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BOOK NOTICES

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LANGUAGE DEVELOPMENT ACROSS CHILDHOOD AND ADOLESCENCE. *Ruth A. Berman (Ed.)*. Amsterdam: Benjamins, 2004. Pp. xiv + 308. $102.00 cloth.

This volume is the third in the *Trends in language acquisition research* series by the International Association for the Study of Child Language. It focuses on first language (L1) development in school-age children and adolescents, including both normal and impaired learners. The introductory chapter by Nippold lays out broad questions of later language development—namely (a) what develops (figurative language, low frequency syntactic structures, metalinguistic awareness, etc.) and (b) what drives development (education and literacy, new cognitive abilities, etc.). The 10 chapters that follow describe work in a variety of languages: English, French, Hebrew, Spanish, and Swedish.

Despite dealing exclusively with L1 development, the volume contains some information of potential interest to SLA specialists. Pacton and Fayol discuss children's acquisition of spelling conventions in French and the relation of spelling to implicit and explicit language learning. Peskin and Olson discuss comprehension of poetry among high school and college students, exploring how the ability to understand what is said versus what is meant differs between novice and expert language users. Blum-Kulka reviews research on peer-talk as a basis for developing discursive literacy and examines school-age children's ability to represent differing speaker perspectives.

Tolchinsky's concluding chapter is perhaps the most relevant to research on SLA because it reviews cognitive changes, such as theory-of-mind development, that presumably support all types of language learning. Tolchinsky also discusses features of later language development in a way that is abstract yet precise enough to allow cross-linguistic comparisons. For instance, she notes that

> . . . in languages that use indefinite markers for new information—*the girl* for a known girl, *a girl* for an unknown one—children begin to use this device to mark newness only at around age seven. In languages like Chinese, that mark newness by position and where this information is located post-verbally, this device appears even later, around age ten. (p. 237)

Thus, although the volume does not address issues of SLA specifically, it does provide a relatively rare discussion of language development in general during the years when a second language is likely to be acquired.

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WHAT IS MORPHOLOGY? *Mark Aronoff and Kirsten Fudeman*. Oxford: Blackwell, 2005. Pp. xvii + 257. $29.95 paper.

This text introduces its readers to a wide range of morphological properties in multiple languages, including Standard American English and a number of typologically different languages (including Chinese, Vietnamese, Tagalog, Ancient Greek, Larike, and Jujamaat Joola). Each chapter is accompanied by examples in addition to morphological problems and exercises that contain data from multiple languages. Chapter 1 provides basic definitions of terminologies in morphology. Chapter 2 examines multiple types and definitions of words and lexemes and the effects of stress and affixation in different languages. Chapter 3 investigates the morphophonemic properties (including allomorphs, reduplication, and vowel harmony) of languages. Chapter 4 discusses different aspects of derivational morphology (including compounding, zero-derivation, and affixation), whereas chapter 6 explores the semantics involved in derivational morphology in different languages. Chapter 7 analyzes different kinds of inflectional morphology, with a focus on how it is different from derivational morphology across languages. Both universal and language-specific morphosyntactic processes in different languages are examined in this chapter, and chapter 8 investigates issues of morphological productivity with emphasis on different constraints on morphological processes observed in different languages.

This book would be a valuable introduction to morphology text, as it covers an exhaustive range of morphological properties in a number of languages. It could also be a valuable resource for both first and second language acquisition researchers as well as language teachers interested in the morphological properties of English compared to those of other morphologically different languages. The chapter information, problems, and exercises provide students, researchers, and teachers with the opportunity to become familiar with and analyze morphological properties of multiple languages. The information presented is readily comprehended. The stated objective of the authors is to familiarize readers with minimal background in linguistics with a basic description and analysis of morphological properties of a variety of languages (including English) that vary considerably in morphological complexity and regularity.

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A CRITICAL DISCOURSE ANALYSIS OF FAMILY LITERACY PRACTICES: POWER IN AND OUT OF PRINT. *Rebecca Rogers*. Mahwah, NJ: Erlbaum, 2003. Pp. 232. $69.95 cloth, $29.95 paper.

Rogers' book is about language, literacies, ideologies, and power in family literacy practices and how these interplay paradoxically to impact on individuals' literate view of themselves and on their relationships to institutions such as school. Her critical ethnographic study centers around a mother and daughter in an urban African American fam-

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ily labeled as low income and low literate. They negotiate language and literacy in their home and community "proficiently, critically and strategically" (p. xiii), but the effect of schooled literacy leads them to view themselves as literate failures. Rogers' fine-tuned critical analysis illuminates how schooled literacy is embedded within the primary discourse of home and how it is both embodied and resisted through their literacy work and their identities as a mother and an adolescent who evoke conflicting subjectivities.

The particular strengths of Rogers' book are in the exploration and critique of the intersection of linguistic anthropology and critical discourse studies and in the detailed explanation of her theoretical framework and methodological approaches. She successfully argues the need for a reflexive ethnographic approach combined with critical discourse analysis (CDA), rather than CDA alone, in order to reveal power behind discourse as well as power in discourse, thereby going beyond the analyzed institutional moment, such as a school meeting. This approach allows her to take account of the mother's and daughter's complex literate identities, the history of their participation within the institution of school, and the sets of deficit assumptions they learned about themselves along the way, which have led them to bow to the ideology of the dominant institution.

The importance of this book is in laying bare the paradox of literacy (i.e., why literacy is often not what it seems or promises to be, why social resources cannot be turned into social capital in people's lives). Clear implications for research, policy, and practice relate to the literacy needs of children and families. Rogers powerfully demonstrates the injustice of holding up the so-called right kind of literacy as the measure of competence and success in life, thereby severely hindering people's ability to increase control of their own social circumstances.

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