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# REVIEWS

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**COGNITIVE LINGUISTICS, SECOND LANGUAGE ACQUISITION, AND FOREIGN LANGUAGE TEACHING.** *Michel Achard and Susanne Niemeier (Eds.)*. Berlin: Walter De Gruyter, 2004. Pp. vi + 283. 98.00€, $118.00 cloth.

Achard and Niemeier "hope that the different chapters in this volume will help establish the cognitive linguistics model as a valuable framework for the investigation of second language learning and teaching phenomena and provide the methodology to further extend the research" (p. 9). Not all of the chapters included realize that hope.

The first of the volume's two sections has a contribution from Cadierno, one from Warra and Lowie, and a third from Verspoor. These three chapters illustrate how a cognitive linguistic framework can be used to examine data—in particular, difficulties in target language (TL) learning that result from competition between the native and TL systems. The second section has chapters by Niemeier, Grundy, Goddard, Achard, Athanasiadou, Boers, Csábi, and Tyler and Evans. These contributions discuss how cognitive linguistic principles might inform and structure TL teaching. Ideas presented include using cognitive linguistics to facilitate grammar instruction in communicative classrooms and establishing social contexts or exploring semantic extensions to support the learning of TL lexical items.

The effectiveness of several of the chapters in this volume is limited by the authors' unfamiliarity with past research or their choice not to address it. For example, Lowie and Verspoor found that Dutch learners of English did least well in providing the correct English preposition when English marks a conceptual distinction that Dutch does not mark. They describe this as a "striking finding" (p. 89) and an "interesting observation that merits further investigation" (p. 91), but readers who are familiar with Stockwell, Bowen, and Martin's (1965a, 1965b) hierarchy of difficulty, which is still frequently presented in overviews of second language research (e.g., Ellis, 1994; Gass & Selinker, 2001; Larsen-Freeman & Long, 1991), will not be struck by this finding. Instead, they will have anticipated it.

In her chapter on linguistic and cultural relativity, Niemeier states that "in a nutshell, Whorf proposed the idea that language has an influence on our way of thinking and thus on our perspective of reality" (p. 96). Then she extols the benefits of a "certain commitment to 'Whorfianism'" (p. 100) to foreign language learners and developers of language teaching materials. Upon encountering these ideas without any mention of past works that have strongly rejected linguistic determinism (e.g., Carroll, 1992; Pullum, 1991), a reader might struggle not to question everything contained in this chapter.

The effectiveness of Grundy's chapter is limited by the force of his opening claim. He states that "the figure/ground *gestalt* undermines the discrete-item syllabus assumption . . . and it is precisely [the gestalt's] figure/ground properties, especially as revealed in its metapragmatic dimension, that make language comprehensible, and thus learn-

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able" (p. 119). A claim that a single factor makes language comprehensible and learnable can make an experienced teacher or researcher skeptical, but it might cause novices to read on with much anticipation. As expected, in a mere 20 pages, Grundy is unable to support his claim convincingly. This is especially true because his support relies heavily on an analogy between language comprehension and visual perception.

Another factor that weakens some chapters' effectiveness is their apparent audience. The publisher's abstract states that this volume's intended audience "is composed of Cognitive Linguists, Second Language Acquisition specialists, as well as foreign language pedagogy researchers, instructors, and students" (Walter de Gruyter GmbH & Co., 2004). In fact, much of this volume seems to be a discussion among cognitive linguists, which makes irrelevant its editors' goal that it "help establish the cognitive linguistics model as a valuable framework for the investigation of second language learning and teaching phenomena" (p. 9). This apparent audience also explains the frequent use of approach- and discipline-specific terms that are not well explained, the untranslated German examples in Niemeier's chapter, and perhaps even Niemeier's apparent view that it is unnecessary to defend Whorfianism as well as Grundy's strong claims for the value of the figure/ground gestalt.

Even though a number of factors, including those listed, limit this volume's overall effectiveness, it does contain contributions that successfully demonstrate the potential usefulness of cognitive linguistics. In her chapter, Cadierno investigates the influence of their native language's preferred patterns on the way Dutch learners of Spanish describe and express motion events in the TL. She adeptly uses cognitive linguistics to help explain her findings. Goddard, in his chapter, draws from cognitive linguistic work in the area of crosslinguistic semantics to exemplify with English and Malay how cultural key words and scripts can explain TL discourse patterns and styles. This model promises to make valuable contributions to the teaching and learning of TL pragmatics.

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**STRUCTURED INPUT: GRAMMAR INSTRUCTION FOR THE ACQUISITION-ORIENTED CLASSROOM.** *Andrew P. Farley*. Boston: McGraw-Hill, 2005. Pp. vii + 123. $51.56 paper.

This volume for second language teachers builds on two principles of structured input (SI; VanPatten, 2004): the primacy of meaning principle and the first noun principle. After an overview of SI, Farley provides chapter-length explanations of teaching activities based on the two SI principles and concludes with a chapter on recent SI research. The three core SI activity-preparation chapters are organized around (a) an introduction to the SI principle focused on in the chapter, (b) a research review, (c) examples from various languages, (d) "principles in practice" to guide teachers in writing SI activities, (e) sample studies, and (f) suggested readings. The technique recommended for activities involves the creation of controlled tasks that limit information available to students so that only one grammatical point is salient. For example, an activity on English subject-verb agreement requires the learner to select the correct present tense verb for a given subject; one singular subject ("Sarah McLachlan") and one plural subject ("Bono and the Edge") are followed by only two choices: one with a verb in the singular ("travels all over the world") and one with a verb in the plural ("play the guitar"). The logic of this activity is that language learners look to meaning first and, therefore, often overlook form, so activities can force focus on form by limiting content and restricting grammatical choice. (My own experience of this type of grammar drill is that students have a 50% chance of getting the correct answer without having to think about either meaning or form.)

My background is in English for academic purposes (EAP) for students preparing to enter study in an English-medium college or university and in research on English from a functional language-in-use perspective (e.g., Halliday, 1994; Sinclair, 2003). As I read Farley's discussion of language teaching materials, I felt as though I had moved into a different world of language analysis, learning, and teaching from the one I usually inhabit: First, the EAP students with whom I work are substantially different in their needs, interests, and proficiency than the students assumed by Farley; second, Farley's presentation of grammar takes a discourse-free approach in which form can be separated from meaning and use.

Although Farley wants to widen readership to include SLA researchers, his audience will probably be foreign language teachers in American colleges and universities who teach undergraduates in their initial term(s) of language study. This audience is implicit in sample activities and assumptions about learner interests, purposes, and proficiency. Activity content often depends on information about politicians, athletes, musicians, and undergraduate life; learners are not presented as having particular real-world needs for language development. Moreover, the focus is on initial stages of learning rather than the development of intermediate or advanced proficiency, and materials do not acknowledge the linguistic differences between conversation and various written genres.

Farley's approach to grammar uses a list of grammatical forms, which are then contextualized. Although this approach is traditional in language teaching, research has demonstrated that grammar is more accurately viewed from a discourse perspective, with grammar found in contexts rather than grammar being artificially placed in teacher-created contexts (Byrd, 1998); that is, past tense is a grammatical feature of certain types of discourse, so learners must associate its form with contexts in which the form is required.

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To effectively influence practice in grammar teaching, SLA specialists should consider research that places forms in the context of particular communication types, such as Bardovi-Harlig's (1995) studies of tense in narrative or Doughty and Varela's (1998) work with tense in middle-school science writing. Additionally, specification of learner characteristics would avoid overgeneralization of principles in ways that suggest that one size fits all.

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**THE ACQUISITION OF FRENCH IN DIFFERENT CONTEXTS: FOCUS ON FUNCTIONAL CATEGORIES.** *Philippe Prévost and Johanne Paradis (Eds.)*. Amsterdam: Benjamins, 2004. Pp. 381. $132.00 cloth.

This collection of essays explores, in a generative framework, the acquisition of functional categories in French across four "acquisition contexts" (p. 1): first language (L1) acquisition, second language (L2) acquisition, bilingual L1 acquisition, and L1 acquisition by people with specific language impairment (SLI).

The volume is divided into two sections. The first section treats L1 and SLI. In the first chapter, Labelle and Valois examine grammaticality judgments concerning universal quantifiers (e.g., *tous* "all" or *chacun* "each one") and indefinite partitive quantifiers (e.g., *assez* "enough" or *beaucoup* "a lot") for children aged 3–5. They find that younger children tend not to differentiate these two quantifier types. De Cat's longitudinal study of three children's L1 production provides syntactic and prosodic evidence that child usage of stressed pronouns resembles adult pronoun dislocation, although the children often omit resumptive clitics. Paradis and Crago compare the determiner phrases (DPs) in the spontaneous speech of four groups: French-speaking 7-year-olds with SLI, Anglophone 7-year-olds acquiring French, and two control groups of normally developing French-speaking children. The SLI and L2 groups perform similarly, a result that supports an optional infinitive stage, refutes the argument for L1 DP functional structure transfer, and implies changes in SLI diagnosis. Hamann examines the verbal and determiner systems of two children with SLI. Her findings show that children with SLI might

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develop variably in nominal and verbal categories and that decelerated development in one of these areas might have implications for the development of object clitics.

The volume's second section treats SLA and bilingual contexts. Belletti and Cornelia Hamann find near absence of null subjects and root infinitives in the L2 French of two young children (aged 3–4 and 4–5) whose L1s are German and Italian, respectively. The older child (source language: German) displays features of transfer, whereas the L1 Italian child shows nearly errorless acquisition, even in areas in which French differs from Italian. They conclude that "only the German child shows the behavior of an L2-er [. . . whereas the] Italian child shows the pattern of bilingual acquisition that is almost flawless" (p. 169). Hawkins and Transceschina examine L2 French acquisition of grammatical gender. They compare gender agreement accuracy of speakers whose L1 does not have gender (e.g., English) to that of speakers whose L1 has gender (e.g., Italian). They find a critical age effect for gender, after which acquirers cannot develop beyond probabilistic guesswork in deciding noun gender. Herschensohn conducted a longitudinal study of two Anglophones aged 16 and 17, in which she examined their acquisition of object clitics. The two subjects have patterned errors, which supports the hypothesis that their acquisition is influenced by Universal Grammar. This patterned interlanguage, which resembles L1 syntax, is taken as evidence for Full Transfer/Full Access. Hulk examines the acquisition of DPs in a Dutch/French bilingual girl. The data indicate four stages of DP acquisition: bare nouns, nouns with one prenominal determiner, nouns with two prenominal determiners, and nouns with two prenominal determiners as well as postnominal adjectives. Hulk found that bilingual and L1 acquisition of these features are similar. Müller examines longitudinal data from a French/German bilingual, focusing on subject and object omission. Müller concludes that her "study opens the possibility for crosslinguistic influence to be explained independently of the fact that there is a (first) 'dominant' language" (p. 300). Prévost examines root infinitives (RIs) in the L2 French of two Anglophone children, with a focus on verb types: stative, eventive, modal, and temporal. He observes two tendencies: "First, non-eventive predicates are restricted to finite declaratives, whereas eventive predicates can occur in either finite declaratives or in RIs. Second, the majority of RIs have a future/modal interpretation, against about 10% for finite declaratives" (p. 325). Granfeldt and Schlyter compare the French acquisition of 11 adult native speakers of Swedish to that of four bilingual (Swedish/French) subjects, focusing on subject/object clitics and definite articles. Their findings show that adult learners "interpret [subject clitics, object clitics, and definite articles] as non-clitics for an extended period . . . whereas the child acquirers interpret them early on as clitics" (p. 335).

The framework proposed by the volume (i.e., the study of the same functional categories across broad context divisions in order to bring researchers closer to understanding what facets are universal across populations) seems extraneously imposed on the chapters. The proposed contexts are so broad that they conflate such distinct contexts as adult versus child SLA and SLA in an immersion setting versus in a language classroom setting. The uneven coverage of the various functional categories and the heterogeneity of populations—some studies have dozens of respondents, whereas others have as few as two or even one—make generalizations across populations questionable. Even though the overall framework of the volume seems forced, the chapters are important contributions to SLA research in French.

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**ISSUES IN THE STUDY OF PIDGIN AND CREOLE LANGUAGES.** *Claire Lefebvre*. Amsterdam: Benjamins, 2004. Pp. xvi + 358. $119.00 cloth.

This volume is a collection of 10 articles that Lefebvre has written since the publication of her 1998 volume, *Creole genesis and the acquisition of grammar: The case of Haitian Creole*. With the exception of the first chapter (a brief introduction) and the third chapter (a summary of her relexification hypothesis), the chapters of this volume consist of articles that were originally published elsewhere. For that reason, each chapter essentially stands on its own. Consequently, the volume suffers from some unavoidable overlap and, more significantly, a lack of coherence.

The volume consists of 10 chapters, references, two appendixes, an author index, and a subject index. Curiously, for a book entitled *Issues in the study of pidgin and creole languages*, there is no language index and the only languages listed in the subject index are Gbe and Haitian Creole (HC). This might be due to the fact that Lefebvre focuses her analysis on HC. Indeed, there are very little data in the volume from creoles other than HC. Although it is true that Lefebvre advocates "shifting the object of study from language varieties to the processes at work in the formation of these varieties" (p. 24), cross-creole data would seem to be necessary for the volume to live up to its title.

Chapter 2, "The Genesis of Pidgin and Creole Languages: A State of the Art," summarizes and critiques the various competing theories that have been proposed to account for the genesis of pidgin and creole languages. Readers of this journal might be disappointed to discover that Lefebvre's analysis of the imperfect second language learning theory (i.e., pidgin and creole languages represent crystallized, imperfect versions of the acquisition of a second language) as expressed in Jespersen (1922) and later elaborated in Schumann (1978), Andersen (1980), and Valdman (1980), among others, is so brief. This brevity is somewhat puzzling because Lefebvre argues both that the combined processes of relexification, reanalysis, and dialect leveling account for a wider range of features than the other theories she examines and that "this account is a further development of the second language acquisition theory of PC genesis" (p. 29). It is therefore unclear why Lefebvre's relexification hypothesis is analyzed discretely rather than as a continuation of the SLA theory.

Chapter 3, "The Relexification Account of Creole Genesis: The Case of Haitian Creole," is an 86-page summary of Lefebvre's (1998) 480-page volume, and it is one of two chapters that were written expressly for this volume (the other is the 6-page introductory chapter). This chapter is the most substantive of the 10 (although there is considerable overlap with chapters 2 and 9), and it explicates with precision Lefebvre's case for the interplay of relexification, reanalysis, and dialect leveling in creole genesis. Lefebvre argues convincingly that the relexification of several substratum lexicons creates variation in an incipient creole and that two other processes—dialect leveling and reanalysis—are therefore applied by the speakers to reduce this variation. The link between leveling and relexification is examined in detail in chapter 9, "The Interplay of Relexification and Levelling in Creole Genesis and Development."

Chapter 4, "What Do Creole Studies Have to Offer to Mainstream Linguistics?" chapter 5, "On Data," chapter 6, "Multifunctionality and the Concept of Lexical Entry," and chapter 7, "On the Semantic Opacity of Creole Languages," were first published as a series of columns in the *Journal of Pidgin and Creole Languages* in 2000 and 2001 and are therefore widely available. The sequence of these chapters mirrors the order in

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which they first appeared in print, but such an order is not entirely logical for the purposes of this volume. One would expect, for example, that the issue of data collection would be addressed much earlier than chapter 5. This unfortunate sequencing results in thematic leaps from chapter to chapter that ultimately detract from the overall coherence of the volume.

The tenth and final chapter (there is no concluding chapter), "The Emergence of Productive Morphology in Creole Languages: The Case of Haitian Creole," is a significant contribution to a woefully neglected area in the study of creole languages.

To summarize, Lefebvre's volume provides a useful overview of her extensive research on HC within the generative grammar framework, particularly her relexification hypothesis. Taken as a whole, however, the relationship between the chapters is tenuous; the only element that appears to link all of the various issues is the fact that they are addressed on the basis of data drawn from HC.

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**METHODS OF RESEARCH ON TEACHING THE ENGLISH LANGUAGE ARTS: THE METHODOLOGY CHAPTERS FROM THE HANDBOOK OF RESEARCH ON TEACHING THE ENGLISH LANGUAGE ARTS (2nd ed.).** *James Flood, Diane Lapp, James R. Squire, and Julie M. Jensen (Eds.)*. Mahwah, NJ: Erlbaum, 2005. Pp. viii + 337. $39.95 paper.

This text combines the research methodology chapters from the second edition of the *Handbook of research on teaching the English language arts* (Flood, Lapp, Squire, & Jensen, 2003) to provide readers with a concise account of contemporary research methodologies in the English language arts (ELA). The volume begins with a general overview of ELA research for teachers before addressing more specific methodological topics, which include multiple literacies, empirical research, longitudinal studies and literacy development, case studies, ethnography, teacher research, synthesis research, and fictive representation. The volume concludes with a summary chapter that speculates on current methodological issues and future directions for researching the ELA.

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The more effective chapters explore issues that have accompanied research conducted since the 1991 edition of the *Handbook*. Many ELA inquiries have shifted in the past 15 years toward sociocultural and critical perspectives that problematize earlier conceptions of literacy and research. These shifts foreground how both literacy practices and research methodologies are situated in social, political, and cultural contexts. Several chapters reflect these recent methodological developments. For example, Green, Dixon, and Zaharlic's chapter discusses how shifts to practice-based conceptions of language and culture have raised new debates surrounding ethnographic inquiry, including the politics of accessing the social processes of cultural groups and representing them in research. Tierney and Sheehy note how contemporary research methodologies cannot be understood outside the political discourses that constitute the various ways that research, language, or literacy become defined and practiced. These chapters, as well as the chapters on multiple literacies, teacher activist research, and alternative representations of research findings, manifest contemporary methodological attention to culture, power, and language. These factors not only impact how researchers might understand the teaching and learning of language and literacy but also how they might understand and practice research methodologies that are conceptually, politically, and ethically viable.

At many points, however, this edited collection does not read as a contemporary account of ELA research. This seems to be a function of at least two weaknesses. First, the volume as a whole draws disproportionately from studies conducted in the 1970s and 1980s. Many older studies might be quite useful; however, the assumptions, methods, and status of different forms of research in the humanities and social sciences have shifted noticeably across the last two decades. Thus, several chapters offer methodological distinctions that lag behind current methodology texts and professional journals. Second, and related, the volume is not organized around major distinctions held in contemporary research. Each chapter is self-contained and not situated in relation to the other research traditions in the volume. Additionally, neither the editorial comments nor the framing chapters highlight key methodological debates, contradictions among chapters, or shifts within or across disciplinary inquiries into language and literacy. The concluding chapter is particularly disappointing because its commentary on so-called recent developments and future directions in ELA research does not make use of recent scholarship. As a result, readers might not come away with a useful sense of current trends in ELA research or its methodological disagreements.

In summary, this volume offers an uneven account of contemporary ELA research methodologies. Individual chapters contribute epistemological discussions pertinent to current research in the field. However, several chapters do not engage current methodological considerations, such as recognizing the value-ladenness of all research, which challenges traditional notions of objectivity, validity, reliability, and generalizability. I would consider using select chapters in a graduate-level research methodology course. However, the volume as a whole would need to be augmented by texts that help locate different research traditions and contemporary methodological arguments concerning the teaching and learning of language and literacy.

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**HANDBOOK OF RESEARCH IN SECOND LANGUAGE TEACHING AND LEARNING.** *Eli Hinkel (Ed.)*. Mahwah, NJ: Erlbaum, 2005. Pp. xxii + 1144. $260.00 cloth, $99.95 paper.

Hinkel's ambitious tome is the newest addition to handbooks in the field of applied linguistics. The volume is composed of eight sections: "Important Social Contexts in Research on Second Language Teaching and Learning," "Methods in Second Language Research," "Applied Linguistics and Second Language Research," "Second Language Processes and Development," "Methods and Curricula in Second Language Teaching," "Second Language Testing and Assessment," "Identity, Culture, and Critical Pedagogy in Second Language Learning and Teaching," and "Language Planning and Policy and Language Rights." Each section includes an introduction and 3–12 chapters written by researchers who are well known in their respective areas.

In the introduction, Hinkel acknowledges that the handbook covers a broad range of topics and is directed at a broad group of people. She has most definitely gone for breadth over depth, rightly pointing out the expanding diversity of topics and approaches to second language (L2) learning and teaching. Yet she even includes a list in the introduction of what is not included, such as issues in the hiring of nonnative speaker English as a second language (ESL) teachers and L2 learning by the deaf.

Because space limitations prevent me from reviewing all 57 chapters, I have chosen to focus on chapters that represent one of each of the following: an area in which I am well versed ("Taking Stock of Research and Pedagogy in L2 Writing" by Hedgcock), an area about which I know very little ("Language-in-Education Policy and Planning" by Baldauf and Kaplan), and a topic that I would cover in an introductory L2 teaching methods class ("L2 Listening" by Rost). This sampling allows me to read the chapters from three different perspectives.

Hedgcock's chapter touches upon most of the important issues in the field of L2 writing, which is quite difficult to do in 13.5 pages of text, given—as Hedgcock points out—the diversity of the field in terms of "goals, knowledge sources, and methods of inquiry" (p. 597). He begins by saying that the chapter will explore the major themes of the L2 writer, L2 writers' texts, contexts for L2 writing, and the interaction among these components. His coverage of these issues is not even, however; he devotes a great deal of space to the socioeducational context of L2 writing, discussing only contrastive rhetoric under the theme of L2 writers' texts. However, considering that no two L2 writing researchers would write this chapter in the same way, Hedgcock should be commended for condensing such a diverse field into a short chapter.

As an outsider to the field of language planning and policy, I found Kaplan and Baldauf's chapter on language-in-education planning, which uses Japan, Sweden, and North Korea as examples, to be quite interesting. The chapter gave me what seems to be an overview of the important issues in the field as well as a rare look at language policy in North Korea. The discussion of North Korea, for obvious reasons, is not as well referenced as the discussions of Japan and Sweden, with one exception being references to the writings of Kim Il Sung himself, and so it is unclear where some of the facts were obtained.

Rost's chapter presents a comprehensive overview of what is involved in L2 listening, with references to pedagogical tasks that can help learners at various levels of processing (e.g., word recognition, inferencing). I found the chapter to be outstanding because it clearly summarizes a huge body of literature without losing sight of the prac-

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tical implications of the research. I approached the chapter from the point of view of a reading that I might assign in my graduate-level language teaching methods class and concluded that I would very much want my students to read the chapter despite the fact that they would need help understanding some of the research that Rost discusses. This chapter on L2 listening, in my opinion, was more comprehensive than the chapter on L2 writing, perhaps because it was a third longer than the Hedgcock chapter.

This handbook serves as a useful overview of a wide variety of topics related to L2 learning and teaching. Given the scope, it might seem overly critical to mention any omissions, but a chapter on foreign language instruction in the United States would have been helpful because eight out of nine chapters in Part 1 focus on English. Hinkel states that the intended audience includes researchers and teacher education faculty, graduate students, teachers and teacher trainees, and curriculum and materials developers, and I do believe that this volume is useful for any L2 teacher educator to have, but less so for language teachers. A more pragmatic issue is whether one might want to require this volume for any particular graduate course. Most likely, the coverage is too broad for any one class, and even the best chapters lack enough detail to use as the only reading on a particular topic. At $100 for the paper version, I would not want to require my students to buy this volume because of the short time in which such state-of-the-art overviews go out of date, but I would it include it as recommended reading.

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**UNIVERSAL GRAMMAR IN SECOND LANGUAGE ACQUISITION: A HISTORY.** *Margaret Thomas*. London: Routledge, 2004. Pp. xiii + 262. $105.00 cloth.

As the title of this volume indicates, Thomas traces the history of ideas behind the contemporary concepts of Universal Grammar (UG) and SLA as well as their coming together in contemporary approaches to linguistics and language acquisition.

As a student of SLA and linguistics in the 1980s and 1990s, I was particularly excited to be part of a new and upcoming field of study in which revolutionary concepts and methods about language and language learning were shaping the beginning of what was held to be scientific research in these areas. I was also under the impression that SLA was a new field of inquiry that emerged in the 1960s as a way to understand and properly respond to the growing need of people to effectively learn and teach second and foreign languages.

Thomas's volume is unique in its kind in that it reminds and educates researchers in these fields that there is a history to be told: a history that has been neglected in some contemporary surveys of SLA and generative linguistics, and a history that can help those in the field understand where we are coming from and where we are going to in our quest to explain the SLA process and its relation to language universals. Even if Chomsky and his linguistics revolution in the 1960s framed the issues in a way that presented the study of language and its acquisition as breaking new ground, Thomas shows that in fact many of the ideas recast by Chomsky were already entertained by his predecessors.

Chapter 1, the introduction, introduces basic definitions (UG, SLA) and offers a compelling rationale for why the field of SLA and UG needs to look at its past. If there is something that Thomas vehemently critiques about our field, it is what she calls the

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lack of interest in our past or "programmatic ahistoricity" (p. 9). In particular, she argues that (a) the field of SLA and UG defines itself as having arisen *ex nihilo* in the late twentieth century (after Chomsky), (b) attempts to justify the lack of a past are unconvincing, (c) ahistoricity might derive from the field's drive to separate itself from language learning pedagogy and its attachment to generative linguistics, and (d) the discipline might benefit from developing a sense of its past. This chapter also addresses what a discipline loses when it neglects its past. If there is something that could have been articulated more forcefully by Thomas, it is, perhaps, what the discipline gains by gaining a sense of its past and how this sense of history could help to move the field forward.

The rest of the volume proceeds with a quasi-chronological account of how the concepts of language and language learning developed in Ancient Greece and Rome (chapter 2), from late antiquity to the Carolingian Renaissance (chapter 3), in the Middle Ages (chapter 4), in the seventeenth century (chapter 5), in the nineteenth century (chapter 6), and into the twentieth century (chapter 7). A three-page afterword closes the volume.

What I found most revealing and interesting about this volume is that, as Thomas correctly conveys, what we regard as theoretical innovations today were ideas that germinated in the past. Even when all of the scientific and technological advances that surround us today were not around to help answer many of the same questions that scholars from other epochs entertained, there was already a good sense of the nature of language and the language learning process; that is, philosophers, grammarians, language teachers, and linguists came to the following conclusions: There are both similarities and differences between languages, and children learn their first languages easily, whereas adult second language learners struggle with countless hours of study to master much less. Whether we have achieved or will achieve answers closer to the truth than those reached by our predecessors is up to history to determine.

This volume is of interest to scholars and graduate students in linguistics and in SLA. Although, as Thomas herself anticipates, some chapters can cause the reader museum fatigue due to the amount of information presented and the occasional density of the prose, the volume is exceptionally well written and well informed overall; it is clear, comprehensive, argumentatively rigorous, and compelling. It is an excellent read for those who want to understand the SLA and UG fields from a broader perspective. Most important, this text also forces us to look at our field as part of the bigger picture.

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**THE NEUROBIOLOGY OF LEARNING: PERSPECTIVES FROM SECOND LANGUAGE ACQUISITION.** *John H. Schumann, Sheila E. Crowell, Nancy E. Jones, Namhee Lee, Sara Ann Schuchert, and Lee Alexandra Wood*. Mahwah, NJ: Erlbaum, 2004. Pp. xiii + 212. $59.95 cloth, $34.50 paper.

This volume is an attempt to relate neuroscience research to cognitive metaphors (e.g., auditory loop, Universal Grammar [UG], fossilization) used by SLA researchers and psycholinguists to describe language acquisition. The volume consists of six chapters, originally master's theses and PhD qualifying papers, and an introduction and conclusion

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by Schumann. The chapters review literature that pertains to the neurobiology of six subtopics: aptitude, motivation, procedural memory, declarative memory, memory consolidation, and attention. In the preface, Schumann suggests that the purpose of the volume is "to promote a neurobiology of language that starts with the brain and moves to behavior" (p. xi), although he acknowledges one page later that "empirical research on the hypothesized mechanisms may be some time off" (p. xii). The volume aims to convince the intended readership, SLA researchers who might know little or no neurobiology, that investing time in the study of the neuroscience of learning is critical to the field's progression.

The volume's arguments rest on the assumption that an understanding of the neuroscience of learning (e.g., what increases oxygen consumption in specific parts of the brain, which behaviors are affected when certain parts of the brain are nonfunctioning) should constrain theories of SLA. Although I will not disagree with the underlying belief—that cognition is ultimately a function of the brain and that to fully understand cognitive processes, we need to understand the neural activation and cellular processes supporting that function—I do not believe that our current (limited) understanding of neurobiology can productively constrain SLA theories. Although we can observe changes in the brain, such as increased blood flow to particular brain structures, we do not know how to interpret that blood flow. Given that we do not know how various components of the brain interact to perform unique functions, placing limits on theories of SLA based only on our crude understanding of the neurobiology of cognition seems premature.

A major thesis of the volume (and a thread through all of the chapters) is that language acquisition (SLA and also, possibly, the acquisition of a first language) is facilitated by "a domain-general learning mechanism in the brain that is used not only for language but also for motor and other cognitive learning" (p. 43). This idea rests on the questionable assumption that specific brain activation patterns uniquely identify specific cognitive processes. Moreover, many of the studies that indicate similar patterns of brain activation for language learning and general learning cited in this text compare nonlinguistic tasks with tasks that are only partially linguistic (e.g., pp. 60, 62, 99, 127, and 135). It is not surprising, therefore, that the researchers find similar patterns of activation, so one cannot conclude that those similar patterns of activation necessarily represent identical cognitive processes.

More problematic is the bold use of neuroscience research and the conclusions that the authors draw from those studies—conclusions that most neuroscientists would report only in context and definitely more cautiously. Many of the studies are presented in insufficient detail for readers to evaluate critically (e.g., pp. 39, 51, 94, 124, and 169), and other studies seem to support multiple models of language acquisition—some counter to the volume's argument that language acquisition does not require language-specific learning mechanisms (e.g., pp. 2, 67, 99, and 107).

It is difficult to make disciplinary knowledge accessible to a wide audience, and some chapters in the volume explain the neuroscience better than others. The vocabulary used in some sections is intimidating or even off-putting. For example, readers with only a basic background in neurobiology might be surprised to read about the role of "spiny neurons in the striasomes of the striatum" (p. 33), an unnecessarily detailed description. In other parts of the volume, concepts are presented in such a simplified way that important exceptions to the generalizations made in the text are ignored.

Although the volume's assumptions and the conclusions the authors draw from the empirical studies that they cite are sometimes questionable, the volume makes an important contribution to the field of SLA. A complete understanding of language acquisition

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cannot exist independently of an understanding of its neural instantiation, and it would benefit the field of SLA to inform and be informed by the neuroscience of learning and memory.

This volume takes the difficult but important step of trying to relate current knowledge in the fields of neuroscience and SLA, and its authors should be commended for this. It can only serve as a basic starting point, though. Future work needs to more critically evaluate research both from neuroscience and from SLA and to interpret such work cautiously. Although I do not agree with the authors that our current understanding of brain biology should constrain SLA theories, I agree that it should inform them. That will only be the case when the fields of SLA and neurobiology contribute to each other, recognizing their interdisciplinary nature. This volume represents an important step in that direction.

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**SECOND LANGUAGE WRITING RESEARCH: PERSPECTIVES ON THE PROCESS OF KNOWLEDGE CONSTRUCTION.** *Paul Kei Matsuda and Tony Silva (Eds.)*. Mahwah, NJ: Erlbaum, 2005. Pp. xv + 254, $79.95 cloth, $29.95 paper.

This collection of articles, edited by Matsuda and Silva, is a valuable resource for both new and established researchers in the field of second language (L2) writing. The main goal of the text is to give readers insight into the messy realities of conducting research in this area by discussing issues that are not included in introductory books on research methodology. The volume is divided into three parts: "Research as Situated Knowledge Construction," "Conceptualizing L2 Writing Research," and "Collecting and Analyzing Data."

In Part 1, Silva opens by examining the philosophical foundations of inquiry into L2 writing, a topic that is generally neglected within the field. Casanave's discussion of the use of narrative and Matsuda's overview of historical inquiry for L2 writing research complete this section. Both authors argue convincingly in favor of these less common approaches with fascinating examples from their own research experiences.

Part 2, "Conceptualizing L2 Writing Research," is composed of six chapters in which the authors explain the reasoning behind their research. The researchers describe the process of designing and conducting their studies and discuss underlying considerations that would never be described in a published research study. For example, in chapter 4, "Situated Qualitative Research and Second Language Writing," Atkinson provides several sections of interview transcripts. Not only does the researcher show us sample transcripts, he also explains how the social context affected the outcome of the interviews. A wide variety of methodological approaches is covered, including a multimethod approach (Flowerdew, chapter 5), hypothesis generation and hypothesis testing (Masaki, chapter 6), cross-modality research into speaking/writing connections (Weissberg, chapter 7), and the use of prototype theory (Haswell, chapter 8). The final chapter of this section highlights the important issue of the representation of L2 writers in cross-cultural research (Li, chapter 9).

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In Part 3, we learn about the trials and tribulations of collecting and analyzing data. The authors give frank accounts of the difficulties that they have faced, such as finding suitable subjects and sample texts, gathering data in the field, determining appropriate coding systems, and interpreting findings. The chapters examine a range of research concerns that include conducting qualitative research into writing practices in a medical setting (Parks, chapter 10), coding qualitative data concerning student reactions to teacher feedback (Brice, chapter 12), using discourse analysis to examine student use of authorial pronouns (Hyland, chapter 13), and managing concurrent protocols to investigate composing processes (Manchón, Murphy, and Roca de Larios, chapter 14). Two chapters in this section are particularly striking. In chapter 11, "Mucking Around in the Lives of Others," Blanton describes an ethical dilemma that she faced after conducting a qualitative research study. She finishes by cautioning us to choose a research population "very, very carefully" (p. 156). Another memorable chapter is Hudelson's discussion of a longitudinal study in a bilingual program that she had conducted 10 years earlier (chapter 15); the knowledge that Hudelson has gained since that time has dramatically changed her views about how she would now approach this type of study and even how she would interpret her previous findings. From this, we see how a researcher can develop over time by continuing to explore the literature and by pausing to carefully reflect on past work.

The volume finishes with a coda, "Tricks of the Trade: The Nuts and Bolts of L2 Writing Research," contributed by Ferris. This chapter will be particularly useful and encouraging for new researchers. Ferris outlines her early publishing experiences and how these led to a productive research career despite the challenges along the way.

This volume would be a helpful resource for anyone interested in researching L2 writing. Although the chapters focus on writing in English as a L2, the methods described here could be applied by those researching writing in other L2s. I would like to have read more on quantitative methods and how to combine quantitative and qualitative approaches. Nevertheless, the volume makes an important contribution because there is currently scant discussion on methodological practices in the field. Certainly, this collection succeeds in shedding light on the issues and challenges surrounding L2 writing research.

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**DISCOURSE IN THE PROFESSIONS: PERSPECTIVES FROM CORPUS LINGUISTICS.** *Ulla Connor and Thomas A. Upton (Eds.)*. Amsterdam: Benjamins, 2004. Pp. vi + 334. $119.00 cloth.

Whereas general corpora have been used successfully by linguists and language practitioners for more than 40 years now, corpora that capture the language of particular discourse communities are only recently becoming the focus of attention. The chapters in the present collection, edited by Connor and Upton, respond to the growing research interest in academic and professional discourses and illustrate the profitable use of

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specialized corpora in linguistics and in the learning and teaching of English for academic purposes (EAP) and English for specific purposes (ESP).

Preceded by a brief introduction in which the editors sketch the contents and structure of the volume, the 12 chapters are unevenly grouped into four sections (without any specific headings). Apart from Flowerdew's general overview chapter on specialized corpora—which constitutes section 1 of the volume—each of the contributions has the same reader-friendly internal structure: The authors describe the benefit of a corpus approach to the type of discourse that they analyze, give an overview of the corpus used, discuss the type of analysis carried out, and summarize the pedagogical and practical implications of their studies. With its convincing argument for using specialized corpora in researching and teaching academic and professional language, Flowerdew's chapter provides a very nice introduction to the case studies that follow in sections 2–4.

The three chapters in section 2 all deal with corpus approaches to academic English. First, Simpson analyzes the forms and pragmatic functions of frequent formulaic expressions (FEs), such as "you know what I mean," in the Michigan corpus of spoken academic English. Simpson not only makes observations on the distribution of FEs in the language of professors and students, she also analyzes what it is that makes such expressions so valuable and prevalent in academic speech. In the second contribution, Reppen explores four registers from the TOEFL 2000 spoken and written academic language corpus and nicely highlights the linguistic challenges that the different academic registers present to the student. Hyland's chapter then centers on features of persuasion (e.g., self-mention, citations, questions) in a corpus of research articles from a range of academic disciplines, pointing out a number of interesting disciplinary peculiarities.

Section 3 turns from academic to business English contexts. The first two chapters in this section (by Warren and Cheng) discuss the design and research potential of the Hong Kong corpus of spoken English (HKCSE). Whereas Warren's chapter is more concerned with issues of corpus compilation, Cheng draws upon data from a subsection of the corpus to present a case study of lexical-grammatical and prosodic patterns in hotel checkout discourses. It becomes clear that not only researchers in language for specific purposes (LSP) but also practitioners of the hotel industry can greatly benefit from a systematic collection of spoken texts such as the HKCSE. In the next contribution, McCarthy and Handford explore spoken discourse in the Cambridge and Nottingham corpus of business English; they combine qualitative, quantitative, and register-comparative approaches, leading to valuable insights, especially for learners and teachers of business communication. Bhatia, Langton, and Lung then turn to investigating the discourse of legal professionals and make a strong case for the integration of quantitative and qualitative analyses.

The four chapters in section 4 are based on the two-million-word Indiana Center for Intercultural Communication (ICIC) fund-raising corpus. First, the editors apply corpus techniques and a Swalesian move analysis to a subsection of the corpus, hence providing a systematic description of the structure and distinctive textual features of nonprofit fund-raising proposals, which should be equally interesting for readers and (novice) writers of such texts. A different portion of the ICIC corpus is investigated in the chapter by Connor and Gladkov, which focuses on the development of an operational system of the three persuasive appeals (*logos*, *ethos*, and *pathos*) and the application of this system to direct-mail fund-raising letters. Also working with direct-mail letters, Goering investigates how different types of metaphor are used by different organizations to establish and maintain relationships. Crismore then sheds light on metadiscoursal fea-

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tures in fund-raising letters by two groups of writers: people from health and human services and those from educational organizations.

With its broad coverage of specialized discourses and its strong focus on pedagogical and practical issues of linguistic research, this volume can certainly be recommended to anyone interested in LSP, discourse analysis, or applied corpus linguistics. The contributions to this volume clearly demonstrate that the use of corpora makes a difference and that findings based on corpus data can have a strong impact on teaching language for academic and professional purposes.

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**LANGUAGE ASSESSMENT AND PROGRAMME EVALUATION.** *Brian K. Lynch*. Edinburgh: Edinburgh University Press, 2003. Pp. ix + 182. $34.00 paper.

In this slim volume, Lynch offers a unique contribution of interest for language educators and of particular utility for students who are new to the domain. By integrating the treatment of assessment and evaluation and by exploring issues in design, development, analysis, and ethics, the volume effectively introduces readers to key concerns in these oft-confounded processes. Additionally, although SLA is not addressed directly, SLA researchers might take interest in Lynch's treatment of paradigms and their role in applied work.

The first two chapters present a rationale for designing assessments and evaluations, beginning with the clarification of audiences, goals, social context, and focal themes. Based on the outcomes, Lynch argues, an explicit choice must then be made between interpretivist and positivist paradigms in order to meet the evidentiary and ethical demands implied. Paradigm, in turn, dictates methods: "It is the overall assessment design, flowing from the choice of paradigm, that differentiates a positivist assessment measure from an interpretivist assessment procedure" (p. 120). Although carefully articulated, the insistence on this distinction is decidedly narrow and reminiscent of the paradigm wars. For one, there is no attention to other relevant paradigms (e.g., pragmatism; Patton, 1997). There is also a singular focus on assessment/evaluation for the purpose of generating knowledge, although contemporary evaluators acknowledge at least three additional purposes: accountability, development, and advocacy. How the focus on paradigms will help educators deal with the realities of assessment/evaluation practice in response to such diverse purposes is largely unaddressed.

Chapters 3 and 4 address positivist approaches to assessment/evaluation, with a focus on measurement (i.e., quantifiable language tests, surveys, and the like). Chapter 3 provides an accessible introduction to test specifications as a means for organizing measurement development, followed by concerns in testing the four skills (emphasis on writing and speaking), testing integrated skills (minimal attention here), and quantifying surveys and observations. Chapter 4 describes techniques for analyzing items, making sense of survey and observation data, and using data to make decisions. Although clearly written, the treatment is introductory, and readers should explore additional sources (e.g., Bachman, 2004; Brown, 2005) for in-depth explanations of these and other quantitative measurement techniques.

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Chapters 5 and 6 turn to interpretivist assessment/evaluation; at only 29 pages, there is an unfortunate imbalance with the positivist chapters (77 pages). Although Lynch is correct in calling interpretivist approaches the "new kid on the block" (p. 132), that might have been motivation for more depth, rather than less. Chapter 5 introduces portfolios, performance tasks, and the like as interpretivist assessments; then it focuses on observation and interviewing for evaluation. Underemphasized here is the range of qualitative methods available to evaluators, including document content analysis, focus group activities, and simulations and role-plays (Shaw, 1999). Chapter 6 outlines the steps taken in traditional qualitative data analysis. Unclear is the extent to which these exhaustive research procedures—from coding to classifying to interpreting—are intended to inform all interpretivist assessments/evaluations. For example, if classroom-based assessments are a principal interpretivist application, to what extent does a full-blown qualitative analysis meet the immediate needs of a teacher?

Chapter 7 concludes by considering validity issues from the two paradigmatic perspectives; most interesting here is the discussion of power, ethics, and critical testing. With this conclusion, on balance, I think the volume works as an introduction to prominent concerns and procedures in language assessment and program evaluation. More importantly, Lynch challenges readers to take issue with the ontological and epistemological underpinnings of traditional as well as innovative approaches. By bringing these dimensions to the fore—along with ethical and power-laden implications for practice—this volume offers an effective point of embarkation. It forces us to deal with the complex yet undeniable interrelationships among the philosophical, technical, and sociopolitical aspects of our work.

However, the volume is only a starting point, most directly relevant for generating dialogue. In my opinion, it paints an inaccurate dichotomous picture, a strategy that is particularly incompatible with contemporary program evaluation practice, where there is much more pragmatic middle ground sought and much less paradigm war being waged (Cook, 1997; Patton, 1997). Paradigms aside, it is also procedurally incomplete, with no systematic means for articulating the intended uses for assessments and evaluations with the array of available methods (see Norris, 2004). Without a doubt, the paradigm-first approach requires us to rethink the relationship between the methods we choose and the meanings they can and cannot support; whether paradigmatic orthodoxy will lead to useful and ethical language assessment and evaluation remains to be seen.

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**LANGUAGE, LITERACY, AND POWER IN SCHOOLING.** *Teresa L. McCarty (Ed.)*. Mahwah, NJ: Erlbaum, 2005. Pp. xxvi + 317. $34.50 paper.

The ways in which macro factors of global socioeconomic power shape micro language/literacy interactions in education have increasingly gained attention in applied linguistics research. This volume, which emerged from an American Anthropological Association symposium in 1999, sets out to examine this dialectic through the lens of critical ethnographic research. In her introduction, McCarty draws on the new literacy studies paradigm to challenge dichotomizing discourses—oral versus literate, literate versus illiterate, monolingual versus bilingual—as well as current calls for standardization, homogeneity, and universalist approaches to language and literacy education. Instead, the editor situates the volume within a social practices framework, which emphasizes the multiplicity and variability of literacy practices shaped by context, power, culture, and purpose.

The volume is divided into three sections, each of which is followed by the commentary of a renowned scholar (McDermott, Moll, and Cummins, respectively). The first section focuses on ways in which oppressed or colonized (*minoritized*, as McCarty calls them) communities have appropriated dominant practices or structures for local ends: how, for example, writing was used to impose colonial political and religious power in the Chiapas highlands but was appropriated for local purposes; how dominant educational institutions that were historically used to wipe out Hopi language and culture have become tools for cultural reclamation; how a teacher education initiative within the context of imposed accountability mandates was collaboratively transformed by Navajo teachers into a space for curriculum renewal and teacher empowerment; and how deficit constructions of Alaskan Native and Australian Aboriginal graduate students' performance within mainstream academia triggered counternarratives that asserted the legitimacy of indigenous knowledge and terms of reference. Taken together, the chapters in this section demonstrate that imposed literacy practices can breed resistance, which, in turn, can become a tool of cultural power. An interesting implication of this section is that the reductionist notion of illiteracy (failure to achieve imposed dominant literacy) can be reframed as a complex response to *literacide* (my term): In the face of colonial and postcolonial (globalizing) efforts to eliminate indigenous cultures, languages, and literacies, not embracing the literacy = progress myth becomes a weapon of cultural preservation.

The second section of the volume looks closely at how power plays itself out in micro interactions in multiethnic and multilingual classrooms. Chapters in this section critique many of the discourses that frame classroom practices: teacher discourses about African American children (examined through the lens of critical race theory); bilingual education discourses, which reductively categorize students by dominant language; and discourses that dichotomize home and school practices. Recurring themes focus on hybridity, fluidity, and contextual variability in language and literacy use as well as negotiation and shifting balances of power in teacher-student relations. Several of the chapters implicitly challenge the cultural mismatch theory (which argues that underachievement by minoritized students results from a mismatch between the cultures and practices of home and school), arguing, on the one hand, that cultural congruency is an ideal that is difficult to achieve and, on the other, that students can negotiate power and space for learning even in classrooms where dominant practices (like initiation, response, evaluation) prevail. A key argument in this section is that learning takes place

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through this negotiation of power, identities, classroom roles, and language use in shifting local contexts. As such, this section both reinforces and problematizes the first section of the volume. It reinforces the notion that imposed institutional power is not fixed and impermeable. However, it raises questions about the relationships between culture and power: Whereas the first section emphasizes the importance of reclaiming indigenous languages and cultures in shifting power relations, the second section of the volume suggests that cultural reclamation, in itself, is not the issue.

Section 3 zooms back out to a macro lens, looking at how schooling interfaces with the demands of the global economy. Chapters in this section juxtapose pedagogical models that feed into the production of workers required by the new capitalism and those that challenge the ways they have been affected by it. The first chapter, despite arguing that there is a mismatch between the kinds of worker required in the new capitalism and the kinds of people being produced by schools, provides data suggesting that schools actually ensure that there will be an abundance of service workers, who make up the largest growing sector of the workforce. In other words, the historical trend of producing a stratified workforce continues (even though the types of job are different). The next chapter examines the impact of globalization on the workforce in El Paso, TX and the implications of changes brought on by NAFTA for English language learners. It describes two programs: One, through its teaching practices, produces menial workers, many of whom blame themselves for their circumstances; the other takes on the challenges of the socioeconomic context through a power-building model.

The volume offers a rich palette of studies that, as McCarty argues in the conclusion, call for "multiple literacies and the pedagogies that nurture them" (p. 297) as a response to the monolithic one-size-fits-all policies of the dominant political agenda. The strengths of the volume are in its diversity—it enacts the diversity that it calls for—and in its critique of current policies. Additionally, these strengths are, at the same time, exactly its weaknesses (as is so often the case): In embracing such a range of critiques, the underlying differences among the authors' theoretical orientations are obscured. The editor seems to conflate a multiple literacies/social practices perspective with a critical literacy perspective; although they might be rooted in related ideologies, their emphases and pedagogical orientations differ. Either explicitly acknowledging these differences or attempting to reconcile them would have yielded analytical cohesion in the volume. The strength of the critique that permeates the volume, likewise, left me with a somewhat unrequited thirst for more examples of classrooms in which teachers forge hope within constraints. Overall, though, the volume is a valuable contribution to research on the roles of language and literacy in negotiating power within the dialectic of local and global forces.

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**WORLDS OF WRITTEN DISCOURSE: A GENRE-BASED VIEW.** *Vijay K. Bhatia*. New York: Continuum, 2004. Pp. xvii + 228. $49.95 paper.

In this volume, Bhatia discusses multiple aspects of written discourse as produced in the real world by focusing not just on academic genres but on genres from professional

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and institutional contexts as well. His consideration of disciplinary variation in genres, relationships across genres, appropriation of generic resources as seen in hybrid genres, and the nature of generic integrity has led to an extension of genre theory not "constrained by the nature and design of its applications" (p. xiv) that is discussed here. In addition to this development of genre theory, this well-crafted volume provides a multiperspective, multidimensional model of genre analysis.

The volume is divided into five sections. The first section gives a useful overview of written discourse analysis, discusses a four-space model for analyzing written discourse, and provides a genre-based view of discourse. The other four sections discuss the worlds of reality, private intention, analytical perspectives, and applications as they relate to written discourse. The first two of these sections elucidate the extension to genre theory that Bhatia is contributing to the field, whereas the last two sections delineate the analytical framework needed to work effectively within this new perspective on genre as well as the applications of genre theory to real life.

A valuable contribution in this extension of genre theory is the clarification that it offers of many overlapping concepts that have been employed in genre analysis so far, such as that among registers, genres, and disciplines. Additionally, Bhatia provides a lucid description of the complexity of generic patterns when discussing disciplinary variation, an important component of recent genre studies. Genre sets, systems of genres, and disciplinary genres are also distinguished to shed light on the workings of the world of discourse. The important concepts of supergenres or colonies of genres lead to a discussion of appropriation of generic resources, which reflects the complex communicative realities of genres in practice—in contrast to the pure genre used in pedagogical contexts, according to Bhatia. I believe that a particular strength of this volume is the discussion of genre bending and hybrid genres that result from generic appropriation. Mixed genres are used to argue for the dynamic, flexible, and contested nature of generic integrity.

Bhatia's volume does not just discuss a theory of genre that accounts for the universe of real-life communicative behavior, but it also attempts to discuss the competence that "we all need in order to expertly operate within well-defined professional as well as general socio-cultural contexts" (p. 144), which he terms *discursive competence* and which includes textual, generic, and social competence. This discussion of discursive competence relates Bhatia's work on written discourse to areas of concern to SLA, particularly communicative competence. The acquisition issues discussed in chapter 5 are further discussed in the last chapter, where there is a more extended discussion of issues of teaching and learning. Although Bhatia's primary motivation for this volume is to explore the real world of discourse and to move away from the idealized world presented in language teaching, he does return to important matters of learning and teaching in the final section of the volume.

Another key part of this volume is the analytical model provided for investigating the real world of discourse. Bhatia does an excellent job of describing a framework that would enable a multidimensional and multiperspective analysis of professional discourses that includes various kinds of data.

A significant contribution is made to genre theory and analysis by this volume. The abundant use of textual examples from a variety of contexts, such as business and law, makes the arguments of the author easy to follow. The liberal use of diagrams also increases the readability of this volume. An understanding of the complexity of the real world of written discourse provided by Bhatia's volume is a necessary step in our under-

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standing of the complexities of the acquisition of professional expertise in discourse production and consumption.

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**NEW INSIGHTS INTO FOREIGN LANGUAGE LEARNING AND TEACHING.** *Kees van Esch and Oliver St. John (Eds.)*. Berlin: Peter Lang, 2004. Pp. 239. $47.95 paper.

Although this work constitutes Volume 9 of the series *Foreign language teaching in Europe*, the reader should take literally neither the latter geographical indication nor the title's claim to novelty. Whereas the first half of the dozen authors are American and the second half European, the topics largely cut across the oceanic divide. As for the topics, they correspond to major themes in the field of second and foreign language education over the span of the last two decades.

The most striking feature of the volume is its clear organization, obviously the result of careful planning. The work consists of four parts, each comprised of three chapters devoted to the same topic. The four topics are sociocultural theory, communicative language teaching, intercultural communicative competence, and learner autonomy. Curiously, there is no explanation offered for this particular set of topics. What makes the scheme of the volume particularly helpful is the fact that each of the three chapters within a topic has a distinct function: The first is theoretical, outlining the development of the theory and its key concepts; the second reviews relevant theoretical or empirical research, or both, with special attention to implications for language education; and the third discusses some application(s) of the given theory. Happily, this plan is carefully adhered to by the chapter authors. Moreover, each chapter concludes with a fairly copious bibliography.

All of the foregoing features increase the likelihood that the volume will be well suited to one of its stated objectives: inciting the development of new theoretical concepts and the execution of new research projects. The volume should be particularly useful to researchers interested in these topics, and it would lend itself particularly well to graduate seminars on research in second language learning and teaching. Unfortunately and inexplicably, the successful editing on the structural level did not extend to details of the texts. In the first two pages of the first chapter, I counted a total of eight editing errors. Although the frequency of such errors does diminish as one proceeds through the volume, chapters are often marred by curious omissions of commas or lexical infelicities that appear to be related to normative use of the language (e.g., the expression *depart from* is used repeatedly in the last chapter of Part 3 with the sense of *to start from*).

In Part 1, "Sociocultural Theory," Lantolf's laudably comprehensible and jargon-free theoretical introduction is followed by Grabois' effective review of related research (e.g., usefulness of recasts, effects of different types of teacher-learner groupings). Thorne

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discusses an action research project in which advanced learners of Spanish reviewed essays written by less advanced peers.

Savignon's introduction to Part 2, "Communicative Language Teaching" (CLT), is a wide-ranging essay that captures some of the current issues in the field and then reviews several published studies of various reform efforts. Musumeci's short chapter reviews some well-known research directions in CLT: immersion education, interaction, tasks, the role of explicit instruction, and focus on form. Kinginger's chapter is a well-done exposition of a classroom project in telecollaboration that includes both practical and theoretical considerations.

Part 3, "Intercultural Communicative Competence," is dominated by two substantial chapters authored by Sercu. The first is a comprehensive outline of notions of culture and approaches to its teaching within foreign language education. Sercu's favored model is that of the six *savoirs*, a model developed by Byram and Zarate for the Council of Europe in 1994 (p. 118). Sercu's research review is equally comprehensive and constructively critical. De Wachter and Decavele's chapter, which purports to provide "some guidelines for better results on the 'intercultural competence' level" (p. 157), spends most of its effort introducing another framework: Gardner's multiple intelligences.

Part 4's three chapters on learner autonomy are authored by teams of researchers from the University of Nijmegen, each including van Esch. The inclusion of this topic is a bit puzzling, given that the preceding volume in this series was likewise edited by van Esch and St. John and devoted entirely to the topic of learner autonomy. The exposition of this theory remains, in my opinion, a bit too abstract and circular, without a clear and compelling statement of the justification for such an approach. The research chapter, after enumerating a number of studies with mostly negative results, goes on to conclude that we do not know much about the effectiveness of learner autonomy in the classroom (p. 213). The final chapter continues in a fairly abstract vein as it outlines several teacher education modules relating to learner autonomy created and implemented by the authors.

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**THIRD LANGUAGE LEARNERS: PRAGMATIC PRODUCTION AND AWARENESS.** *Maria Pilar Safont Jordá*. Clevedon, UK: Multilingual Matters, 2005. Pp. viii + 184. $89.95 cloth, $39.95 paper.

This volume reports on a study of pragmatic instruction among third language learners in a foreign language (FL) context. Over half of the volume is devoted to laying out the theoretical background; the rest focuses on an empirical study. Chapter 1 presents an overview of the field of third language acquisition that points out differences between it and SLA research. Especially interesting is the literature review, which presents research conducted in Spain on third language acquisition. This is followed by a comprehensive look at bilingualism. Chapter 2 offers an outline of research in the field of interlanguage pragmatics, organized around three main approaches: relevance theory,

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politeness theory, and speech-act theory. An argument for the importance of pragmatic instruction is also developed. The chapter ends with a discussion of relevant research on the speech act of requesting (particularly the production of requests) by FL learners. Chapter 3 closes the theoretical framework with an in-depth presentation of the Valencian community and its language learning and use. This is a very interesting chapter for readers unfamiliar with the language richness of this community.

The second part of the volume reports on a study conducted at a major public university in the bilingual Valencian community on the east coast of Spain. Chapter 4 presents the methodology of the study, including the participants and how they were assigned to groups (bilingual vs. monolingual and beginner vs. intermediate). The students were pretested and posttested with written open discourse completion tasks, open role-plays, and discourse evaluation tests. Only one paragraph is devoted to explaining the instruction procedures, which apparently included explicit teaching of request formulas, comparison between English and the first language (it is not clear if second language comparisons were part of the treatment for bilinguals), and classroom discussion. Chapters 5–8 attempt to answer the main research questions, which were concerned with the overall effects of instruction and moderating influence of learners' language level, effect of task, and differences in pragmatic awareness between bilingual and monolingual FL learners. Chapter 8, in particular, discusses the advantage of bilinguals over monolinguals on pragmatic production. The author closes the volume in chapter 9 by summarizing the results of the study and suggesting further research connected with the findings.

The results, according to the author, support the positive effect of pragmatic instruction because the number of strategies and modification devices increased in the posttests and the types of strategy became more targetlike. As for the monolingual versus bilingual variable, both groups improved in their production of requests, but the bilinguals were closer to targetlike use both before and after the treatment. Looking at effects of proficiency level on pragmatic production, intermediate students always outperformed beginners, with a tendency for higher pragmatic competence on the part of bilinguals. The comparison of the various tasks showed more request formulas and a wider use of modification devices on the written discourse completion task.

Unfortunately, the results of the study are difficult to follow and are not always convincing. This is because the design and method of analysis as well as the reporting are subject to a number of criticisms. To mention a few: Explanation of the instructional treatment and examples of data coding was not sufficient; interrater reliability should have been estimated and reported; the numerical data (e.g., scales) should have been explained and the link between instruments and data made explicit and clear; and multivariate analysis of variance should have been used instead of repeated *t*-tests, which when applied to the same sample and the same data without any type of adjustment yield more than doubtful results. Furthermore, a close look at the data shows contradictory results and casts doubts on the author's interpretations of her findings. For example, based on the finding that the bilinguals were closer to targetlike use both before and after the treatment, the author claims that bilingualism is more important than instruction in explaining pragmatic competence in a FL. Yet Safont does not explain why monolinguals improved almost 50% more than bilinguals after the treatment.

Overall, this is a volume that can provide provocative ideas for future research in an emergent area of SLA research. It explores one of the least developed areas of applied linguistics—that of pragmatic development—and it affords readers an interesting win-

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dow into research on third language acquisition, a burgeoning new area of SLA research that is almost nonexistent in the United States.

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**INVESTIGATIONS IN INSTRUCTED SECOND LANGUAGE ACQUISITION.** *Alex Housen and Michel Pierrard (Eds.)*. Berlin: Mouton de Gruyter, 2005. Pp. ix + 568. $165.20 cloth.

This volume is a compilation of revised and expanded papers from the 2004 Colloquium on "Instructed Second Language Learning/*L'appropriation d'une langue second en milieu guidé*." Nearly all of the assembled papers report on empirical studies that investigate second language (L2) production or acquisition by language learners in a range of formal instructional contexts, from elementary school immersion classes to adult and university foreign language courses. Following the editors' introduction, the 17 subsequent chapters are organized into four sections: (a) investigating cognitive and processing mechanisms in instructed SLA, (b) investigating the role and effects of form-focused instruction, (c) investigating the role and effects of interaction and communication-focused instruction, and (d) comparing the effects of instructed and naturalistic SLA contexts. Space constraints limit a thorough discussion of each of the papers, but a few noteworthy examples from each section will be discussed here.

Papers in the first two sections of the volume, aside from testing the bounds of speech processing and SLA theory, might hold implications for L2 teaching and curriculum considerations, particularly with regard to the characteristics of classroom language and the inclusion of explicit grammar instruction. For example, in their study of adult American learners of Russian, Gor and Chernigovskaya found evidence that explicit instruction of the complex verbal morphology of Russian promoted nativelike processing strategies when learners were confronted with invented words. Differences between native Russian speakers and the learners appeared to be a reflection of exposure, in that the frequency of different verb types that beginning learners are exposed to in classroom conditions differs markedly from verb class frequency in native Russian contexts.

Although Gor and Chernigovskaya's adult learners demonstrated, at best, improved explicit grammatical knowledge, Housen, Pierrard, and Van Daele's study of 14- to 15-year-old Dutch learners of French suggests a positive effect for explicit grammar instruction on both explicit and implicit grammatical knowledge. Sheen, using an even younger group of learners, 11- to 12-year-old elementary school students of English in Quebec, examined the effectiveness of explicit grammar instruction on interrogatives and adverb placement by contrasting an explicit focus-on-forms (FoFs) instructional approach with a communicative approach that included incidental focus-on-form (FoF) grammar treatment. Posttests revealed improvements in both aural-written comprehension and oral interviews for students who received explicit FoFs instruction that was not matched by students in the FoF condition. Perhaps the most notable contribution of Sheen's 8-month study is that it illustrates the potential inefficiency of an approach that relies purely on

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incidental error correction as a means of providing instructed language learners with focused information about target language forms.

Among the papers in the third section, Lochtman's is notable for its contribution to the body of research that describes the distribution of correction, feedback types, and learner responses in different instructional contexts. Lochtman found that learner uptake in a high school German as a foreign language class in Belgium differed from that documented in L2 French immersion classes in Canada (Lyster & Ranta, 1997). Lochtman attributes this difference to the learners' greater experience in language learning (German was their third foreign language) and to the conditions of a learning context with a greater focus on linguistic forms.

Part 4, the volume's shortest and most loosely related section, consists of only two papers, which go beyond investigations of classroom instructional treatments to compare instructed and naturalistic learning conditions. In the first paper, Howard contrasts the pragmatic development of Irish university learners of French both with and without the benefit of a year abroad. Findings showed that learners who had spent time abroad demonstrated greater appropriateness in the use of the French *passé composé* and imperfect tenses than did learners who had received only foreign language instruction. This section's second paper, by Dewaele, is a noteworthy survey study of perceived force and self-use of swear words in a L2 or subsequent language; it is the only paper in this collection that considers learners of non-European languages.

The greatest drawback of this edited volume is its cost, which, although bearable for a comprehensive handbook, is prohibitively high for a collection of studies. Nonetheless, by bringing together research on a range of target languages—although predominantly European—and research on both child and adult learners, the works in this collection make a valuable contribution to instructed SLA research.

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**MEANING IN LANGUAGE: AN INTRODUCTION TO SEMANTICS AND PRAGMATICS (2nd ed.).** *Alan Cruse*. Oxford: Oxford University Press, 2004. Pp. xiii + 441. $29.95 paper.

This volume, which has been only moderately revised from the first edition (a couple of important exceptions will be mentioned later), is divided into four parts. The first is titled "Fundamental Notions" and consists of four chapters: "Introduction," which introduces the subbranches of the field (e.g., lexical semantics, grammatical semantics, linguistic pragmatics) and its relations to other fields; "Logical Matters," which introduces basic concepts like proposition, entailment, and scope; "Types and Dimensions of Meaning," which concerns aspects of descriptive (or referential) meaning such as vagueness and specificity as well as nondescriptive meaning (associative and social meanings);

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and "Compositionality," a brief discussion of this fundamental notion and some of the difficulties associated with it.

Part 2 of the volume is entitled "Words and Their Meanings" and contains 10 chapters devoted to topics such as the polysemy versus monosemy debate, similarity of meaning, types of antonymy, semantic fields, and metaphor and metonymy. The last chapter of this portion of the volume, "New Directions in Lexical Semantics: A Dynamic Construal Approach" (chapter 14), was not present in the first edition. It puts forward an approach that claims to eschew dictionary-type meanings in favor of a more flexible and contextually determined approach.

Part 3, entitled "Semantics and Grammar," consists of just one chapter, "Grammatical Semantics," which includes sections on tense, aspect, modality, thematic roles, and quantification. Part 4, "Pragmatics," has chapters devoted to the topics of reference and deixis, speech acts, and conversational implicatures. This last chapter—at 32 pages the second longest chapter in the volume (after "Grammatical Semantics")—has been significantly and usefully revised from the corresponding chapter in the first edition, although Grice's theory of conversational implicatures is still somewhat downplayed to allow more prominence for relevance theory.

Cruse is known for his work on lexical semantics, so it is not surprising that this introductory semantics and pragmatics text should emphasize that area of study to some extent. However, the emphasis in this case is rather overwhelming: a total of 10 chapters (almost 200 pages) devoted specifically to word meaning, but only 1 chapter (of 34 pages) for the remainder of semantics. The volume does have good coverage, in the sense that it at least mentions almost every imaginable topic in semantics and pragmatics (although presuppositions get no more than a mention and conversational analysis is omitted altogether). For the most part, the discussion is sound, with a few notable exceptions: The rationale for compositionality (p. 65) does not mention the central cognitive explanandum—that is, our ability to produce and understand novel utterances on first encounter; the discussion of the need for generalized quantifiers (p. 305) does not mention specifically the problem for the classical logical approach of constituenthood; and propositions (p. 22) are viewed as structured entities—the possible worlds view is not mentioned. (In fact, possible worlds are not mentioned anywhere in the volume.)

Several aspects of this volume will make it particularly useful to those interested in SLA. One is the overall focus on descriptive, rather than theoretical, issues (although theoretical issues are not completely ignored and take center stage in the new chapter 14). Another is the aforementioned emphasis on lexical semantics and the very detailed discussion of aspects of word meaning such as metaphor, idiom, and collocation. Yet another is the very straightforward presentation, generally in small sections, each of which is devoted to a specific topic. There are useful exercises, discussion questions, or both at the end of almost every chapter, and answers are provided at the end of the volume. In general, technical terms are clearly defined and illustrated, although there are a few occasions when this is not the case and a few instances in which technical terms are used before they have been introduced at all (e.g., "autoholonymy" [p. 109]). All in all, this will be a useful addition to the shelves of both theoretical and applied linguists as well as others in related fields.

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