and examines the development of grammatical aspects such as morphology, syntax, and lexical semantics in monolingual, bilingual, and second language (L2) learners. The author argues that the underlying linguistic competence of L1 and L2 speakers is constrained by the nature of the language the learners entertain, as guided by principles of Universal Grammar. Throughout the book, the author considers different approaches concerning the nature and development of linguistic knowledge such as the continuity hypothesis—including both weak and strong versions—(Pinker, 1989), the maturation hypothesis (Radford, 1990), and the no continuity view. The author supports the continuity hypothesis by arguing that principles and parametric options continue to be available throughout the acquisition process in the monolingual, bilingual, and adult grammatical systems. In other words, the author argues that linguistic representation is fundamentally similar among the grammars of child L1, child bilingual, and adult L2 learners, and that all of these are similar to the adult target grammar.

This book consists of six chapters that are organized according to the major grammatical themes outlining the platform of generative grammar (i.e., the morphosyntax of the noun phrase, the morphosyntax of the verb phrase, subject and object pronouns, Complementizer Phrase [CP], and aspects of the syntax-lexical semantics interface). Each chapter is introduced with a comprehensive overview of the basic assumptions of the phenomena presented in the chapter. Chapter 1 reviews the theoretical background of language acquisition in general and presents the theoretical issues relevant to the three types of acquisition discussed in the book: L1, bilingual, and L2. Chapter 2 presents research on the acquisition of the Noun Phrase, which comprises the Determiner Phrase. Chapter 3 examines research on the acquisition of the Verb Phrase and its extended functional projections (i.e., Aspect, Tense, Mood, and Subject Agreement). In chapter 4, research on the parametric differences of subject and object pronouns is presented. Chapter 5 examines the acquisition of structures related to the CP (i.e., wh-movement,

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relative clauses, imperative). In chapter 6, research on the acquisition of lexical semantics phenomena that are related to the syntactic properties of the language is introduced.

This book is well written and very clear in its exposition. The author presents a well-covered theoretical and comprehensive overview of the major issues concerning L1, bilingual, and L2 acquisition; therefore, its content provides an excellent resource for researchers who investigate the acquisition of Spanish as well as languages that have been compared to Spanish, such as English and other Romance languages. Due to its clarity and coverage of material, this book is also quite accessible to students with a minimal linguistic background who are considering the study of language acquisition from a L1, L2, or bilingual perspective.

Of particular importance in the book is the comparison of the similarities and differences between the three types of acquisition; throughout the book, the author provides a theoretical analysis of the nature of the linguistic representations and processes that take place in the three types of acquisition by considering alternative positions to the continuity view. Additionally, other views particular to the type of acquisition are also considered (e.g., the language differentiation hypothesis in bilingual acquisition, the full transfer/full access hypothesis in SLA, among others). Although the book presents a thorough view of the main aspects in the development of linguistic knowledge, an area that is not presented is the acquisition of the phonological properties of the language. A chapter in this field would have benefited the book even more.

Overall, this volume constitutes a comprehensive and well-referenced text and is an excellent source on the current issues of the acquisition of Spanish. It should be of interest not only to researchers who study the acquisition of Spanish, but also to acquisitionists in general.

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**THE ACQUISITION OF GERMAN MODAL PARTICLES: A CORPUS-BASED APPROACH.** *Martina Möllering*. Bern: Peter Lang, 2004. Pp. 290. $52.95 paper.

Particles of the modal particle type—also referred to as flavoring, toning, or discourse particles—are a phenomenon in the West-Germanic languages that is well known for its descriptive complexity and its considerable demands on second language (L2) learners. High among the descriptive challenges ranks the fact that these particles cannot be adequately captured by structurally oriented theories of language because they cross syntactic, semantic, pragmatic, and discursive domains and nonuniquely express assumptions, intentions, judgments, and affective stances among the partners in communication. Along with real and imagined co-texts, these are highly contextualized and

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interpreted aspects of the languaging event. High among their acquisitional challenges ranks the fact that, in addition to their culturally and interpersonally situated and dialogic nature, they are formally ambiguous because all belong to other functional classes with divergent distributional and meaning characteristics. Small wonder that their competent use serves as a strong indicator of advanced levels of L2 ability. Small wonder, too, that researchers and instructors of German continue to explore more effective approaches to describing and teaching them.

In this high-stakes environment, Möllering's volume on the acquisition of German modal particles advances the claim that corpus linguistics, with its capacity to provide and analyze large amounts of representative data in an appropriately contextualized and targeted fashion, can both enhance descriptive adequacy and foster learning and teaching. She endeavors to substantiate this position in five chapters and a nearly perfunctory conclusion. In the course of the volume, the author presents issues that arise in conjunction with the identification and functional description of German modal particles; explores their treatment in naturalistic and instructed L2 acquisition, including their treatment in three textbooks; and considers the consequences of applying a corpus-based perspective to particular data sources in a fashion that combines both quantitative (primarily frequency-driven) and qualitative (disambiguating and functionally oriented) analyses. Most important, Möllering offers an extensive treatment of the nine most high-frequency particles in her corpus of oral, personal language that is drawn from an existing corpus of transcribed telephone conversations: the particles *ja*, *auch*, *aber*, *mal*, *doch*, *schon*, *denn*, *nur*, and *eben*.

The volume's chapters illustrate well the complexity of the issues at hand. Yet, ultimately, they deliver an unsatisfying treatment inasmuch as Möllering is unable to overcome the weight of much previous, essentially form-focused work: She extends unnecessary attention and credence to treatments of formally homonymical adverbs and conjunctions that—as she rightly states—really are not modal particles at all, but makes little use of the function and meaning-driven approach of Hallidayan systemic-functional linguistics, a theory of language that is clearly amenable to her interests and of which she provides a useful summary. Inasmuch as modal particles can be positioned between the social environment and the text—what Halliday calls the context of situation—they constitute a particularly rich resource for foregrounding aspects that the interactants choose as salient for their intended meaning-making in a particular communicative event. That yet-to-be-realized meaning potential is at the heart of the matter in analysis, teaching, and learning, and in language production or comprehension, the focus of Möllering's work. Thus, lengthy treatment of particles as time adverbials or conjunctions is not only analytically problematic, it is acquisitionally questionable. The targeted learners are long familiar with the temporal use of *schon* "already" or the conjunctive use of *denn* "because" or *nur* "only," but have considerable difficulty construing those communicative contexts of situation that, for example, call for the use of *denn* in interrogatives as a way of establishing extralinguistically motivated cohesion. In the case of *Warum denn das?*, for example, surprise at a particular stance is signaled, which might be rendered as *"So why that, of all things!"* Also, the one-line excerpt common in corpus linguistic data presentation rarely provides information sufficient for construing the context of situation for analytical and pedagogical purposes. Reductions characteristic of oral production that pervade such transcriptions only add to the learners' difficulties. When worksheet activities for each of the language forms range from answering the obvious to matching previously provided categories to offering no more than nice discourse-oriented explanations of the data, then a projection

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that they should enhance L2 acquisition is more hopeful than real. If that reality is not subsequently ascertained in acquisitional data, then the reader is less convinced of the claims of the book and more reminded of the pervasive power of isolated forms over contextualized meanings that characterizes so much theorizing, research, and pedagogical practice.

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**CORPORA AND LANGAUGE LEARNERS.** *Guy Aston, Silvia Bernardini, and Dominic Stewart (Eds.)*. Amsterdam: Benjamins, 2004. Pp. 311. $119 cloth.

The papers in this volume come from the fifth TaLC meeting in Bertinoro, Italy, in 2002 and address a range of issues related to using corpora for language learning and teaching. The introductory chapter by the three editors provides an overview of the book and also recaps the conference discussion between Sinclair and Widdowson regarding the nature of authentic language and its place in language instruction. The main portion of the book is divided into three sections: "Corpora *by* Learners," "Corpora *for* Learners," and "Corpora *with* Learners." These three sections are framed by two chapters: one by Hoey on lexical priming and a final chapter by Fletcher on using the web as a resource for creating corpora.

The first section, "Corpora *by* Learners," includes chapters from a range of linguistic perspectives including Universal Grammar in Tono's chapter on comparisons of first language, interlanguage, and target language use of high-frequency verbs by Japanese learners of English, and Flowerdew's systemic functional linguistic perspective, using APPRAISAL to compare problem-solution patterns in apprentice and professional technical writing. The chapters in this section also cover a range of languages and levels of investigation, from lexis to discourse. A range of techniques is used to analyze the information presented. Most chapters use descriptive approaches or statistics to describe or highlight what is found in the language investigated. In contrast, the chapter by Chipere, Malvern, and Richards uses a corpus of children's writing to demonstrate the effect of sample size on type/token ratios, providing valuable information regarding this often used measure, and how it can be influenced by text length and other issues.

In the second section, "Corpora *for* Learners," chapters address the complex issue of what learners are exposed to, and how corpora can perhaps be used to better inform teaching material. In this section, Mauranen reports on a study using spoken corpora in the language classroom. In addition to describing the use of MICASE for learning academic spoken English with Finnish university students, she reminds readers of issues related to the use of a native speaker (NS) model of English versus English as lingua franca model for instruction. In an innovative chapter, Frankenberg-Garcia describes the use of parallel corpora with Portuguese learners of English. Although frequently used in translation studies, there has been little use of parallel corpora for language instruction.

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In the final section, "Corpora *with* Learners," the chapters focus on learners interacting with corpora for their own language instruction. Most of the chapters in this section investigate the use of corpora in the classroom through some type of concordancing activity. However, two chapters in this section stand out because they go beyond the typical approach in which learners interact with the target language through concordancing software. First, Sripicharn reports on a study that used the same set of concordance lines with both NSs of English and NSs of Thai with the goal of exploring the strategies used by native and nonnative speakers when using concordance output. Second, the chapter by Pérez-Paredes and Cantos-Gómez uses oral student output and involves the learners in the analysis of their output through several measures, including vocabulary, noun modification, and comparison to a target corpus. The teachers in the study also had use of various statistical measures to compare student production to a target corpus; this could then help inform the teacher's feedback to the students.

This volume is a nice addition to the Benjamins series *Studies in corpus linguistics*. For anyone interested in corpora and issues related to using corpora in the language classroom, this book covers a range of topics from a variety of perspectives. The topics covered and the number of chapters that address actual classroom use of corpora reflect the increased interest in corpora as an area of relevance for language instruction. This increased interest, as mentioned in many of the chapters, calls for careful research to be done in this area. Many of the studies presented in the book could be replicated in language classrooms without too much difficulty, even by teachers who do not have a background in corpus linguistics but who are comfortable with computers. One task left undone, but alluded to in several of the chapters in this volume, is the need for explicit investigations regarding the use of corpora for language instruction. Perhaps the next TaLC meeting will produce a volume addressing studies that explore the effectiveness of using corpora for language instruction in comparison with other instructional approaches.

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**LANGUAGE LEARNING AND TEACHER EDUCATION: A SOCIOCULTURAL APPROACH.** *Margaret R. Hawkins (Ed.)*. Clevedon, UK: Multilingual Matters. Pp. ix + 204. $89.95 cloth, $39.95 paper.

This book, according to the editor, "took shape from discussions among language teacher educators" who were interested in "reconceptualizing and redefining their practices" (p. 3) in order to reflect a shift from viewing language learning as an object to be dissected on paper to a view of language learning as discourses embedded in and shaped by situated social situations. It was, therefore, not surprising to discover that the chapters in this edited volume are all framed within a common sociocultural perspective that views language not as monolithic but as composed of many different social languages or discourses. Traditionally, language instruction, whether it be the teaching of traditional foreign languages, English as a foreign language or English as a second lan-

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guage, has focused on teaching grammatical structures and has been centered around teaching one correct form.

The book begins with a list of the contents followed by the editor's acknowledgements. Author biographies up to the year 2004 are then presented. The chapters vary in length from 19 to 36 pages. The book concludes with an index of authors' names and subjects.

Five of the authors come from American institutions, one from Australia, and two from Johannesburg, South Africa. Thus, the reader is exposed to diverse perspectives and experiences. Especially interesting is the first chapter by Gee. His chapter provides a framework for the contents of the six other chapters. Gee argues for a change in how we speak of learning languages and recommends instead using the terms "social languages and discourses" to better describe what actually occurs in verbal and nonverbal human interactions. The author of the second chapter, Stein, elaborates on what Gee describes as knowing how to play the game, not only knowing the game. Developing the skills to play the game demands a different view of language teaching that moves away from teaching the rules (of the language) to teaching how to use the rules to achieve specific objectives. Writing about the challenges in teacher training in the post-apartheid education system, Stein describes two projects with two different groups of teachers in training, one mostly white, the other mostly black. To frame the two projects, she deliberately invokes new notions of *literacies*, defining them as performances based on archival data and visual literacy. She argues that academic literacy—linguistic literacy—is simply one type of literacy and that teachers need to use the lived experiences of pre- and post-apartheid lives as learning resources.

Shifting continents, we next read of challenges of designing the type of curriculum that would both fulfill the demands of state mandates and at the same time reflect students' interests, values, and experiences. Using a geographic metaphor of rippling waters and shifting sands, Willet and Miller try to capture the uneasiness and instability of educational attempts to bring about systemic reform through curriculum rewriting and student input.

In chapter 4, Hawkins examines what happens when students engage in extended class activities using a listserve to discuss issues relating to linguistic and cultural differences of students from other backgrounds. She argues that one of the benefits of the listserve is to allow space for previously passive students to interact with each other, with native as well as nonnative speakers of American English. She recommends the use of instructional technology as an effective mediational tool for promoting meaningful classroom discussion.

In the final chapter of this book, Freeman ties the preceding chapters together and puts forward a three point argument: the need for us to question the technology of subject matter (what is taught), the need for us to examine the architecture of instruction (how we teach—do we package and deliver, for example), and the need to rethink teacher education from outside in and inside out.

This volume is framed within sociocultural views of language learning and has much in common with socioconstructivist and poststructuralist theories that examine the interrelationships between language, identity, culture, and context. This edited volume adds to those discussions that challenge traditional views of language learning and language teaching. It should find a cherished place on teacher educators' bookshelves.

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**A DICTIONARY OF SOCIOLINGUISTICS.** *Joan Swann, Ana Deumert, Theresa Lillis, and Rajend Mesthrie*. Edinburgh, Scotland: Edinburgh University Press, 2004. Pp. x + 368. $28.00 paper.

This book is intended as a resource for sociolinguists and scholars in related fields who deal with sociolinguistic concepts. Though not specifically aimed at the field of SLA, this book is a valuable resource for scholars in that field.

Following a brief note to readers that describes the purpose of the volume and structure of the entries are 885 dictionary entries. Most entries include crossreferences to related terms in the volume (on average 3–4 per entry), or reference further reading, or both. The book includes an extensive bibliography (578 references) and six figures. Entries relate to "contemporary sociolinguistics as this has developed since the 1960s" (p. vii) as well as some older work and contemporary work in related fields. The bulk of the entries (approximately 50.1%) is specifically related to sociolinguistic theories. The authors also include general linguistic terms and theories commonly used by sociolinguists (about 32% of entries; these are primarily related to phonetics-phonology and pragmatics-discourse analysis); terms and concepts from sociology, psychology, anthropology, and other fields (about 11%); terms specific to SLA (almost 3%) and statistics (about 1.5%); and the names of 22 major figures in the field (about 2.4% of entries). (Percentages given should be viewed as a good estimate rather than an absolute truth, as many entries can logically fit into more than one category. For this calculation, I chose only one category per entry, except where different senses of an entry belong to different categories; for example, in the case of gender, grammatical gender is a general linguistic concept, whereas gender as a socially constructed category of identity is a sociological concept.) An explicit connection is made between sociolinguistics and many of the terms drawn from other fields and the entries are written in nontechnical prose. There is some overlap in the material covered by individual entries; the authors chose to do this (instead of more extensive crossreferencing) for the sake of clarity.

The authors are remarkably successful in their attempt to "map out the traditions and approaches that comprise sociolinguistics and thus help to locate and contextualize terms and concepts" (p. vii). An entry referring to a theory (e.g., *variationist sociolinguistics*) typically describes the basic tenets of that theory, gives the author(s) who first proposed it, crossreferences important terms used by researchers working within that theory, and may also include a sample analysis or major criticism of that theory, or both. An entry referring to a sociolinguistic term (e.g., *change from above*) typically defines the term, situates it within one or more theoretical frameworks, and crossreferences related terms and theories. This approach allows readers to understand the connectedness of theories and concepts without extensive consultation of the literature, making this the perfect resource for nonsociolinguists dealing in passing with sociolinguistics. The references provided give the reader the option of going to the literature, if desired.

For scholars in fields loosely tied to sociolinguistics, such as SLA, coverage of particular subtopics is especially useful. For example, several entries relating to sociolinguistic methods (e.g., *matched guise*, *danger of death* (*interview question*)) and statistical measures (e.g., *chi-square*, *judgment sample*) are included. Additionally, particular attention is paid to terms not used consistently in the field. The authors carefully flesh out differences in usage so that the reader can identify the sense of the term he or she

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encounters in reading. SLA researchers will also appreciate the inclusion of concepts relating to bilingualism and pidgin and creole linguistics.

The only criticism is that some entries are maddeningly short, though the dictionary format of this volume and broad coverage of sociolinguistic theories attempted here require that they be. Crossreferences to related terms mitigate the problem, and readers are referred to Mesthrie's (2000) *Concise encyclopaedia of sociolinguistics* and Crystal's (2002) *Dictionary of linguistics and phonetics* for fuller coverage of sociolinguistic topics and coverage of general linguistic concepts not dealt with here as well as to primary literature, where appropriate.

This book is strongly recommended as a reference for SLA researchers and students.

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**RECLAIMING THE LOCAL IN LANGUAGE POLICY AND PRACTICE.** *A. Suresh Canagarajah (Ed.)*. Mahwah, NJ: Erlbaum, 2005. Pp. xxx + 297. $32.50 paper.

This volume is a collection of 12 articles that examine the place of local knowledge within the context of globalization as it relates to language policy and practice. The introductory chapter begins by problematizing the concept of globalization and illustrating how some fields in the humanities and social sciences are redefining their approaches to it. The chapter then summarizes the main ideas of the 12 articles that follow, which are divided into four sections.

Part 1 consists of four chapters that examine the redefinition of several disciplinary constructs from the perspective of local communities. In chapter 1, Canagarajah provides a historical and theoretical orientation to the idea of local knowledge and demonstrates how linguists in South Asia are redefining familiar constructs such as linguistic identity and speech community. In chapter 2, Bhatt deconstructs the notion of standard language(s) and their accompanying privileged discourses in relation to other world Englishes. He advocates the pluralization of the dominant disciplinary frameworks relating to acquisition, use, and norms to accommodate local linguistic practices. In the third chapter, Ryon examines how sociolinguistic studies conducted from traditional positivistic assumptions may exacerbate the death of local languages, affecting the ecology of linguistic diversity. Using the case of Cajun French, Ryon exposes the ideological slant in language death studies that ignores local resistance and assumes assimilation into the dominant language of the nation-state as norm. The fourth chapter, by de Souza, deconstructs the dominant grapho-centric (word-based) model of literacy that has led to the suppression of alternate literacies. In an effort to recover these local literacies, de Souza details the logic of a multimodal literacy tradition, as practiced by the Kashinawa in Brazil.

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Part 2 investigates language policy and planning and the diminishing relevance of the nation-state in these endeavors. In chapter 5, Rajagopalan discusses local resistance to the influence of global English in Brazil, whereas in chapter 6, David and Govindasamy discuss attempts to reaccommodate English in Malaysia, where nationalistic policies have previously excluded it in favor of the indigenous language. Utakis and Pita's study in chapter 7 discusses the need for a transnational education policy for the children of the Dominican community in New York City. The authors advocate a bilingual English-Spanish policy that would provide an educational foundation in both languages for the youth of this transnational community.

The next section of the book, Part 3, examines the challenges facing transnational language teachers. In chapter 8, Block considers how teachers from France in England may make a critical contribution as they express their local values based on more teacher-fronted and form-focused learning in a context where task-based learning is the norm. The next chapter, by Lin, Wang, Akamatsu, and Riazi, discusses the ways in which the language learning experience of four nonnative teachers at home and abroad can serve to reconceptualize English as a pluralized global language informed by local norms, functions, and pedagogies.

Part 4 is devoted to the exploration of classroom contexts of language teaching. In chapters 10 and 11, Martin and Luk show how local identities, knowledge, and discourses need to be utilized to negotiate the learning of unfamiliar codes and content in English language teaching in Brunei and Hong Kong, respectively. These factors complicate dominant teaching practices that favor communicative methodologies and English-only instruction; the authors show the place that needs to be given to local discourses and identities if teaching is to be productive.

In the final chapter, Mermann-Jozwiak and Sullivan show how the local is a microcosm of the global through their students' ethnographic research on the codes and cultures of the Mexican-American community in Corpus Christi, Texas. Their study demonstrates that the students' deep exploration of the local can lead to a better understanding of their own identities in a multilingual world as well as sensitize them to the challenges involved in negotiating global diversity.

This book is a well-written compilation of some current studies examining the reclamation of the local in a globalized world. The theoretical reconstruction of dominant sociolinguistic paradigms is one of its strengths. Although the majority of articles in this volume are case studies from specific contexts and communities with a bias toward language teaching, researchers from anthropology, sociology, ethnic, and area studies will find this volume a valuable resource. If we, as researchers, are to understand the place of local knowledge in language policy and practice from the local perspective, works such as this one will be needed.

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