SSLA, **20**, 423–439. Printed in the United States of America.

REVIEWS

THE ACQUISITION OF TEMPORALITY IN A SECOND LANGUAGE. *Rainer Dietrich, Wolfgang Klein, & Colette Noyau (Eds.).* Amsterdam: Benjamins, 1995. Pp. xii + 288. $59.00 cloth.

Imagine a three-year longitudinal study of the acquisition of multiple target languages by learners of different language backgrounds. It may sound like an idealized example from a research-methods lecture, but it is the actual design of the European Science Foundation inquiry into adult second language acquisition and the latest report released by Benjamins, a substantial revision of Volume 5 of the final report on temporality (Bhardwaj, Dietrich, & Noyau, 1988). This volume reports on the acquisition of temporality in five target languages (English, German, Dutch, French, and Swedish) by 21 learners of six source languages (Punjabi, Italian, Turkish, Arabic, Spanish, and Finnish) with learners from two source languages for each target language. The volume has eight chapters written by the main authors and cooperating contributors: "Introduction" (Dietrich & Perdue), "Frame of Analysis" (Klein), five chapters on the acquisition of temporality by target language—English (Klein), German (Dietrich), Dutch (Klein, Coenen, van Helvert, & Hendricks), French (Noyau, Houdaïfa, Vasseur, & Véronique), and Swedish (Noyau, Dorriots, Sjöström, & Voionmaa)—and "Conclusions" (Klein, Dietrich, & Noyau).

Chapter 1 provides a clear introduction to the concept-oriented approach to the study of interlanguage development. This approach (von Stutterheim & Klein, 1987) examines the range of linguistic devices that speakers use to express a particular concept; in this case, temporality. This results in a rich description of the role of time adverbials, discourse organization, and morphology, as well as the interaction of these emergent devices. (This approach contrasts with the familiar form-oriented approach, which the authors attribute to the "inflexional paradigm bias," p. 18, which focuses exclusively on verbal morphology.) Three main questions guide the discussion throughout the book: "1) How do learners express temporality at a given stage of their acquisitional process? 2) How do learners proceed from one stage to the next, and what developmental patterns emerge? 3) What are the explanatory factors which can account for the form and function of the learner system at a given time, and its gradual transformation towards the target language?" (p. 261).

Chapter 2 outlines Klein's theory of temporality (see also Klein, 1994), which forms the basis of the analysis of temporal expression in the subsequent chapters. The interlanguage chapters have a similar format, beginning with a description of the temporality systems of the source and target languages. This is followed by a biographical sketch of the learners. The core of each chapter is an analysis of interlanguage temporal expression, generally starting with the most basic-level learner varieties and moving to the more targetlike varieties. Each chapter ends with an overview of the findings that integrates the description of the interlanguage development of the learners from both source languages.

© 1998 Cambridge University Press 0272-2631/98 $9.50

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

The concluding chapter synthesizes the more general findings related to the acquisition of temporality: a sequence from pragmatic to lexical to grammatical devices; a strong similarity in the structure of the acquisition process (the route), but considerable variation in eventual attainment and rate; a lack of source language influence in the development of temporal expression; and no evidence that an adult learner is unable to achieve full mastery of the target language as far as temporal expression is concerned.

A significant contribution of the work of these investigators (in this volume and elsewhere) is to broaden the concept of temporality in SLA research from the emphasis on the morphological system (tense and grammatical aspect) found in early SLA work to include other linguistic and pragmatic means such as temporal adverbials and discourse structure. Temporality is also traced as the interlanguage structure develops, reminding us that no subsystem develops independently of the grammar as a whole. Particularly relevant is the appearance of verbs in interlanguage: In the first stage, the pre-basic variety, learners do not yet use verbs. In the basic variety, verbs appear in base form, and the system of temporal expression includes the use of time adverbials. Finally, some learners go beyond the basic variety and make use of morphology to express temporality. It is this last stage, divisible into further stages, that has previously been the focus of much SLA research.

This report brings together, on a single database, observations that have been made in a variety of sources, by a variety of researchers, and on a range of learners, but that could previously only be pieced together cautiously to form a hypothesis of how interlanguage temporality develops over time. This volume is a must-read for anyone interested in tense and aspect specifically or temporality in general.

REFERENCES

Bhardwaj, M., Dietrich, R., & Noyau, C. (Eds.). (1988). *Final report to the European Science Foundation. Volume 5: Temporality*. Strasbourg.

Klein, W. (1994). *Time in language*. London: Routledge.

von Stutterheim, C., & Klein, W. (1987). A concept-oriented approach to second language studies. In C. W. Pfaff (Ed.), *First and second language acquisition processes* (pp. 191–205). Cambridge, MA: Newbury House.

(*Received 7 March 1997*)

Kathleen Bardovi-Harlig
Indiana University

REFERENTIAL COMMUNICATION TASKS. *George Yule*. Mahwah, NJ: Erlbaum, 1997. Pp. vii + 125. $36.00 cloth, $17.50 paper.

This monograph is part of a series on second language research methodology edited by Gass and Schachter. Their introduction to the text highlights the interdisciplinary nature of SLA research and the necessity for a fuller understanding of the wide variety of research methodologies in current use. Each monograph is devoted to a particular data collection method or instrument and provides an overview of (a) the theoretical and

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

research background, (b) the current uses of the instrument or method, (c) appropriate research questions, (d) underlying assumptions, and (e) any problems associated with practical use. Forthcoming texts will cover case studies, conversation analysis, elicited imitation, data-driven modeling, and speech acts.

This first monograph addresses referential communication tasks. These tasks are described as activities that require an information exchange between speakers, whereby objects (or people) are identified, located, or moved relative to other objects, or followed through sequences of locations or events (p. 1). Such activities are widely known in the field of SLA research as "communicative tasks." Examples include "story completion," "spot the differences," and "picture drawing." The focus of the tasks is meaning rather than form, and the task design can include a variety of features, such as one- or two-way information flow, open or closed, competitive versus cooperative, and so on (Long & Crookes, 1992; Pica, Kanagy, & Falodun, 1993).

An example of referential communication can be seen in Yule's example (p. 9) of a waiter asking "Is your table ready to order," in which hearers know that the intended referents are those seated at the table not the table itself. Yule claims that this is the kind of talk required by many people using an L2 to accomplish a transactional goal such as in an educational or business context (p. 15). The concern of this book is the use of tasks to target the development and use of this referential information by second language learners. Yule distinguishes L2 research undertaken via referential communication tasks from other theoretical perspectives, characterizing the approach as functionalist rather than structuralist. He identifies referentially focused research as being concerned with (a) semantics and pragmatics rather than morphosyntax, (b) psychological issues, such as the nature of mental representations and processes, and (c) social concerns that arise from the nature of face-to-face interaction. An example of SLA research involving referential communication can be found in Yule (1991), where a map task was used to create referential conflicts in order to explore how such conflicts were resolved by L2 speakers.

The compact text is organized into five chapters. The first chapter provides an overview of the focus of the book. The second chapter covers the development of L1 referential communication. The third chapter presents some principles and distinctions, and the fourth chapter gives a comprehensive outline of materials. The final chapter reviews different analytic frameworks, covering communication strategies, negotiated meaning, and communicative outcomes. Each chapter concludes with useful suggestions for further reading. The "meat" of the text is the fourth (and most detailed) chapter, which is practically oriented and includes fairly good quality photographs and illustrations of task types that will be familiar to many SL researchers and useful for novices. Issues such as whether or not to provide a barrier or screen, the importance of instructions, and learners' developmental level are also addressed in this chapter.

One weakness of this text is that it only becomes clear in the final chapter that the examples of task types described by Yule are in wide use in other task-based approaches to second language data collection, in which referential information may not be the focus. The series' editors suggest that, through a better understanding of second language research methodologies, researchers may move beyond methodological issues and begin to work together as a cohesive whole. With this in mind, it would be useful to see, for example, an earlier and explicit discussion of the approach espoused by Long, Pica, Crookes, Gass, and others.

This text provides lively and comprehensive coverage of the nature, background, and

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

use of referential communication tasks. It also includes a useful reference list (pp. 89–116). The text will be of considerable interest to the readership of *SSLA,* not just to those who are interested in tasks or planning empirical work but also those interested in issues of research methodology.

REFERENCES

Long, M. H., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly, 26,* 27–56.

Pica, T., Kanagy, R., & Falodun, J. (1993). Choosing and using communication tasks for second language instruction and research. In G. Crookes & S. M. Gass (Eds.), *Tasks and language learning: Integrating theory and practice* (pp. 9–34). Clevedon, UK: Multilingual Matters.

Yule, G. (1991). Developing communicative effectiveness through the negotiated resolution of referential conflicts. *Linguistics and Education, 3,* 31–45.

(*Received 23 May 1997*)

Alison Mackey
Michigan State University

LA ADQUISICIÓN DE LAS LENGUAS SEGUNDAS Y LA GRAMÁTICA UNIVERSAL [Second language acquisition and Universal Grammar]. *Juana M. Liceras*. Madrid: Síntesis, 1996. Pp. 255. Ptas 2055 paper.

This volume is most welcome in the field of SLA, especially in the discipline of Spanish SLA. Although there are some important translations of SLA material into Spanish—most notably Liceras (1992) and Larsen-Freeman and Long (1991/1994)—this volume is a step ahead because it provides an up-to-date discussion of SLA and UG based on studies of Spanish SLA.

The volume is divided into seven chapters, each beginning with an overview of a topic that is illustrated by studies of Spanish SLA—both published and unpublished—conducted by Liceras and her colleagues. Chapter 1, "Introduction: Language acquisition," examines language acquisition and the logical problem of language acquisition. Liceras's solution to the logical problem of language acquisition is to argue that SLA is mediated by the L1 and problem-solving mechanisms, as well as by restructuring procedures of the learners' representation of the L2. Chapter 2, "The idiosyncrasy of nonnative systems," deals with interlanguage and permeability. Liceras argues that permeability has not been defined clearly and concludes that permeability is what makes L1 and L2 acquisition substantially different. This is illustrated by studies in the acquisition of relative clauses (*wh*-movement) and clitic pronouns. Chapter 3, "Markedness theory," discusses the relationship between markedness and permeability examining the acquisition of Spanish relative clauses and English stranded prepositions. These studies showed variability of results in different tasks, which the author uses to discuss input and output processes. Chapter 4, "Parameter setting," discusses the null-subject parameter within the principles and parameters framework using Spanish SLA data from English and French learners. Because one study confirmed that the clustering of properties for the null-subject parameter cannot be maintained, the author goes beyond parameters and examines the stylistic properties of null subjects. The results suggest that those learners had some knowledge of the stylistic functions of null subjects. Chap-

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

ter 5, "Parameter formulation and SLA," studies the null-subject parameter within a more current syntactic approach by discussing the morphological uniformity principle, topic drop, and lexical categories. Liceras presents data on the acquisition of Spanish null subjects by Chinese, Japanese, English, and French learners. Even though it was hypothesized that Chinese and Japanese learners would produce more null subjects and would have weaker verbal morphology, results showed that Japanese learners had the highest target use of verbal morphology but still used pronouns as much as the other learners. Liceras rightly points out that more studies with more contextualized tasks and more longitudinal data are needed in order to confirm this hypothesis. The rest of the chapter deals with the acquisition of null subjects from the perspective of lexical categories. By comparing the interlanguage of learners of Spanish from different L1s with control native speakers, Liceras argues that there cannot be one single L2 Spanish grammar but several grammars depending on the learners' L1. The results, rather than providing conclusive evidence for the hypothesis, stress the advantages of positing a flexible model that can account for differential acquisition of null subjects by speakers of different L1s. Chapter 6, "Beyond parameters," proposes to relate syntax, pragmatics, and language use in acquisitional studies. Liceras compares grammaticality judgments made by Spanish native speakers to those of French and English learners of Spanish. The findings suggest that, even though learners are rarely instructed on the mechanisms of topicalization or left dislocation, they seem to be sensitive to their syntactic properties. Finally, because the results varied according to task type, Liceras mentions the importance of task selection in SLA research. Chapter 7, "Non-native language acquisition, cognitive science, and second language teaching," discusses the advantages of building a bridge between SLA research and second language pedagogy. Specifically, it presents topics for further research in Spanish SLA, such as the distinction between learning and acquisition, the interaction of the different modules of the grammar, and the role of L1.

This is an indispensable volume for those interested in Spanish SLA because it pulls together a large number of studies in Spanish SLA and discusses them in light of current syntactic theory. Because most chapters deal with issues that presuppose an advanced level of syntax, the book would be most interesting to researchers and graduate students interested in the acquisition of Spanish and syntax.

REFERENCES

Liceras, J. (1992). *La adquisición de las lenguas* [Language acquisition]. Madrid: Visor.

Larsen-Freeman, D., & Long, M. (1994). *Introducción al estudio de la adquisición de segundas lenguas* [Introduction to the study of second language acquisition] (I. Molina & P. Benítez, Trans.). Madrid: Gredos. (Original work published 1991)

(*Received 10 June 1997*)

Llorenç Comajoan
Indiana University

MAKING SENSE OF A NEW WORLD: LEARNING TO READ IN A SECOND LANGUAGE. *Eve Gregory*. London: Chapman, 1996. Pp. 197. $25.95 paper.

Eve Gregory's book fills a void in literacy education for bilingual students. This text provides solid theory, useful resources, and practical teaching suggestions for literacy de-

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

velopment in a second language for young children. Describing the multilingual, multicultural complexity of early schooling in Great Britain, Gregory provides a strong rationale for her views of early literacy training, both formal and informal, for "emergent bilinguals"—children who are "the first generation in their family to receive formal schooling in the new country, who do not speak the language of the host country at home, and who are consequently at the early stages of second language learning" (p. 8).

Beginning in Part One with a review of current theories of reading, Gregory offers support for an interactive model of reading that situates the second language learner, not literate in the first language, within a social context. She acknowledges both the interpersonal, emotional dimensions of reading as well as its intrapersonal, mental dimensions and encourages teachers to consider learners' family reading practices and expectations in order to negotiate a joint interpretation of the reading task with the child in school.

Reading practices are a cultural matter, claims Gergory, and they affect expectations of how reading will be learned. How children become socialized, the kinds of scaffolding that the home environment provides for language acquisition, and the particular literacy practices within the home all affect how children adapt to the school's literacy instruction in the second language. Not all cultures, for example, place value on enjoyment of reading or on the use of attractive storybooks for instructional purposes. Their successful use may be complicated not only by emergent bilinguals' lack of familiarity with the genre and with a potentially difficult language but also by differing cultural assumptions of what qualifies as valid instructional material. Furthermore, depending on their cultural expectations for print, some readers may place strong value on lexical clues, others on grapho-phonic clues or syntactic clues, and still others on more global issues of meaning. Cultural differences in purposes for reading and differences between the writing systems of the child's first and second languages also affect the learner's literacy expectations.

Part Two applies the theory of reading as an interactive and culturally constructed process to its focus on classroom strategies. "Inside-out" approaches begin with the reader's knowledge and cultural expectations and provide the scaffolding necessary for the language learner as a means of instructional, emotional, and cognitive support. "Outside-in" strategies introduce learners to new information, new cultural experiences, and the new language through a variety of activities, including the use of stories from the target culture. Gregory refreshingly acknowledges the considerable strengths of emergent bilinguals and encourages teachers to develop strategies that build on these strengths.

To exemplify the unique set of abilities, attitudes, and complexities represented in bilingual classrooms, Gregory uses case studies of children learning to read in a second language: among others, Tony, whose family speaks little English and whose cultural expectations for learning to read involve following rules under someone's authority; Shabbir, for whom reading and writing are meticulous activities, not to be experimented with, and who attends Bengali classes while learning English: and Tajul, who speaks Sylheti and is concerned more with the structure of the language than with words or phonics and who finds the storybook genre and language problematic.

Gregory provides excellent lesson plans, strategies, and book lists, along with practical suggestions for listening to students read, keeping records, and selecting appropriate books based on the linguistic and cultural needs of the students. Her

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

recommendations include the use of puppets and socio-drama, as well as songs, poems, and rhymes, in the target language.

Although she clearly recognizes that reading is an active, not a passive, language activity, Gregory would have done well to consider more explicitly the connections between reading and writing in the development of literacy. Largely missing from the discussion are the roles of writing in the development of reading and ways of fostering writing in order to strengthen readers' understandings about print and meaning.

Despite this omission, the book is a powerful comment on the relationship between the social and cognitive aspects of reading development in a second language, and it provides valuable suggestions for establishing literacy programs in the early years of schooling. Eve Gregory's book is useful not only for teachers of bilingual children but for those teaching students from multidialectal backgrounds within the same language community.

(*Received 10 June 1997*)

Marilyn Wilson
Michigan State University

HANDBOOK OF SECOND LANGUAGE ACQUISITION. *William C. Ritchie & Tej K. Bhatia (Eds.).* San Diego: Academic Press, 1996. Pp. vii + 758. $69.95 cloth.

Handbook of Second Language Acquisition is what its title suggests, a very thorough guide through the field of SLA. Indeed, the first chapter, an overview, is quite extensive in summarizing the history of SLA and the current issues in SLA. In addition to the lengthy overview, the handbook is divided into seven major sections: I. Research and theoretical issues in second language acquisition, II. Issues of maturation and modularity in second language acquisition, III. Second language speech and the influence of the first language, IV. Research methodology and applications, V. Modality and the linguistic environment in second language acquisition, VI. The neuropsychology of second language acquisition and use, and VII. Language contact and its consequences. These sections are thorough, well researched, and accessible. Section I includes one chapter by Gregg, which sets the tone and bias of the text with his claim that theoretical considerations that are central to SLA are those that address the issue of knowledge; that is, competence within the Chomskyan framework of Universal Grammar. Gregg makes it clear that he is not suggesting that other theories of acculturation or variation are uninteresting but rather that what is central to developing a theory of SLA is a theory that explains competence as the work done within the principles and parameter framework, not, for example, one that explains communicative competence. Section II, the core of the text, consists of six chapters on the various models, approaches, and frameworks of SLA. The first two chapters, by White and Flynn, support the principles and parameters framework for SLA and are followed by a well-reasoned challenge by Schachter. The remaining three chapters present alternatives: the functional-typological approach, information-processing approaches, and a variationist paradigm.

The other sections of the text present familiar areas of SLA research such as the influ-

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

ence of first language, methodology, and environment. Much of this has been covered in other texts (e.g., Gass & Selinker, 1994; Larsen-Freeman & Long, 1991) but the quality and depth of discussion in this text is meant for the serious researcher or graduate student of SLA. Of particular note, however, is the chapter in section V entitled "The Acquisition of English Syntax by Deaf Learners" by Berent. In this chapter, Berent provides an excellent summary of research on the acquisition of English by deaf learners and then relates the syntactic data to the principles and parameters framework discussed in previous chapters. This chapter provides an added dimension to the text that is often only mentioned, if covered at all, in other texts. The Obler and Hannigan, Seliger, and Romaine chapters (neurolinguistics, language attrition, and bilingualism, respectively) are also noteworthy for their insights and depth. One area, however, that seems underrepresented is that of pragmatics and its recent contributions to the discussion of SLA (see Kaspar, 1992). Approximately one paragraph and a footnote on pragmatics is all that is included in this lengthy text. This is perhaps a reflection of the text's bias toward a theoretical perspective that is grounded in the principles and parameters framework. The text does include chapters, as mentioned above, on information-processing approaches and variationist paradigms of SLA but—notwithstanding Nunan's chapter on SLA research, which is perhaps the most innovative—the text remains steadfast in its theoretical and traditional bias. These last comments are more cautionary than critical. This is a well-written and in-depth text as well as a valuable resource. The length alone suggests its exhaustive coverage. Two additional details of the *Handbook* that are helpful are its abbreviations list and its glossary.

REFERENCES

Gass, S., & Selinker, L. (1994). *Second language acquisition*. Mahwah, NJ: Erlbaum.
Kaspar, G. (1992). Pragmatic transfer. *Second Language Research, 8,* 203–231.
Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to research in second language acquisition*. London: Longman.

(*Received 12 June 1997*)

Carolyn G. Madden
University of Michigan

LANGUAGE TEACHING AND SKILL LEARNING. *Keith Johnson*. Cambridge, MA: Blackwell, 1996. Pp. vi + 198. $21.86 paper.

The purpose of this book is to establish that language learning and teaching are the same as skill learning and teaching. In other words, a parallel exists between the learning and teaching of linguistic behavior and nonlinguistic behavior. To this end, Johnson presents a variety of linguistic theories and learning models, including Universal Grammar and information processing. He states that the processes of proceduralization and declarativization of language are the main ones in language learning and that these issues must be addressed in order to establish an effective framework for teaching. In the final chapter, he examines how communicative language teaching and information-processing theory support each other.

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

Johnson does a thorough job of presenting the research that supports his conceptualization of language learning and teaching, and his final chapter links the tenets of a British-based model of communicative methodology to information-processing theory. He argues that this version of communicative methodology, which emphasizes message focus in language practice and the inclusion of discrete point practice, offers techniques for the proceduralization of language, a necessary step in the learning of a skill. Within this methodology, information-gap activities are of great importance because the learners must communicate messages to each other while focusing on a particular grammatical point. Johnson states that the model of communicative methodology he presents in the book bridges the gap between theories regarding the nature of language and theories of language learning. Any approach to language teaching that lacks the latter, he says, is not legitimate.

Still, an approach that does not address the sociolinguistic and pragmatic aspects of language, particularly in light of the amount of current research in these areas that attempts to incorporate them into communicative methodologies, falls somewhat short, too. Although one could say that the use of information-processing theory precludes the inclusion of these aspects, it might also be pointed out that, as noted earlier, Johnson tries here to bridge the gap between the nature of language as well as that of language learning. Therefore, addressing the social nature of language only insofar as it has transactional uses limits the communicative power of the methodology presented here. Johnson briefly addresses this in his introduction by saying that his book presents only examples of the teaching of grammatical items and that some readers may wonder if a skill-based view of language learning is relevant to the teaching of such things as language use. He says that to some extent the book is generalizable to all areas. This statement would have more weight if there had been examples supporting it in the book.

Still, this book is a clear, detailed presentation of an important area in applied linguistics research. As the reader might expect, given Johnson's use of information-processing theory, the language of this book is thick with computer-age vocabulary (as is information-processing theory). It is, however, accessible, even for readers who are just beginning their studies in this area, and, in fact, it would make a good introduction to this model of language learning. And Johnson is one of the few people to make explicit links between a communicative methodology and information-processing theory.

(*Received 13 June 1997*)

Denise M. Overfield
State University of West Georgia

AUTONOMY AND INDEPENDENCE IN LANGUAGE LEARNING. *Phil Benson & Peter Voller (Eds.)*. London: Longman, 1997. Pp. viii + 263. $30.40 paper.

Promoting autonomy and independence (A & I) has for years been an accepted goal of Western education in general and has more recently joined such aims as developing "communicative competence" or using "authentic materials" in the canons of second language teaching and learning. As is the case with other pedagogical bandwagons we have jumped aboard, too little attention has been paid to its underlying theoretical

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

bases and assumptions, and too few calls for empirical evidence of learning outcomes have been made. Benson and Voller offer a thought-provoking collection of papers that, although strongly endorsing the A & I movement in general, bring several of its implicit assumptions and values to conscious scrutiny and explore both apparent paradoxes and issues for debate.

The 17 chapters of this book are divided into a general introduction and three subsequent parts: Six chapters focus on definitional and theoretical issues, five on the roles and relationships of teachers and learners, and six on methods and materials. The preface by Christopher Candlin is a source of insightful advice to readers on ways the content should be addressed, as well as a statement of supportive philosophy.

Part I opens with a paper by Benson that might stand alone as required reading for graduate students in second or foreign language education. He surveys technical, psychological, and political versions of autonomy and then relates each to different philosophies of learning, language, and knowledge (positivism, constructivism, and critical theory). His own perspective is primarily political, stressing the social contexts, functions, and ramifications of ESL in particular. This focus is continued by Pennycook, who views language learning as essentially a search for "voice" and "cultural alternatives." He invites us to question, however, whether autonomy is inherently and universally good or yet another imposition of "advanced" Western educational values on other cultures and contexts. Sheeren, Sturtridge, and Littlewood discuss different aspects of "self-access" in learning for A & I, emphasizing that it cannot merely be equated with computer assisted instruction or self-pacing and self-checking procedures. It requires an ideological commitment to the validity of learner independence, a disposition to shift from teacher to counselor roles, and—perhaps most importantly—a willingness to relinquish control. One paradox that receives recurring mention is that, although A & I are primary objectives in language teaching, they are processes or constructs that cannot be taught.

Most chapters in Parts II and III elaborate on themes raised in Part I and include discussions of problems that have been encountered in the implementation of this approach, general guidelines for curriculum development and teacher and student orientation, and specific suggestions for methods and materials. Of particular value for readers who reach this point convinced that an A & I model is worth trying are the case studies reported by O'Dell and Esch (at Eurocenter and the Language Center at Cambridge, respectively): O'Dell reports on new and experienced teacher concerns and ways to address them, and Esch describes features of a successful workshop training students for autonomous learning. Riley presents a specific set of techniques for use in training teachers for academic, practical, and counseling aspects of their changed role along with a general discussion of philosophical and ethical issues; other contributions to this section are again more theoretically oriented.

The primary challenges for A & I methods and materials (the focus of Part III) are integrating social with language resources and goals, engaging learners in curriculum development, fostering creative language use, and keeping self-access technology under the control of its users. Littlejohn's suggestions for developing and organizing learner-initiated activities, Nunan's for varied levels of implementation, Ryan's for incorporating resources outside the classroom setting, and Little's for using authentic texts should be particularly helpful to teachers who are new to this approach. Aston and Milton suggest computer-assisted curriculum development and self-access writing activities that are more appropriate for A & I goals and processes than is traditional CALL fare.

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

In sum, this book is well worth reading and assigning to students as a basis for discussion of the interaction among theory, ideology, and pedagogy. It succeeds admirably in its goals of illuminating assumptions and exploring issues concerning an A & I approach to education and suggesting practical applications, but bottom line questions concerning language-learning outcomes still remain largely at the level of assertion and faith. This would appear to be a fruitful topic for future SLA research.

(*Received 17 June 1997*)

Muriel Saville-Troike
University of Arizona

TENSE AND ASPECT IN DISCOURSE. *Co Vet & Carl Vetters (Eds.)*. Berlin: de Gruyter, 1994. Pp. vi + 295. DM 168 cloth.

The domains of tense and aspect have received considerable attention in the past two decades. Both the perceptual and linguistic meanings that are involved in expressing temporality have been focused on, and investigators have set out to discover the linguistic forms used to express these meanings. *Tense and Aspect in Discourse* aims at providing a better understanding of the textual and contextual interplay between aspectual meanings, linguistic forms, and their discourse functions. It provides a variety of very useful discussions of pertinent issues in this area.

The introduction to the book provides a clear, brief orientation to the three groups the contributions to this book fall into. The editors start the book with investigations cast in Discourse Representation Theory (Kamp, 1981), which requires some familiarity with this framework. The second part comprises papers investigating traditional areas of concern in the tense and aspect systems of English, German, and Dutch from more diverse theoretical backgrounds (Comrie, 1976; Dik, 1989; Declerck, 1991; Reichenbach, 1947). The third, more varied part addresses literary, referential or quantitative, and language-acquisition issues.

The first group of contributions includes papers by Caenepeel and Moens, who address the interpretation problems posed by the so-called reversed order in discourse and how these problems are at least partially determined by the discourse type; by Molendijk, who deals with the interpretation of French *imperfait* and *passé simple* in terms of global simultaneity; and by Vet, who describes the attitudinal meaning component and the role of *Aktionsart* in interpreting simple future, periphrastic future, and the futurate present in French.

The second group contains five papers. The first, by Declerck, argues that the phenomenon of "tense simplification" in English can be explained if one views the tense system of English as comprising four absolute and otherwise temporally subordinated time spheres. The second, by Thieroff, addresses the issue of whether German perfects are aspects or tenses. After determining that the situation predicated in the perfect is anterior to the reference point, he proposes to regard German perfects as tenses. The third, by Janssen, approaches Dutch present and past tenses compositionally: Their meanings emerge from the lexical contributions of both the auxiliary and the main verb.

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

The difference between present and past tenses is explained as a difference in the speaker's focal concern. The fourth paper, by van Baar, discusses the interrelated notions of prospectivity, perfect, and perspectivity. He states that perfect and prospectivity as aspects are different from perspectivity in that they act differently with regard to their scopes of negation. The fifth, by Goossens, aims to clarify the status of the English progressive as either a separate category "progressive" or as a special manifestation of the category "imperfective." He proposes the latter because English imperfectives typically combine with predictions carrying the feature "dynamicity."

The third, and final, group contains three papers. The first, by Vetters, explores the ambiguity of free indirect speech in French. The author concludes that this ambiguity must be resolved on the discourse level, guided by world and contextual knowledge, rather than on the syntactic level. The second, by Filip, explores the influence of lexical-derivational operators on the referential and quantificational interpretations of nominal phrases. She concludes that these verbal aspect operators in Czech influence whether mass and plural noun phrases are understood as bounded and specific. The third, by Housen, raises the question whether language learners acquire the temporal system for their interlanguage following the principles of the native language or cognitive-conceptual universals. Housen's English-speaking informant followed the former path, acquiring the Dutch tense system and giving no evidence for the grammaticalization of universal aspectual distinctions.

In sum, the book provides up-to-date research on the pressing issue of the discourse functions of tense and aspect from a variety of perspectives. Several of the insights gained from specific languages here can be transferred to the study of second language acquisition in general even though only one contribution directly addresses tense and aspect issues in language acquisition.

REFERENCES

Comrie, B. (1976). *Aspect*. Cambridge: Cambridge University Press.
Declerck, R. (1991). *Tense in English: Its structure and use in discourse*. London: Routledge.
Dik, S. (1989). *The theory of functional grammar. Part I: The structure of the clause*. Dordrecht: Foris.
Kamp, H. (1981). Evénements, représentations discursives et référence temporelle [Events, discourse representations, and temporal reference]. *Languages, 64,* 39–64.
Reichenbach, H. (1947). *Elements of symbolic logic*. New York: Free Press.

(*Received 1 July 1997*)

Andreas Schramm
University of Minnesota

UNDERSTANDING SECOND LANGUAGE LEARNING DIFFICULTIES. *Madeline E. Ehrman*. Thousand Oaks, CA: Sage, 1996. Pp. xvii + 346. $25.95 paper.

The purpose of this book is to provide language teachers with insights and tools for understanding some of the reasons why their adult students often encounter less-than-smooth sailing when trying to learn another language. The book explores a variety of case studies that involve real students, thus bringing to life the human dimension of the learning difficulties presented. Although some examples of ESL students are provided, the major focus is on foreign language learners. Ehrman's felicitous writing style ensures

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

that the book reads like an extended and intellectually stimulating conversation with the author.

The book contains 12 chapters, which address student learning factors such as cognitive learning styles, field independence and dependence, personality, affective dimensions, and the impact of students' background and learning strategies. In addition to the chapters with substantive discussions of these learning factors, other chapters provide helpful guidelines for gathering information through observation and interviews, interpreting questionnaires and tests, and recognizing students who need outside help. The appendixes contain useful instruments that teachers can use to find out about their students' approach to language learning, motivation, and learning strategies.

Ehrman not only provides a thorough discussion of the research on factors that can affect a student's success in learning but also draws on her own 25 years of experience at the Foreign Service Institute (FSI), where she has been a language teacher, supervisor, and curriculum and training specialist and is currently the director of FSI's School of Language Studies Center for Research, Evaluation, and Development. She has many original insights that make important contributions to the field. For example, she argues that field independence is not the opposite of field sensitivity and proposes a continuum for each of these two factors that can account for four different types of learners: field independent and field sensitive (the most successful type of student), field independent and field insensitive, field dependent and field sensitive, and field dependent and field insensitive (the least successful type to student). This construct is not only of interest to teachers as they try to understand their students' learning approach, but it could also give new life to research in this area.

Another original contribution in Ehrman's Four-Track Model of Learning (p. 123), which is a comprehensive attempt to integrate and correlate learner variables that include ego boundaries, Myers-Briggs personality type, overall orientation (diverger, accommodator, converger, and assimilator), preferred learning strategies, and outcomes. The relationships between the factors are complex, but each can lead to success in developing language proficiency.

My only criticism is of the tone adopted in the discussion of the impact of culture on language learning. On pages 167–168 the author states, "Studies have found that learning style variables can be said to characterize cultural groups. For instance, there is a low level of field independence reported for one of the immigrant groups that is commonly met in the Washington, D.C. area. This has a distinct effect on their level of achievement in conventional academic settings, and it may affect their learning of English beyond the level of basic functioning as well." No references are given for these claims. These are very broad statements, which need reference to published, convincing research conducted with this unnamed immigrant group.

Understanding Second Language Learning Difficulties is a source of important information about adult language learners and provides a variety of approaches to help teachers better understand their students. As the author indicates, there are not only many ways to do badly as a language learner, there are also many ways to do well, and the teacher can help students do well by showing them how to build on their strengths. Because of the breadth and practical applications of this book, it could reasonably be titled *Understanding Second Language Learners*.

(*Received 30 July 1997*)

Anna Uhl Chamot
The George Washington University

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

GROWING UP BILINGUAL. *Ana Celia Zentella*. Oxford: Blackwell, 1997. Pp. 323. $55.95 cloth, $24.95 paper.

"Hablamos los dos. We speak both (p. 1)." A statement offered by a 9-year-old girl defines the principle assertion of this book: Bilinguals have available to them at least two distinct repertoires of language that they are able to manipulate and mix to achieve their unique discourse needs and to express their multicultural identities. This book explores the network of relationships of 20 Puerto Rican families in a low-income neighborhood called *el bloque* in New York City. Zentella, herself a *Nuyorican* (New York Puerto Rican), has provided us a window on a world as only an insider can. She follows the families in and out of *el bloque* for 13 years, monitoring their bilingual behavior and the sociolinguistic factors that contribute to maintenance or loss of bilingual ability.

Through the lives of five young girls, we witness countless negotiations through the complex overlapping systems of language use in their community. They intuitively and fluidly switch and mix languages to accommodate to monolingual Spanish and English speakers and community members who are able to converse in these languages plus various dialects of both, including African American Vernacular English, Puerto Rican English, Standard Puerto Rican Spanish, and Popular Puerto Rican Spanish.

The book has 12 chapters and begins with a detailed account of the issues confronting researchers in bilingualism, including Zentella's own place as an in-group member of the community. She offers us an "anthropolitical linguistic" analysis that goes far beyond the majority of studies on sociolinguistic factors. The following three chapters provide a comprehensive description of the community, its members, and the sociopolitical forces that affect the community's language choices.

Codeswitching patterns of the community and "Spanglish" are described in chapters five and six. Chapter five is dedicated to "the hows and whys" of language mixing. The codeswitched discourse of each child in the study is thoroughly analyzed through a broad base of traditional frameworks. Additionally, this book provides an interesting discussion of codeswitches for which the matrix language cannot be determined. It is this fluid intrasentential switching that shows an integration of "dos worlds/two mundos" (p. 101). Chapter six focuses on describing the grammatical systems of "Spanglish." Zentella details the systematicity inherent in the codeswitched discourse of *el bloque*. She shows that the language of even the most distinct speaker is governed by a set of grammatical constraints and is not radically divergent.

Chapters seven through nine provide in-depth descriptions of the idiolects and the lives of five of the girls in the community. Through numerous examples of their discourse, Zentella demonstrates each girl's unique way of managing the languages and dialects she commands to navigate through the complex multifaceted community.

Because Zentella spent 13 years with this community, she was able to follow these girls into adulthood and describe what decisions they are making about language use with their children. To maintain their children's multicultural identity, these mothers face the difficult task of confronting the subtractive policies of the government, schools, and general culture that insist that the only way their children will progress is by being monolingual standard English speakers.

In the final chapter, Zentella confronts myths concerning bilingualism; for example, that acquiring standard English always leads to socio-economic success. Though some benefit once they achieve proficiency in English, monolingualism or proficiency in English does not necessarily translate into educational or economic success, as can be

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

attested by some Native American groups. Problems of poverty and the condition of schools in the inner city must be addressed. Another myth, that non-English-speaking groups are not acquiring English, is easily debunked with statistical evidence both of the percentages of second-generation immigrants gaining competency in English and of the loss of first language ability and shift away from their native languages in succeeding generations.

This would be an excellent textbook for an undergraduate or graduate course on bilingualism. Some chapters of the book are accessible to those with limited backgrounds in linguistics, yet the chapters on codeswitching and grammar provide new information for researchers. As well, the book provides a comprehensive understanding of a linguistic community and the forces that affect it. It is a must reading for researchers in bilingualism, codeswitching, or language shift.

Growing Up Bilingual is a celebration of both the diversity of language use and the ability of those fortunate enough to be from more than one world.

(*Received 5 August 1997*)

Elizabeth Grace Winkler
Indiana University

COLLABORATIVE NEGOTIATION OF MEANING: A LONGITUDINAL APPROACH. *Kristi Jauregi Ondarra*. Amsterdam: Rodopi, 1997. Pp. 492. $100.00 paper.

This book is a longitudinal study of negotiation of meaning in interactions among foreign language learners (FLLs) of Spanish at a Dutch university, and interactions between those students and native speakers (NSs) of Spanish.

Jauregi Ondarra begins her study with an extensive literature review of input and interaction studies in SLA. She criticizes those studies from two perspectives: (a) for their restricted definition of negotiation of meaning, that is, focusing on the resolution of problems in understanding; and (b) for the quantitative approach taken in many studies, an approach that fails to show how "the problem of understanding originates, which strategies are used to solve it, whether or not interlocutors succeed in their aims, etc." (p. 34).

Jauregi Ondarra uses a much broader definition of negotiation of meaning, defining it as positive as well as negative negotiation. The latter concept refers to the more traditional notion of negotiation of meaning in SLA: the process of resolving a problem in understanding. Positive negotiation is defined as (a) the development of topic and how such development is managed in the turn-taking process, (b) the way in which interlocutors interact in terms of power relationships, and (c) how they negotiate participation structure and deal with pragmatic aspects such as politeness.

Not only is her definition of negotiation of meaning broad, but the whole book is extensive in all aspects. The reader becomes a bit desperate because of the sheer volume of the book (almost 500 pages). Nonetheless, it is a very thorough study, with a good literature review, extensive justification of methodological choices (qualitative and descriptive, conversation analysis, and ethnography), a broad research design with a vari-

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

ety of experimental dyadic interaction data (including spot the difference, reconstruct the picture story, four role plays, discussion) collected four times in a 10-month period, and an extensive description of the results. For a qualitative study, such thorough description is not uncommon. Still, a good reduction of the results is necessary to "see the forest for the trees." However, the unclear organization of both content and layout does not contribute to a better understanding of the various levels of analysis. Reading Jauregi Ondarra's book is like reading a 19th-century British novel. You want to get to the climax of the story but the writer treats the reader time after time to another description of the background of one of the main characters.

It is difficult to summarize the results of Jauregi Ondarra's study. The author has not reduced the results enough to condense them within the limits of this review. A few highlights can perhaps be given. Jauregi Ondarra concludes that negotiation of meaning is a context-bound phenomenon, which differs per communicative activity (task). She observed that the quantity and quality of cooperation between the interlocutors depended on several factors, such as task goals, familiarity with the setting, interlocutor and task, and proficiency level. Interaction among FLLs differed from interaction with NSs. Jauregi Ondarra concludes that the conditions for language acquisition (such as comprehensible input, negative input, and attention to form) are best met in NS-FLL interaction. Additionally, she sees NSs as preferable interaction partners because of their (socio-cultural) model function. Jauregi Ondarra's conclusion may be a reaction to the reality of the foreign language classroom, in which FLLs have too little opportunity to engage in interaction with NSs. In other parts of her study, the author does mention the use of interaction among FLLs because of the opportunities it provides for exploratory talk in a nonthreatening environment. With regard to language acquisition, Jauregi Ondarra describes three phases in which negative negotiation plays different roles: first, a limited role—the FLLs avoided indicating problems because of their lack of linguistic repertoire; second, a more extensive role—FLLs become more involved but also "verbose"; and third, more effective and efficient use of resolution sequences, but pragmatic misunderstandings remain. The longitudinal results are somewhat disappointing. The student dropout rate was such that only a group of seven FLLs participated in the entire study and there was much individual variation. More data-collection points might be needed with such fast learners (university foreign-language majors) and if possible a larger group of subjects.

It can be concluded that Jauregi Ondarra's study provides the persistent reader with a wealth of data. The study adds to our current knowledge and theories of foreign and second language acquisition and teaching—in particular, the learning of foreign languages other than English by non-English speakers. In general, more such longitudinal studies are strongly needed.

(*Received 25 August 1997*)

Jeanine Deen
University of Groningen

SECOND LANGUAGE ACQUISITION. *Rod Ellis*. (Oxford Introductions to Language Study, H. G. Widdowson, Series Ed.). Oxford: Oxford University Press, 1997. Pp. x + 147. $10.95 paper.

Imagine my surprise when I received an SLA textbook by Rod Ellis to review, and it turned out to be a paperback weighing only 7½ ounces! Something must be different,

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press

and indeed it is: This new volume is intended for the novice student (or for others without academic engagement in linguistics). For such an audience, the volume opens up a fresh niche for SLA classes, one that is not all that common, at least at North American universities.

Coverage of subject matter is, as one would expect of a volume of this sort, rather slim, but otherwise standard for Ellis volumes: An introduction to discuss what SLA is; then a chapter each on developmental patterns, interlanguage, social aspects of SLA, discourse aspects, psycholinguistic aspects, linguistic aspects, individual differences, and the role of instruction; and finally a conclusion touting "multiple perspectives" on SLA. On the face of it, then, it would appear that Ellis has done his usual textbook job, this time presenting complex issues in the brief and breezy style that typical North American undergraduates should be able to handle.

What makes the volume especially interesting, though, is not so much Ellis's treatment, but the format (prescribed for all of the volumes in Widdowson's series with Oxford). The main chapters outlined above comprise the Survey section (90 pages), only one of four sections in the volume. Among the remaining three sections, the most extensive (30 pages) includes, for each Survey chapter topic, one or more short extracts from original research (along with an orientation paragraph and several thought questions). As the companion for the Survey chapter on linguistic aspects of interlanguage, for example, Ellis includes one extract from Long's 1990 *SSLA* paper on maturational constraints and another one from White's 1990 *SSLA* paper on Universal Grammar. Section three holds annotated references, again brief (14 pages). Of interest here is that each reference is graded for three levels of difficulty. The references for linguistic aspects, for instance, include Cook's 1988 textbook ("introductory level"), White's 1989 textbook ("more advanced and consequently more technical"), and my 1991 volume (Gasp! It's "specialized, very demanding."). The final section of the volume is a glossary of terms. It's also short (8 pages) but surely valuable for the intended audience. Each entry includes not just an explanation but also a page reference in the relevant Survey chapter and, as necessary, cross references to other entries.

So what's the verdict? At just under 11 dollars, the price is right, and it's about as elementary and as user-friendly as it can get, so I think Ellis' new volume would be just fine for an undergraduate introduction to SLA. (Scuttlebutt has it, by the way, that this sort of introductory course may even soon become a requirement for prospective public-school teachers of foreign languages, at least here in Texas.)

REFERENCES

Cook, V. (1988). *Chomsky's Universal Grammar*. Oxford: Blackwell.
Eubank, L. (Ed.). (1991). *Point counterpoint*. Amsterdam: Benjamins.
Long, M. (1990). Maturational constraints on language development. *Studies in Second Language Acquisition, 12,* 251–285.
White, L. (1989). *Universal Grammar and second language acquisition*. Amsterdam: Benjamins.
White, L. (1990). Second language acquisition and Universal Grammar. *Studies in Second Language Acquisition, 12,* 121–133.

(*Received 27 August 1997*)

Lynn Eubank
University of North Texas

https://doi.org/10.1017/S0272263198293065 Published online by Cambridge University Press