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# REVIEWS

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**THE HANDBOOK OF SECOND LANGUAGE ACQUISITION.** *Catherine J. Doughty and Michael H. Long (Eds.)*. Oxford: Blackwell, 2003. Pp. 888. $157.95 cloth, $44.95 paper.

This volume is one of the most recent and comprehensive collections of papers on the current state-of-the-art in SLA research. Arguing that "[a]s a widespread, highly complex, uniquely human, cognitive process, language learning of all kinds merits careful study for *what it can reveal about the nature of human mind and intelligence*" (p. 5), editors Doughty and Long have collected papers from 27 researchers—many of whom are the leading experts in their subfields—and organized them into seven sections.

The first section is a short (five-page) overview by the editors that addresses the issue of why SLA should be studied. The second section, on capacity and representation, includes five chapters, focusing on Universal Grammar (UG), non-UG nativism, connectionism, cognitive processing, and near-nativeness. The third section, on environments for SLA, contains four chapters focusing on language socialization, social context, input and interaction, and instructed SLA. The fourth section, on processes in SLA, consists of six chapters on implicit and explicit learning, incidental and intentional learning, automaticity, variation, crosslinguistic influences, and stabilization and fossilization in interlanguage. The fifth section—on biological and psychological factors—includes chapters on many of the hot topics in today's research arena, including maturational constraints, individual differences, attention and memory, and language processing capacity. This is followed by a sixth section on research methods, with chapters on defining and measuring SLA and collecting SLA data. The seventh and final section, entitled "The state of SLA," includes a chapter on SLA theory that is followed by a final wrap-up chapter by the editors on SLA as cognitive science.

Space constraints preclude a comprehensive review of all the positions and chapters represented in this 888-page book. However, one of the main strengths of the book is clearly the breadth, scope, and range of perspectives offered by the contributors. Addressing topics that are significant, sometimes controversial, and always timely, many chapters focus on issues of fundamental importance and interest to the field. For example, N. Ellis' claims about connectionist and constructivist approaches to language acquisition, the overview of input and interaction by Gass, and Gregg's concluding remarks on theory construction provide readable updates of issues that are important in understanding the range of approaches to SLA research today. Norris and Ortega's discussion of defining and measuring SLA and Chaudron's article on collecting data are important and influential reading for those interested in SLA research methodology. Our understanding of SLA processes will also be enriched by the discussions of the biological and psychological constraints underlying SLA, such as Dörnyei and Skehan's overview of individual difference variables, Robinson's contribution on theoretical issues and models of attention and memory, and Pienemann's chapter outlining his processibility theory.

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One of the attractions of the book is the inclusion of boxed inset studies that provide detailed coverage and guides to specific empirical work. Although not all of the chapters include these aids (e.g., the chapters on instructed SLA, language socialization, measurement, data collection, and SLA theory), where they are included, these insets are helpful in understanding the empirical foundations for claims and arguments presented in this compilation.

There are differences in length, coverage, and readability as well as in the scope of the chapters. For example, in the third section, on environments for SLA, a particularly comprehensive and accessible contribution on social context (by Siegel) and a somewhat more narrowly focused chapter on language socialization (by Watson-Gegeo & Nielsen) are juxtaposed in a way that could have benefited from some explanation or overview. Along these lines, the whole collection could have been made more readable either by the inclusion of a more comprehensive introduction that linked, explained, and motivated the choices for the different sections and each of the chapters, or by the inclusion of an editorial introduction to each section. However, having said this, the (short) final chapter by Long and Doughty presents an interesting, insightful, and cogent set of arguments for why SLA should be viewed as a cognitive science. Although clearly autonomous, it also serves to provide a (final) rational for the foci of the book. In general, the book is well edited, with a few infelicities (e.g., the index contains some but not all of the references in each of the chapters).

Despite these minor shortcomings, this book provides an excellent overview of most of the crucial topics in contemporary SLA research and, undoubtedly, will become a classic reference text on many researchers' bookshelves, despite the high cost.

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**TEACHING AND LEARNING A SECOND LANGUAGE.** *Ernesto Macaro*. New York: Continuum, 2003. Pp. xvi + 284. $29.95 paper.

This volume complements practice by providing reviews of and discussions about current literature in foreign language (FL) learning. The book is based on survey results from English FL teachers about where they feel gaps need to be filled or knowledge broadened in their personal know-how and know-why. Although this book is intended for FL teachers or as a resource for heads of departments, it would also be a good reader for graduate students as an introduction to the teaching of FLs or for teacher trainers at various levels.

Part 1 describes the survey and its results, which form the basis for the subsequent chapters in Part 2. The author shows that although there is no large discrepancy between what teachers want to know and what researchers study, accessibility to the research is often masked by varied or confusing terminology as well as by the fact that it is not always obvious that results of one study could be transferred to a different context (e.g., primary to secondary school, language to language). Moreover, with the amount of research available, it is difficult to know where to start, although this book provides a definite starting point.

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Part 2 begins with a chapter on theories, grammar, and methods that covers the historical development of FL learning. The sections on long- and short-term memory and recasts (errors and corrections) were particularly interesting. The following two chapters—the first on vocabulary, the second on attitudes and motivation—look respectively at how vocabulary is stored and retrieved as well as strategies for learning it, followed by an examination of what predictors might be entailed in FL learning, such as gender, social class, age group, among others. The following four chapters (chapters on reading, listening, oral interaction, and writing) look at process-oriented research about development in each one of these skills without disregarding their interaction. The conclusions provide a good critical analysis of what has been learned thus far and what still would be helpful to explore. Additionally, the conclusions also mention some of the current hot topics that were not covered in depth in the preceding chapters, such as language awareness.

This book is rich in valuable and up-to-date information—although mostly about English language education—which the author acknowledges. He also mentions the lack of information about younger learners, although there has been a great deal of research in recent years at certain universities (e.g., the University of Jyväskylä, Finland and the University of Nottingham, England).

Most chapters whet the appetite because the research is reviewed enthusiastically but also critically. Also, although one certainly does not have a clearer understanding about the jargon and definitions in FL learning (there is so much of it and often it changes from country to country), this work is definitively thought-provoking and makes one think about how one's own definitions play a role in teaching. This book is a good stepping stone for reflecting upon becoming a better teacher and trainer and trying out new things. The chapter on vocabulary, for example, has sparked me to start a small-scale classroom research project of my own. This book is so packed full of information that it would not be recommended to read it cover to cover, and it would have been nice if, when a given concept was to be discussed later, the referring page numbers were mentioned so that a train of thought could be continued.

It is a shame that more heads of departments did not respond to the questionnaire. There is no doubt that this book is a valuable resource, but it still leaves open the question of whether FL teachers really want to expand upon their theories and, if they do, what they really want to know. Should FL teachers find and thus take the time to read this research, perhaps their experiences, their trials, and their errors would feed more into the research and, consequently, the gap would be narrowed.

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**FIRST LANGUAGE ACQUISITION: THE ESSENTIAL READINGS.** *Barbara Lust and Claire Foley (Eds.)*. Oxford: Blackwell, 2004. Pp. xi + 442. $78.95 cloth, $38.95 paper.

The goal of understanding the processes and mechanisms by which a child acquires a first language (L1) is an ambitious one. The rapid progress in the field of L1 acquisition

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over the last 50 years or so, combined with the practical challenge posed by an increasingly multidisciplinary literature, presents a daunting picture to established scholars as well as newcomers. This volume, edited by Lust and Foley, is an outstanding collection of foundational readings in the philosophy and science of language acquisition. Anyone who wishes to understand the state of the field today—or has ambitions of contributing to its advancement tomorrow—will find this book a vital resource.

This is particularly true for researchers interested specifically in SLA. If a volume such as this were to be compiled from the perspective of SLA, it would need to contain many of the same papers. Indeed, a number of the authors included here have already made direct contributions to SLA (e.g., Lenneberg and Clark). However, as it stands, this volume provides SLA researchers with an unparalleled and necessary overview of the theoretical underpinnings of modern research on language acquisition.

The work is organized in three sections. The first section, entitled "Theory of Language Acquisition," presents the foundational writings in linguistic theory that motivate inquiry to this day. The second section, entitled "The Nature-Nurture Controversies," presents the defining works spanning the spectrum of this debate. The third section, entitled "Areas of Language Knowledge," provides an overview of the core elements of language (morphology, phonology, syntax, semantics, and pragmatics).

Throughout, Lust and Foley selected readings that reflect a fundamental emphasis on linguistic theory. As readers familiar with the field will be aware, theoretical positions in linguistics have often become polarized. From the balanced perspective offered by this volume, what emerges is a picture of a field in which theoretical disputes—frequently pursued with considerable vigor by their proponents and followers—underline an encouraging vitality within the field. The paradigm example of this, well-known outside as well as within language acquisition circles, was crystallized in the Piatelli-Palmarini volume on the debate between Chomsky and Piaget in which their positions on the nature of language knowledge, the role of innateness and modularity, and the importance of developmental patterns in explaining knowledge has effectively mapped out language acquisition theory to this day.

Despite the emphasis on linguistic theory, this work clearly documents the development of a field in which researchers draw broadly from ideas and methodologies in other fields to learn new things about how language works and then modify theoretical positions (or formulate entirely new ones) in response to new data. L1 acquisition theory has been enriched and extended by the need to cope with challenges generated by methodologies that could not have been anticipated. For example, brain imaging methods have added greatly to our knowledge of how language is organized in and processed by brain structures. These discoveries, in turn have generated new questions and, in some cases, reassessment of the theoretical basis for language acquisition.

The relevance of the papers in this volume to SLA researchers is highlighted by the criteria Lust and Foley applied to selection:

> The articles included in this anthology thus fall into one or more of the following categories: (a) They include discoveries (and/or underlie later discoveries) about how the child acquires the abstract systems that combine discrete, symbolic elements in a language. Moreover, they are formally precise about the nature of these systems in the developing language; (b) They include discoveries about how the child maps such systems to meaning; (c) They investigate the nature of the representation of these abstract systems, and their mapping to meaning, in the child's mind; and

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> (d) They investigate the role of the linguistic input and how it interacts with the biological foundations of grammar during language acquisition. By virtue of this linguistic emphasis, the articles in this volume have advanced our knowledge about the nature of language itself. (p. 3)

This volume, by virtue of the judicious selection of groundbreaking works in the field of L1 acquisition, provides an annotated map of the history of ideas that also underpin the foundations of SLA research. This book would be eminently suitable as a textbook for graduate or advanced undergraduate courses.

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**SECOND-LANGUAGE TEACHING: A VIEW FROM THE RIGHT SIDE OF THE BRAIN.** *Marcel Danesi*. Dordrecht: Kluwer, 2003. Pp. xi + 172. $89.95 cloth, $49.95 paper.

Danesi proposes an understanding of second language (L2) teaching based on the characteristic differences between right hemisphere and left hemisphere processing. He argues that certain language teaching techniques are more compatible with one hemisphere or the other and suggests that successful L2 teaching involves techniques that engage initially the right hemisphere, then the left hemisphere, and finally both together. Based on the neurobiological literature, he argues that left hemisphere (L-Mode) functions are such things as pronunciation, grammar, literal meaning, sequential relations, verbal memory, and logical thinking. Right hemisphere (R-Mode) functions include prosodic systems, metaphorical and emotional meaning, spatial relations, nonverbal memory, intuitive reasoning, and associations and synthesis (see Table 1, p. 35).

The author begins with a rather comprehensive discussion of the history of language teaching methodology with a focus on what he calls "The SLT [second-language teaching] Dilemma": the lack of success in language teaching. He then provides a concise introduction to brain anatomy and function. Chapters 3, 4, and 5 are the core of the book. Here, he argues that novel material should be introduced using techniques that support the R-Mode through experiential learning; then techniques exercising the L-Mode are employed to provide formalization and practice with the new material. Finally, the author calls for an intermodal stage of instruction during which the new language material is used in creative ways.

Several additional principles are introduced in connection with the three-stage progression described earlier. Most interesting and perhaps most innovative are the *conceptualization principle* and the notion of *conceptual competence*. Danesi points out that concepts in any language are frequently embedded in metaphors often specific to the culture in which the language is used. It has long been recognized that metaphorical processing is a right hemisphere activity and, hence, potentially a domain of R-Mode-focused teaching. Understanding target language metaphors, therefore, helps the brain to deal with target language conceptual structure. To prepare appropriate pedagogical

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materials for instruction in conceptual structure, the author advocates extending contrastive analysis research to the comparison of conceptual metaphors in the source and target languages.

Knowledge in the neurosciences has increased enormously in the last decade and a half. The time has come for researchers in the language sciences to make use of that knowledge to understand language acquisition and use. There is, of course, a danger in overstating our current understanding of the connections between neuroanatomy and physiology and language processes. The author avoids this danger and warns the reader that no method is adequate for all learners because of the enormous interindividual variability among learners. He recognizes that his proposals for pedagogy based on brain function have some indirect empirical support but that they, nevertheless, remain speculations. However, teaching cannot be postponed until we thoroughly understand learning. Therefore, individual teachers might profitably inform themselves about how the brain works and, with that knowledge, be inspired to think in different ways about the learning enterprise and to experiment with different teaching techniques that this knowledge might suggest. Danesi's book might lead some teachers in precisely this direction.

The book could potentially serve an additional purpose. The author deals holistically with each hemisphere. SLA researchers or teachers interested in the neural underpinnings of their work might consider approaching the problem at a slightly more microlevel. Structures such as the hippocampus, the amygdala, the orbitofrontal cortex, the dorsolateral prefrontal cortex, the parietal cortex, and so on are represented on both sides of the brain (in other words, in the left hemisphere and the right hemisphere). It might be fruitful to search the literature to determine what is known about the difference in the functions of these regions in each cortex. This knowledge could suggest additional teaching techniques that would be directed at subsystems within the hemispheres.

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**LANGUAGE STRATEGIES FOR BILINGUAL FAMILIES: THE ONE-PARENT–ONE-LANGUAGE APPROACH.** *Suzanne Barron-Hauwaert*. Clevedon, UK: Multilingual Matters, 2004. Pp. 248. $79.95 cloth, $29.95 paper.

How do families who are trying to raise their children bilingually attempt to do so, and how do they overcome some of the challenges of this decision? This is the main theme of this very readable book, which is written with a variety of audiences in mind. The book is theoretically sound even though it is not primarily addressed to the research community. The author, who has had personal experience raising children bilingually, also documents the experiences of many other families involved in this endeavor, using direct quotes from interviews and small case studies of these families as documentation for the theoretical assertions.

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The book is based on a study carried out in 2001 with families from 21 different countries who completed a questionnaire about the one-parent–one-language (OPOL) approach (93 couples and 156 children). Most of the parents had children who were either preschool age or in primary school. Additionally, the author interviewed 30 families that represented a variety of languages and cultural situations and developed case studies to document their strategies for more in-depth examples of their bilingual reality and parenting.

The book consists of eight chapters, starting with an important review of the theoretical basis for the OPOL approach. The author not only reviews the work of well-known linguists who have published child case studies in this area (Grammont, Ronjat, Leopold, Romaine, Dopke, and others) but also quotes from her survey of nearly 100 families to explain their understanding of the OPOL approach. Additionally, she includes the concerns of researchers, parents, and the general public about the challenges of raising children bilingually and tries to address these concerns in the subsequent chapters.

Chapter 2 focuses on the first 3 years of the child's life and the emerging languages in his or her repertoire, including emerging patterns of use with each of the parents. Chapter 3 focuses on school-age children and the influence of the peer group, the group that perhaps poses the greatest challenge to the continued development of bilingualism in the child. Recognizing this challenge, the author considers the importance of the cultural input beyond the linguistic input for the child's language appreciation.

Chapter 4 focuses on the extended family, siblings, grandparents, and other family members. The author presents examples of the value of extended family as a resource for bilingual development and enhancement of skills, especially because relatives can provide monolingual models of language behavior. Nevertheless, she acknowledges situations in which extended family members might not appreciate the child's use of the language of the "foreign" parent and discusses how bilingual families have attempted to address those situations.

Chapter 5 addresses issues faced by trilingual and multilingual families to show how they deal with three or more languages with their children. This is an especially fascinating chapter because much previous research on child bilingualism addresses only two languages—not three or more—in the children's repertoire.

Chapter 6 addresses the issue of parental attitudes, a critical aspect of positive bilingual development. It also examines a variety of problem areas such as speech problems, family separation or divorce, and isolation that some bilingual families might experience in the community in which they live.

Chapter 7 focuses on parental strategies, including those of families that do not adhere to an OPOL approach for a variety of reasons, perhaps depending on country of residence or parents' language proficiency. Chapter 8 provides recommendations for parents that acknowledge changes in parenting styles and social circumstances that might make the OPOL approach inappropriate or insufficient.

The book presents a well-developed and well-documented position on the OPOL approach. However, one shortcoming is that the questionnaires and responses were only in English, thus giving more prominence to parents who had access to that language. Moreover, the book focuses on middle-class families with opportunities to travel and to provide private schooling and bilingual caregivers to extend their children's bilingual development. The book does not address the reality of families whose children are growing up bilingually not because the parents themselves are bilingual, but because the society uses a language other than the home language. That is obviously a different

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study and will need to be undertaken by a different researcher. This book, however, can provide guidance to the researchers who might want to tell that story.

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**SITUATIONAL CONTEXT OF EDUCATION: A WINDOW INTO THE WORLD OF BILINGUAL LEARNERS.** *María Estela Brisk, Angela Burgos, and Sara Ruth Hamerla*. Mahwah, NJ: Erlbaum, 2004. Pp. vii + 246. $24.50 paper.

In this volume, Brisk, Burgos, and Hamerla offer educators of language-minority students assistance in addressing two perennial challenges: linking sociolinguistic theory and research to classroom practice and strengthening connections between home and school. Their offering comes as a collection of thoughtfully crafted, tested, and honed lesson plans through which teachers and students together study the linguistic, cultural, economic, political, and social factors that affect students and their learning in a bilingual and bicultural environment. They propose that close examination of the situational context of education in one's own community will benefit students, their families, and their teachers and, ultimately, promote learning.

Assuming learning by participants at multiple levels, the book is written for preservice and in-service teachers, and the lesson plans are designed for them to use with K–12 students in their own classrooms. An introductory chapter presents a model of the relationships among elements of situational context and describes the evolution and implementation of the approach covered in the book. Each of five subsequent chapters addresses one set of factors (linguistic, cultural, economic, political, or social) and includes three parts: Part 1 describes the real-life implementation of one lesson on that theme in Burgos' classroom, Part 2 describes theory and research on how those variables affect learning, and Part 3 offers detailed lesson plans for exploring those variables with a class. The plans specify objectives, rationale, time and materials required, and steps involved, and they include worksheets and evaluation rubrics. Especially useful throughout are the authors' recommendations of books for launching these activities with a variety of age groups as well as appendixes that include an annotated bibliography of relevant children and young adult literature and a concise description of some instructional approaches for introducing topics, organizing information, process writing, and working with older and younger students together.

Beginning with an exploration of linguistic situational factors in the second chapter, three lessons cover the nature and classification of languages (e.g., dialects vs. languages), differences in writing systems, and the social functions of language. In the corresponding lesson plans, students survey written and spoken language use in their school and community, journal their experiences with language learning, and chronicle their own language use throughout one day. In the chapter on economic context, students explore employment opportunities for bilingual and bicultural individuals, discover how these options might differ from those that were open to their parents and grandparents, examine changing patterns of immigration to the United States, and learn how

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these relate to attitudes toward particular groups of people. Lessons in the fourth and fifth chapters on cultural and political context expose students to the concept of culture, its complexity, and the issues that cultural and political differences can raise. The authors suggest tackling these challenging topics through activities using parent surveys, textbook reviews, graphic organizers, library and online research, and discussion of current events. Abstruse even to adults, some of these concepts might be only superficially comprehensible to many young students, as Burgos observed in her own class. However, the authors report that the activities and discussions provide valuable exposure through which students eventually see connections between their learning and the wider context.

Although touching upon a daunting array of complex topics, Brisk, Burgos, and Hamerla have kept a tight focus on application, refraining from extensive exposition of theory and research and keeping the book to a manageable length and appropriate depth. Intended for use in the context of graduate-level coursework, the book would complement well a more comprehensive exploration of theories and research on critical literacy, sociolinguistics, SLA, and bilingualism or biliteracy. In keeping with many current ideas about how to best serve language-minority students (e.g., González et al., 1995; Hornberger, 2003), the lessons frame students' first languages, home lives, and the sociolinguistic communities that shape them as resources to be drawn upon in support of students' learning and development. With students acting as informants and researchers, reflecting on their experiences, and initiating dialogue with parents, grandparents, and others in their own communities, they are likely to recognize both challenges and resources therein. As teachers learn more about students' worlds, they are better able to adapt the classroom and curriculum to draw upon home, community, and first language as resources. Although not specifically discussed in this volume, it is easy to see how these lessons in part might equip teachers and students to be agents of social and institutional change at least at the local level, and perhaps beyond.

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**FOSSILIZATION IN ADULT SECOND LANGUAGE ACQUISITION.** *ZhaoHong Han*. Clevedon, UK: Multilingual Matters, 2004. Pp. vii + 201. $29.95 paper.

Researchers often use metaphors to define abstract or complex phenomena in terms of more familiar concepts (Honeck & Temple, 1992). Fossilization (Selinker, 1972) is a trope coined to conceptualize a widely known but poorly understood characteristic of the majority of adult second language (L2) learners: failure to achieve targetlike compe-

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tence despite continuous exposure to the target language, adequate motivation to learn, and sufficient opportunity for practice. Challenged by researchers who question the utility of the concept (see the overview in Long, 2003), Han's comprehensive and coherent eight-chapter book provides theoretical and empirical justification for the use of fossilization as an organizing trope (Kupferberg & Green, 1998) that encapsulates the meaning of adult SLA processes.

Chapter 1 challenges a prevailing monolithic view that equates L2 adult learners' ultimate attainment with permanent deviation from the target language. Instead, Han proposes a modular view that allows for different ultimate attainments across learners and within the interlanguage of each individual. Chapter 2 provides an overview of the concept evolution that foregrounds central pertinent questions such as whether fossilization is a process or a product and whether fossilization is local or global. Chapter 3 offers a review of internal and external factors that are conducive to fossilization. Han emphasizes that fossilization is internally determined by maturational and native language constraints that "can be modulated (aggravated or alleviated) by environmental, social, and psychological forces" (p. 43).

Chapters 4 and 5 provide a macroperspective on fossilization via a systematic examination of the critical period and transfer research. The latter discussion focuses on biocognitive constraints on L2 learning that undermine adult learners' ability to fully attain targetlike competence. Subsequently, in chapter 6, Han provides a microscopic view by reviewing a selection of pertinent empirical studies and methodological approaches. Chapter 7 relates theory to practice by looking at the connection between L2 instruction and fossilization. The chapter emphasizes the positive and negative influences of classroom input, pedagogic strategies, and opportunity for practice on the process of fossilization.

The final chapter summarizes the ideas presented in the book and foregrounds implications for research and practice. Han laments the lack of longitudinal studies that might establish conclusively the existence or nonexistence of fossilization. She also emphasizes that practitioners attempting to formulate realistic instructional goals should bear in mind two claims established in the book. First, fossilization is an inevitable process in adult SLA due to biocognitive constraints. Second, there are no fossilized learners because success and failure exist in each L2 learner.

The book offers a theoretical and empirical fossilization-oriented state-of-the-art review of the SLA domain. Therefore, it is a must for researchers and students interested in L2 acquisition and instruction. Han's dynamic and lucid style, well-chosen definitions, and erudite list of references and citations are commendable. Availing herself of her remarkable knowledge, Han deconstructs the meaning of central issues in the domain (e.g., ultimate attainment, factors affecting L2 acquisition, learner variables, the critical period effects, L1 transfer, and L2 instruction) in order to reconstruct her point of view systematically and coherently. At certain discursive junctions, she provides enlightening and reader-friendly summaries that are accompanied by new questions—traffic signals indicating in which direction Han intends to further pursue her goals.

Han's theory-driven arguments, the empirical evidence she surveys, and the terminology she uses (e.g., see Han's succinct definition of future research goals on p. 175) show that she has probably adopted a quantitative postpositivistic paradigm of inquiry (Lincoln & Guba, 2000). Future research could also employ qualitative data-driven approaches, such as conversation analysis, to illuminate interactive SLA processes in institutional as well as everyday settings. Such local inquiries might illuminate the cocon-

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struction of participants' points of view and accordingly promote the understanding of the meaning of fossilization.

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**A PHILOSOPHY OF SECOND LANGUAGE ACQUISITION.** *Marysia Johnson*. New Haven, CT: Yale University Press, 2004. Pp. ix + 207. $40.00 paper.

Johnson states "the purpose of this book is twofold. . .to introduce the reader to Lev Vygotsky's sociocultural theory (SCT) and Mikhail Bakhtin's literary theory. . . . Second, . . . to discuss the existing cognitive bias in SLA theory and research" (p. 1). To this end, the book is divided into two parts: Part 1, which focuses on a review of traditional cognitive approaches to SLA research, and Part 2, which focuses on a more sociocultural perspective, reviewing the theories of Vygotsky and Bakhtin and culminating in Johnson's proposal for a dialogic approach to SLA research.

In chapters 1–4, Johnson reviews behaviorist, cognitivist, and information processing approaches to SLA. These chapters include both brief overviews and critiques of various theories: behaviorism, contrastive analysis, error analysis, Universal Grammar (UG), the fundamental difference hypothesis, Krashen's input hypothesis, Swain's output hypothesis, Long's interaction hypothesis, Van Patten's input processing model, and Gass and Selinker's model of SLA. Her overviews of these models are not meant to be comprehensive; rather, Johnson's focus is on critiquing the theories in order to demonstrate where each approach falls short. Although one might anticipate that these critiques would concentrate on the ways in which cognitive approaches neglect the social and cultural environments of learners, Johnson, instead, offers detailed critiques about various aspects of the theories, ranging from theoretical presuppositions to research design issues.

Although the criticisms she offers are detailed and arguably valid, it is not clear how the discussions in these initial chapters demonstrate the failing of cognitive traditions to account for the social contexts of language learning. For example, whether the UG in Van Patten's (1996) model is acting upon intake or input seems irrelevant in fur-

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thering the point that SLA research needs to be more dialogic. However, the discussion of communicative competence in chapter 5 seems to move more closely in this direction as Johnson discusses models of communicative competence and examines the extent to which each accounts for social interaction.

Part 2 of the book begins with an overview of Vygotsky's SCT, including discussion of interpersonal and intrapersonal interactions, the zone of proximal development, and the role of language in the development of mental processes. Johnson also provides an overview of activity theory and discusses how it relates to SCT.

Acknowledging the gap left by Vygotskyian theory in exploring "the characteristics of speech in a given sociocultural context" (p. 127), Johnson devotes chapter 7 to a discussion of Bakhtin's *dialogized heteroglossia*, emphasizing the need to unite language competence and language performance. In chapter 8, she then reviews a number of studies designed to explore features of SCT and activity theory in second language learning, including work by Donato, Lantolf, Ohta, Gillette, and McCafferty, to name a few. Interestingly, however, unlike the research examined in Part 1, these studies are not subject to criticism.

In chapter 9, Johnson puts forth her proposed dialogical approach to SLA. She emphasizes the need to explore local second language ability as influenced by social environment, institutional contexts, and local genres:

> The ultimate purpose of this dialogically based model of SLA is to discover the processes that allow the L2 learner to become an active participant in the target language culture, or to investigate how participation in a variety of *local* sociocultural contexts affects the learner's second language ability and how participation in one sociocultural context affects the learner's participation in another. (p. 176)

Johnson emphasizes that this dialogic perspective requires acceptance of qualitative methods of research, such as diary studies and personal narratives, and might well necessitate the development of new research methods. It also has classroom and materials implications, as a focus on local language ability requires more collaborative approaches to language learning, considerations of different language genres, and exploration of the processes involved in becoming part of a new culture. Johnson considers how assessment has to be reconsidered as well and summarizes points from her 2001 book (Johnson, 2001). However, there is no mention of the assessment of skills other than speaking.

Johnson closes with the following thought: "We have stayed for too long in the mind of the learner, and in the process we have neglected to recognize the forces that interact with the individual mind" (p. 189). This book, particularly with the focus in Part 2, certainly attempts to move us to a more socially and interactively constructed view of language learning and cognitive development.

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**VALUES IN ENGLISH LANGUAGE TEACHING.** *Bill Johnston*. Mahwah, NJ: Erlbaum, 2003. Pp. xiii + 171. $45.00 cloth, $24.50 paper.

In a world marred by political instability, social inequality, and ethnic and cultural intolerance, Johnston's book comes as a strong reminder that teaching is not a neutral act. The theoretical framework behind the seven chapters of the book is the centrality of morality and values in English language teaching (ELT).

In the first chapter, Johnston states his own understanding of morality and his belief that ELT is "profoundly a moral undertaking" (p. 18). He acknowledges, however, the complexity and ambiguity associated with morality, especially in philosophy and education. The second chapter is an exploration of three main issues: the moral dimension of classroom discourse, values implicit in curricula, and the tension between the teacher's role as an individual moral agent and his or her role as representative of their institution. Johnston stresses that his task is not to judge teachers' moral decisions but to understand the values that guide their actions. He adds that the moral agency of the learner as well as that of the teacher is at play. Using extracts from classroom-based data, Johnston illustrates how teachers often find themselves confronted with difficult moral dilemmas when it comes to classroom rules, interaction with students, and selection of pedagogical items. The extract on page 33 demonstrates particularly well the moral dilemma between urging the Asian student to speak and respecting her right to be silent, thus representing opposing views of what is right for the learner. Naturally, in his analysis of the chosen examples and classroom stories, Johnston cannot avoid making the inevitable moral judgment. After all, one's interpretation of data can never be free of values and beliefs.

Johnston's contribution to the debate about the political dimensions of ELT is his analysis of the moral issues that are parallel to the centrality of the political dimension. He reviews the controversial spread of English and its effect on indigenous languages and the difficulties encountered in revitalizing these languages. Critical pedagogy is offered as one solution to raise awareness about the political aspects of ELT, but Johnston is too careful to impose it on other contexts. He is aware of its limitations and its idealistic approach. In chapter 4, Johnston states that "testing" is also value laden and not objective. One important issue here is the paradox of the unmeasurability of language knowledge and the necessity of measuring this knowledge. This measurement can only be done in a subjective manner, reflecting teachers' views of what is right and wrong. The role of alternative assessment is addressed as well as the impact of the major standardized tests on learners all over the world. In chapter 5, the author treads uncharted territory. The issue of teacher identity in education and ELT is not completely new, but religious beliefs and values have not been addressed in ELT literature. Of particular importance is the issue of differences between the religious beliefs of the teacher and those of the students, the potential conflicts, and how the teacher reacts to them. Johnston argues that it is a matter of how the teacher's professional identity is related to his or her cultural and religious identity. The moral significance of teacher research as a central activity of teacher development is addressed in chapter 6. Teacher research, such as action research, exploratory practice, and cooperative development, values the teacher as a producer rather than a consumer of knowledge, with constant change being the catalyst of teacher development.

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In a book about values, the author manages to avoid a prescriptive and preaching tone, a task not so easy to achieve given the complexities of discussing such an ambiguous subject. In the first six chapters, the reader has the opportunity to explore the issues a step further through a set of engaging questions related to the reader's own context. Another strength of this book is that the content of every chapter is explored in relation to the most recent and relevant literature and research studies in ELT, education, psychology, philosophy, and other relevant areas.

This is a book of great value to ELT teachers insofar as the author addresses some of the most vital issues that touch teachers' professional lives.

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**WASHBACK IN LANGUAGE TESTING: RESEARCH CONTEXTS AND METHODS.** *Liying Cheng, Yoshinori Watanabe, and Andy Curtis (Eds.)*. Mahwah, NJ: Erlbaum, 2004. Pp. xxi + 233. $27.50 paper.

Since Alderson and Wall (1993) posited a seemingly rhetorical question, "Does washback exist?" language testing professionals have directed attention to the impact of testing on teaching, learning, educational outcomes, and individuals. This edited volume is the culmination of language testing professionals' conscious efforts to better understand washback. It bears rich testimony to the complex nature of washback phenomena in every corner of educational systems. It is a useful resource for those seeking guidance on their own washback studies—for teachers and school administrators who are haunted by the power of tests and for those who need empirical evidence for and against test washback in specific testing situations.

The book contains two major sections. In the first section, the concepts of washback and the methodological considerations are discussed in depth. Following Alderson's comprehensive overview, Cheng and Curtis review the history of washback studies along with the confounding test effects on teaching and learning.

Readers seeking practical methodological guidance are advised to read the second chapter by Watanabe. He succinctly characterizes multidimensional aspects of washback according to specificity, intensity, length, intentionality, and value. He contends that methodology aimed to disentangle the complexity of washback phenomena should be diverse, which renders the potential for qualitative research methodology. In chapter 5, Saville and Hawkey illustrate step-by-step data collection procedures and the development of various instruments in their International English Language Testing System (IELTS) washback studies on textbooks and materials.

The second section includes eight chapters, each of which situates washback phenomena in specific testing situations and reports major findings along with detailed descriptions of various instruments (i.e., surveys, interviews, observation protocols). A diverse array is covered: effects of assessment-driven reform on writing instruction in Washington State, the impact of IELTS on teaching materials, washback in the Certificate in spoken and written English in Australia, the effects of high-stakes university entrance examinations on secondary school education in Japan, the Hong Kong

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certificate examinations in English, the National matriculation English test in China, and, finally, the English foreign language oral matriculation test in Israel. The cases are from all over the world, and the studies engage teachers and others in various ways to understand whether and how either existing tests or the introduction of new tests influence the content of teaching, teaching materials, ways that teachers teach, and teachers' beliefs and perceptions about tests.

One major motif that interconnects several chapters (chapters 6–11) is the relationship between teachers' beliefs and perceptions of tests, on the one hand, and test impact, on the other. For example, Chen investigates how an exam reform influences teachers' perceptions about teaching practice. She concludes that although teachers positively reacted to the change, the exam neither influenced the teachers' daily teaching nor changed their inclinations to teach to the test.

Results reported in the book show that washback is contextually specific (Bailey, 1999) and that it reflects the heterogeneity of human character. Positive washback effects are reported on writing curricula and on increased attention to more communicative language skills and time allotment for such skills. At the same time, negative washback is evidenced by selective curricula, by increased pressure and test anxiety, and by lack of change in daily teaching practice.

Clearly, more research is needed to further address long-term test impact operating at the macrolevel (i.e., test impact on society and educational systems). Also clearly needed are studies that proactively engage students, teachers, and other parties as collaborators throughout all phases of the test development and implementation process, rather than as passive information-givers as in the current post hoc approach. Such studies will shed light on the dynamic relationship among various educational parties in this era of test plethora.

My minor reservation is that this volume could have had a final chapter devoted to synthesizing the findings across the reported studies and discussing implications and agendas for future research. Yet, such a reservation does not override the rich empirical evidence and examples of data instruments provided throughout the book.

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**(IN)VULNERABLE DOMAINS IN MULTILINGUALISM.** *Natascha Müller (Ed.)*. Amsterdam: Benjamins, 2003. Pp. xiv + 374. $90.00 cloth.

This volume is the first in the series *Hamburg studies in multilingualism* and consists of an introduction and 11 articles, based on presentations at two conferences at the Hamburg Multilingualism Research Centre in July 1999.

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*SSLA* readers might want to note that most articles concern simultaneous bilingualism in young children (where older learners are investigated, this is noted). The contributions are based on longitudinal naturalistic production data (none deals with experimental data, one with introspection). Two recurrent themes are (a) the rates and reasons for mixing in bilingual children (e.g., Gawlitzek-Maiwald on German/English; Deuchar & Muntz on Spanish/English) and (b) syntactic development in bilinguals as compared to monolingual peers (Kupisch on French and French/German determiners; Bernardini on Italian and Italian/Swedish possessives and adjectives—compared to adult L2 Italian; Ezeizabarrena on Basque and Basque/Spanish optional infinitives; Hinzelin on Brazilian Portuguese/German finiteness and pronominal/null subjects; Herkenrath, Karakoç, & Rehbein on subordination in Turkish and Turkish/German; Möhring & Meisel on Verb-Object/Object-Verb orders in French/German bilingual children, with some comparison to L2 German [especially the ZISA project]). Also included is a rigorous study of syllable-final consonants in Spanish/German bilinguals and monolinguals (Lleó, Kuchenbrandt, Kehoe, & Trujillo), an introspective look at an author's trilingual Japanese/Brazilian Portuguese/English development (Kato), and a L1 multiple-grammar model (Roeper).

What strikes me as odd about the volume is its catchy but ill-fitting title: *(In)vulnerable domains in multilingualism*. Hardly any of the contributions address (in)vulnerability, but, rather, are based on conference presentations and do not seem purpose-written for this book. The term *vulnerable domain* has been used earlier by Platzack, Hulk, and Müller (the final author is also the editor of this volume) to make testable predictions about the relative difficulty of acquiring syntactic phenomena. It refers to a syntactic domain that interfaces with another, cognitive, module, namely (discourse)-pragmatics, for which a prime example is the C(omplementizer)-domain. Lower structural levels (Inflectional Phrase, Verbal Phrase) do not interface and are invulnerable. Platzack (2001) predicted that L1 and L2 learners, persons with specific language impairment, and aphasics will show evidence of nontargetlike syntax exclusively at Complementizer Phrase (CP). Hulk and Müller (2000, p. 228) also restricted nontargetlike syntax to the highest structural level but added another condition for bilingualism: If the child's input languages partially overlap at the surface level, crosslinguistic influence will occur in the vulnerable CP domain, with higher numbers of nontargetlike productions by bilinguals than by monolinguals. No crosslinguistic influence is predicted for levels lower than CP or for phenomena that are not at the syntax-pragmatics interface. These proposals certainly deserve investigation and the book title and its back cover will suggest to many readers that (in)vulnerable domains are indeed what this volume is about—it certainly suggested that to me. These readers might feel they have been misled.

Only one contribution (Kupisch) explicitly addresses the title topic, whereas another (Bernardini) touches on it. Kupisch extends vulnerable domain from the topmost clause level (CP) to the topmost level of nominals, the Determiner Phrase (DP). DP syntax interfacing with discourse-pragmatics should be difficult to aquire, resulting in nontargetlike determiner omissions. Empirically, however, Kupisch finds just the opposite for child French and, consequently, rejects vulnerable domains as universal or to do with interface status (p. 34). (An input-driven language-specific explanation for early emergence and targetlike use of determiners is proposed instead.)

Readers are left to ponder whether other contributions could be construed as shedding light on (in)vulnerability. Yet, I did not find any except Kupisch that put vulnerable-domain proposals to the test. In her editorial introduction, Müller attempts to weave (in)vulnerable domains into her summaries of contributions. However, here she uses vulnerable domain to refer to nontargetlike properties manifested in child or learner

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grammars and not necessarily to the topmost level with syntax-pragmatic interface character (pp. vii–ix). However, such loose use of the term makes vulnerable domain hard to test and falsify.

This said, the volume makes an excellent read on other topics. It includes several original research papers on childhood bilingualism that are beautifully written and might well become classics, in addition to some rather poorly organized papers. Readers will be pleased to find many contributions combining qualitative and quantitative data analyses, with easy-to-read graphs (certainly many more than a decade ago). I especially liked the sophisticated batteries of tests for language dominance in bilinguals (weaker vs. stronger language), where in older work readers had no choice but to take the researcher's word for it. The volume is generally well layed out and copyedited (except for typos in the references) and includes useful name and subject indexes.

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**CRITICAL PEDAGOGIES AND LANGUAGE LEARNING.** *Bonny Norton and Kelleen Toohey (Eds.)*. New York: Cambridge University Press, 2003. Pp. xiii + 362. $77.00 cloth, $28.00 paper.

Language is not simply communication; rather, it is a practice that constructs the ways language learners understand themselves and their social surroundings. This collection assembles the work of 22 scholars interested in critical perspectives on language education in different sites of practice. They investigate how social relationships and issues of power are centrally important in developing critical language education pedagogies.

In the field of education, *critical pedagogy* explores the social visions that pedagogical practices support within a political and economical framework in contemporary societies. These authors consider how practices might be modified, developed, or abandoned in efforts to support learners, learning, and social change. At the same time, they promote a variety of beliefs, convictions, and assumptions that are not unitary or methodologically uniform. There is not one single approach linking all their research; each scholar represents a pedagogy discourse, based on local situations, problems, and issues of her or his community. In doing so, however, their main goal becomes to understand the relationship between teachers and students, test makers and test takers, teacher-educators and student teachers in order to open new productive possibilities in education.

This volume combines the elements of language learning with various aspects of social consciousness, including multiculturalism, gender issues, institutional power, and race. The book attempts to evaluate, explain, and improve upon current educational

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practices in various learning environments around the world. It is divided into four independent sections with a total of 17 chapters with varying foci and many overlapping themes. The first section, "Reconceptualizing Second Language Education," discusses the institutions of language learning and teaching as they relate to social issues. Topics such as multiculturalism and political correctness, "color blindness," gender, and sexuality in language learning environments are largely analyzed. Shohamy's chapter draws attention to assessment, in particular to language tests. The second section, "Challenging Identities," focuses on language learners and the various settings in which learning engages their identities in diverse and complex ways, including representation of culture, history, and power. The third section, "Researching Critical Practice," shifts to issues such as nonstandard languages, empowerment, and language learning possibilities for students of diverse histories and backgrounds. Section 4, "Educating Teachers for Change," explores the ways in which educators attempt to adapt some of the principles mentioned throughout the book to create better learning environments to promote social change.

Along with the common objective of understanding power and providing new approaches to better language pedagogy in particular locations, there are other engaging themes running through the chapters. Contributors seem committed to seeking critical classroom practices, creating and adapting materials, exploring diverse representations of knowledge, and exploring new research practices. They are interested not so much in "telling readers, researchers, students, or teachers how to speak, write, read, listen, or engage in critical practice [. . .] but articulate a stance toward intervention that aims at engaging participants in reflection and praxis" (p. 15). They have succeeded in their main objective of investigating critical approaches and language learning environments. The research does not remain focused on one particular area of language learning (e.g., teaching English to speakers of other languages or English as a second language) throughout. Rather, the authors discuss a variety of language learning settings in different countries, including the United States, the United Kingdom, Africa, Canada, Korea, Australia, and Hong Kong, to name a few. This allows the reader to conceptualize a broader set of circumstances. On the other hand, at times the book seems to go beyond the scope of its intended target—for instance, in Sunderland and Pavlenko's chapter "Gender and Sexuality in Foreign and Second Language Education: Critical and Feminist Approaches."

It could be argued that more relevant questions related to language instruction, such as the awareness of cultural differences, historical issues, and especially how imposing majority languages on minorities perpetuates an educational weakness versus bilingualism, are missing in this volume. That said, the concept of this book—the melding of language learning with aspects of social change—not only becomes fascinating but also offers new perspectives and recommendations for parents, educators, school administrators, and politicians willing to improve the system. Well-written and articulated, excellently documented, and with convincing examples, Norton and Toohey present this innovative research in an unprecedented manner, bringing theory and practice together to transform existing social relations in the interest of schools and communities. Reading the text would be beneficial for either graduate students or experts in applied linguistics willing to acquire knowledge in this emerging field; they will not be disappointed. This volume definitively opens the door to new possibilities in education.

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**ECOLOGY OF LANGUAGE ACQUISITION.** *Jonathan Leather and Jet van Dam (Eds.)*. Dordrecht: Kluwer, 2003. Pp xiv + 225. $88.00 cloth.

This volume contains 11 papers on various aspects of language acquisition both in first language (L1) and second language (L2) from an ecological perspective. This approach departs from generative grammar by rejecting both its theoretical and methodological axioms. It first questions the generative assumption that language is a mental state determined by human biology and experience. In its stead, proponents of the ecological view treat language as an entity inseparable from the speakers and their social network (Leather & van Dam, chapter 1). Methodologically, they dismiss generative grammar's essential tenet that competence should be investigated independently of performance; along with this, they also reject idealization in the study of language and language acquisition. Leather and van Dam also presume a priori the nonexistence of context-free meanings (cf. Higginbotham, 1988). As for language acquisition, they claim that the notion of primary linguistic data is too narrow; rather, data in other forms such as gestures and deictic motion are equally relevant in language acquisition. Although both the generative and ecological approaches emphasize individual language learners, for the former, language development constitutes the normal human biology, triggered by sensory input (Chomsky, 1995), whereas for the latter, it results from the interaction of the individuals and their cultural environment.

Fettes (chapter 2) joins Leather and van Dam in adopting a broad and non-Cartesian view of language; namely, language as a public entity exists outside speakers and its development emerges as a psychological function of the culture and environment in which the language is used. Two of the chapters explore various ecological aspects of child language acquisition: joint attention as an innate mechanism (Kozima & Ito, chapter 4) and language socialization in Mexican children and their development of competencies (Baquedano-López, chapter 6). Another two articles represent classroom-based research on language development. Van Lier (chapter 3) discusses how to integrate use of computers into a project-based syllabus in teaching poetry and English as a L2 to children and adults. Van Dam (chapter 11) presents a longitudinal study on two Dutch teenage girls and an analysis of the notes they passed to each other over a period of 4 years in search of patterns of linguistic behaviors in a classroom setting. The two chapters on SLA represent two case studies. Lam and Kramsch (chapter 8) report on analyses of a Hong Kong Chinese learning English as a foreign language and claim that success in acquiring a L2 is contingent on a number of ecological factors, including self-confidence, ability to play multiple roles, and so forth. Pallotti's (chapter 10) study concerns a 5-year-old Moroccan girl living in Italy and discovers the patterns of her use of appropriations in a lunch setting, expressions the L2 speaker consistently constructed by incorporating her interlocutor's utterances. There are two chapters on child language acquisition of semantics. Zlatev (chapter 5) argues that children acquire lexical and syntactic knowledge by virtue of their general cognitive concepts rather than domain-specific and language-specific categories and principles, a hypothesis he calls the "cognitive determination hypothesis." Toolan (chapter 7) develops an integrational approach through which he discusses the role of interactions between infants and their caretakers as a necessary element for language development. Finally, Powers and Babies (chapter 9) explore how to use computer models to probe for invaluable insights—inaccessible to theoretical linguists—into our understanding of the language development process.

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Most articles collected in this volume are highly accessible and readable, and they provide an adequate case for the thesis of the volume—that language and language development are critically related to ecology. Unfortunately, with a focus on a wide range of issues and variables (conceivably relevant to language development, although not to the same extent), it is difficult to see how this approach provides insights into the two most critical problems in the study of language and language development. First, how do we account for the true human attribute that leads an infant or adult to the attainment of a language or languages irrespective of unforeseeable variations in experience (a problem known as "Plato's problem"; Chomsky, 1991)? Second, how do we explain the fact that language learners, of both L1s and L2s, develop knowledge that transcends their experience, the so-called "Humboldt's problem" (Chomsky, 1991) or the creativity of language?

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**THE HANDBOOK OF BILINGUALISM.** *Tej K. Bhatia and William C. Ritchie (Eds.)*. Oxford: Blackwell, 2004. Pp. xv + 884. $139.95 cloth.

This is one of the major works in the field of bilingualism. The volume includes 31 chapters written by 40 scholars, plus an introduction and an index. The volume aims at providing "state of the art treatments of the central issues that arise in consideration of the phenomena of bilingualism. . ." (inside book cover), a field that is of growing interest in applied linguistics and other disciplines.

The editors make a remark in the introduction about the use of the word *bilingualism* in the title of the book and say that they do not exclude additional languages and that the chapters in the book include the "full range of multilingualism." However, the use of the term *bilingualism* is problematic because the Latin prefix bi means "two" and, in fact, most chapters in the book deal only with two languages.

The volume has a general introduction written by the editors and is divided into four parts: (a) Overview and Foundations; (b) Neurological and Psychological Aspects of Bilingualism; (c) Societal Bilingualism and Its Effects; and (d) Global Perspectives and Challenges: Case Studies. Each of these parts is preceded by an introduction by one of the editors.

Part 1 is the shortest of the book and contains two chapters dealing with theoretical aspects such as the concept of being bilingual, issues related to acquiring

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bilingual competence, and its effects. This part also discusses methodological aspects of studying bilingualism. These two chapters deal with central issues in the study of bilingualism and are more general than other chapters in the book but are necessarily limited to the discussion of some and not all the issues included in the volume.

Part 2 includes 12 chapters that are grouped into five sections and deal with a large range of issues such as bilingual aphasia, early bilingualism, comprehension and production, code mixing, sign language, and cognitive and social psychological factors. The sections and distribution of the chapters in this part of the book are not balanced in all cases. The section on neurology only includes the chapter on aphasia, and given the multidisciplinarity approach of this book and the recent developments in neuroscience, a specific chapter on its contribution to the study of bilingualism would have been welcome. The different issues in the study of bilingualism are related to each other, and it is not always easy to group different chapters under one heading; thus, a different distribution of the chapters is also possible. This is the case with some of the chapters included in two of the sections in Part 2. For example, the chapter on two linguistic systems in contact could go in the section on code mixing or the chapter on bilingual accommodation could have been included in Part 3 because of its social perspective.

Part 3 analyzes bilingualism from a social perspective and includes eight chapters grouped into two sections: one dealing with language contact and maintenance and the other with bilingualism and the media, education, and literacy. Four of the five chapters in the first section approach the study of minority languages from different perspectives, and the fifth chapter in this section, which focuses on a very interesting approach to bilingualism and gender, is not closely related to the other chapters in the same section.

Part 4 contains nine chapters that discuss the situation of bilingualism in different parts of the world. The chapters are really interesting not only because of their good quality but also because the editors have included situations in different areas of Asia and Africa. This part of the book cannot cover all of the situations involving bilingualism in the world, but it gives a very good overview of the variety and complexity of bilingualism in a large number of communities.

Even though not all areas of bilingualism are equally developed in this book, and the inclusion of the different chapters in the sections can be, in some cases, controversial, this volume is an updated review of research on many of the phenomena and situations related to bilingualism. More cross-references between the different chapters could have been useful to give more unity to the volume. Another point that could be improved is the index, which includes some but not all the authors mentioned in the chapters.

In spite of these minor editorial problems, this volume is a major contribution to the study of bilingualism and the quality of its chapters is, in general terms, excellent. It certainly achieves the goal of providing a state-of-the-art perspective on different areas of bilingualism and a multidisciplinary perspective of the broad phenomena of multilingualism.

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**SILENCE IN SECOND LANGUAGE LEARNING: A PSYCHOANALYTIC READING.** *Colette A. Granger*. Clevedon, UK: Multilingual Matters, 2004. Pp. x + 142. $29.95 paper.

In this text, Granger provides an intriguing and provocative perspective on the presence of silence during communicative interactions with individuals—particularly children—learning a second language (L2). Considering theoretical and empirical evidence Granger examines, "... the complex interrelationships among self, culture and language ..." (p. 38) as first language (L1) learners construct social and linguistic selves, and L2 learners reconstruct these selves in a new language and culture. Silence is given a primary role in the construction and reconstruction processes.

The first chapter provides an overview of SLA research, noting the references to silence in different theoretical approaches. Granger contends that most SLA research embraces the linguistic and social aspects of the language acquisition task with little comment on the role of silence, either as a silent period similar to L1 acquisition or as individual moments of silence during an interaction. The second chapter explores the nature of silence viewed within psychoanalytic theory. Freudian psychoanalytic theory is used a backdrop against which to speculate on the interaction between linguistic and psychical factors that result in silence during communication by both L1 and L2 learners. The psychical origin of silence is the thesis of Granger's text, although she is quick to acknowledge that not all L2 learners experience silent periods, and not all silences can be explained in psychoanalytic terms.

Having set the stage for the role of silence in SLA research, Granger then applies psychoanalytic methodology to written documents in chapters 3 and 4 to demonstrate the search for the meaning of silence in communication, much as a psychoanalyst would use silence to search for meaning during a therapeutic session. In chapter 3, examples of personal narratives written by individuals who learned a L2 form the database. The narratives are memoirs that might or might not make mention of silence, but, as Granger contends, "... lend themselves quite readily to psychoanalytic inquiry" (p. 68). Chapter 4 applies psychoanalytic inquiry to diary studies, which are contemporaneous personal accounts of experiences learning a L2. As with personal narratives, Granger provides examples of how a psychoanalytic approach to data analysis might offer intriguing insights into the causes of silence in the communication interactions of L2 learners.

The fifth and last chapter provides suggestions to educators who regularly interact with L2 learners about how to use silence during learning situations. Granger identifies several pedagogical models that support learner-centered education and that, in her opinion, allow psychoanalytic inquiry to be enfolded into teacher–learner interactions. Silence during the interactions might have several sources that can be considered by the teacher; among them are psychical sources. In the final pages of the text, Granger gives several specific examples of actions teachers might take in response to silence, as the L2 learner attempts to integrate his or her language learning selves: L1 and L2.

This text was thought-provoking although difficult to read the first time, due in part to the complexity of the topic and of Granger's writing. On further readings, the depth of her thinking and grasp of the theoretical and practical intricacies in the relationship of cultural, self, and linguistic areas of study became apparent. That said, even without depth of understanding, a reader can grasp Granger's point and apply the techniques noted in chapter 5 to the betterment of interactions with L2 learners. Knowledge of

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psychoanalytic theory is required for a deeper understanding of the topic and the text and for using the analysis methods to examine narratives and diaries, but not for implementing some of the important educational practices regarding silence during interaction with L2 learners, particularly in the classroom.

Granger provides an extensive reference list and thorough index. The chapter organization is intuitive and leads the reader to the logical ending of the educational practices to be implemented. However, this book is not an ending in itself, but rather a beginning for serious students of SLA research. A casual reader will likely find the premise and examples interesting but will be unable to implement the research methodology. A serious student will find support for novel methods of inquiry and passion for the role of silence in L2 learning.

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**AGE AND THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE.** *María del Pilar García Mayo and María Luisa García Lecumberri (Eds.)*. Clevedon, UK: Multilingual Matters, 2003. Pp. xii + 209. $29.95 paper.

There have been a number of recent books devoted to the effects of age on language acquisition; this volume is different. It is the first book to examine the relationship of age to ultimate attainment in foreign language learning. One might wonder whether there is, in fact, any relationship between the age of onset and ultimate attainment in classroom learning where the language being taught is not spoken within the community. However, if one exists, then what is the optimal age to begin foreign language instruction?

The book is the outgrowth of a summer program held in Spain in 2000. The research was carried out in Spain with bilinguals who were in the process of learning an instructed third language (English). The subjects come from two distinct regions of Spain and thus do not have the same bilingual backgrounds. One group—drawn from Catalonia—was bilingual in Spanish and Catalan. The other—residing in the Basque autonomous region—was bilingual in Spanish and Basque. The book is divided into two sections. The first, containing three chapters, gives a theoretical overview of age-related research approached from different perspectives. The second, made up of six chapters, is a collection of the studies from the two regions that address the issue of age in the classroom.

The theoretical article by Singleton is a general discussion of age effects in language learning and asks whether there is a critical period for language acquisition or whether age effects are the result of other factors such as general aging, amount of exposure, instruction, and motivation. The other theoretical articles focus on specific skills: phonological acquisition and the acquisition of grammar. Marinova-Todd concludes that noncritical period factors best account for the variance in grammatical acquisition seen among learners of differing ages. Leather, while addressing the age question, focuses mainly on the models used to describe phonological acquisition in both a first and second language.

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The empirical studies in the second section all ascertain that early onset of foreign language instruction does not appear to give an advantage to the learner. The first four chapters report on different aspects of a research project carried out by the University of the Basque Country. Subjects for these studies were studying English as their third language and comprise three different onset ages: 4, 8, and 11. Students receive 2–3 hr of instruction per week.

Cenoz evaluated ultimate attainment by examining subjects after 600 hr of instruction. She assessed general proficiency on a range of language skills and found that the oldest learners did best, whereas the youngest did worst. García Mayo focused on grammatical knowledge. She asked whether either length of exposure or starting age influenced grammatical intuitions. Subjects were measured during their fourth and sixth year of study. Once again, onset age was significant, as older learners were more targetlike. Length of exposure also had a positive effect. García Lecumberri and Gallardo examined phonological skills, testing both perception and production in the sixth year of instruction. In both skills, subjects scored higher with increased onset age. Lasagabaster and Doiz evaluated ultimate attainment in written production, both holistically and quantitatively. Again, age gave a clear advantage.

The last two empirical studies were situated in Catalonia. Muñoz assessed oral skills in two age groups after 200 and 400 hr of instruction. The older subjects performed significantly better at both test times. Victori and Tragant asked whether learner strategies differed with age and whether there was a developmental trend in strategy use. They found that older learners used more strategies that became more sophisticated as the learners matured.

Although this volume intends to examine ultimate attainment, I question whether 600 hr spread over 6 years give us a accurate assessment of subjects and ultimate attainment. Continued instruction could certainly be of benefit. However, these studies illustrate that 3 hr of weekly instruction at an early age are not sufficient for young learners to take advantage of their natural language learning abilities. Thus, language planners might question whether such limited early instruction is a good use of classroom time.

This volume is important reading both for those researching the age question and for those in language planning. It would have been helpful if the authors had included a subject index as well as a list of the authors and their affiliations. These omissions, however, do not detract from the value of the book.

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**THE OXFORD HANDBOOK OF APPLIED LINGUISTICS.** *Robert B. Kaplan (Ed.)*. Oxford: Oxford University Press, 2002. Pp. xxvii + 641. $74.00 cloth.

This edited volume is undoubtedly one of Oxford University Press's flagship publications in the broad area of applied linguistics and second language studies. Edited by one of the best known scholars in the field—Robert Kaplan—with help from three equally distinguished colleagues—William Grabe, Merrill Swain, and Richard Tucker—the book

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contains 39 chapters written by leading international experts in their particular domains. Thus, it is a kind of "all-you-ever-wanted-to-know-about-applied-linguistics" venture, and my overall conclusion is that the book successfully delivers what it promises: It is a collection of serious scholarly articles covering all of the key aspects of applied linguistics, with a good mix of classic topics and novel, forward-pointing concepts.

At this point it is almost obligatory to raise the less-than-straightforward issue of what exactly the discipline *applied linguistics* subsumes. It is reassuring to find that the editor was well aware of the complexity of this matter and summarized his position in this regard as follows:

> Applied linguistics is a difficult notion to define; indeed, it should not be assumed that this volume will provide a definitive definition of the field. Rather, this volume offers a snapshot of some of the subfields of applied linguistics at the beginning of the third millennium—and, thus, a kind of overview of the field. . . . It is clear that applied linguistics lacks a central organizing theory. In some ways, the field seems to be fragmenting into segments. (p. vii)

The 39 chapters are divided into 12 parts and a conclusion. The themes of these parts cover a broad range, from the "Four Language Skills" to "Technological Applications." As with so many successful anthologies, the structure is robust and slightly conservative, which ensures that the majority of readers will easily find their way around after only a few minutes. As Kaplan himself also points out in the preface, a book of this type will be judged not only on what it includes but also on what it excludes. He lists three main omissions: work with the deaf, teacher education, and corpus development. Even though—depending on one's research interest—everyone is likely to be able to point out areas that are perhaps underrepresented, there is no question that the editor and the editorial advisory board have done a good job in achieving an authoritative and balanced overview.

It should be clear from the previous comments that I consider this volume a particularly valuable book, one that simply cannot be absent from any public or personal library with an applied linguistic focus. It offers something for everybody: University students will find relatively brief overviews that are so helpful when one is getting acquainted with a new field. Established researchers will be pleased to read authoritative summaries of the thinking of some of the major scholars in the field. The book is even suitable for language teaching practitioners because the chapters cover a generous selection of classroom-related issues such as the discussions of the four language skills, curriculum design, as well as communicative, task-based, and content-based language instruction.

Seasoned readers of book reviews will know that the inevitable "But . . ." has to come at some point because the reviewer's task also includes the highlighting of possible weaknesses. Although it is not easy to find any chips in the armor here, one point that I would like to raise (particularly because of my personal research interest) is that learner characteristics are somewhat underrepresented: For example, learning styles are discussed in hardly more than a page, learning strategies are given even less space, and—what is rather surprising—language aptitude is not covered at all. On the other hand, I was pleased to find several chapters offering detailed discussions of various psycholinguistic and cognitive processes, evidence that the editor really meant what he said in the preface, namely that applied linguistics is more than linguistics applied.

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In sum, I believe that this volume will soon become (if it has not already done so) a favorite of module convenors when they design the reading lists of various survey courses in the field—the length, depth, and diversity of the chapters lend themselves to be included in these. The convenors' only concern will be that the individual chapters do not contain their own bibliography sections because all of the references have been pooled at the end of the volume to give a "sense of the scope of the field, of the key players, and of the disciplinary history . . . as well as an extensive reference list to much current literature" (p. x). Although this goal might have been achieved, the composite reference list will make using individual chapters for various teaching purposes difficult. Although personally I would recommend that everyone buy their own copy of the book, its price could make this a somewhat unrealistic expectation. Yet, if you decide to purchase only one work to provide a concise overview of applied linguistics and a detailed reference book, this volume should definitely be a serious contender.

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**LANGUAGE PROCESSING AND ACQUISITION IN LANGUAGES OF SEMITIC, ROOT-BASED, MORPHOLOGY.** *Joseph Shimron (Ed.)*. Amsterdam: Benjamins, 2003. Pp. vi + 394. $156.00 cloth.

This book addresses a fundamental question in the morphological analysis and representation of Semitic languages—namely, whether Semitic word morphology is root based or word based. As Shimron suggests, "there are reasons to view the templates, not the roots, as the more influential factor in determining Semitic morphology" (p. 5). Yet, as others would argue, there are reasons not to disregard the root-based hypothesis altogether. In the case of Arabic morphology, for example, verbal forms inherently contain three nonlinear levels: the consonantal root, the vowel pattern, and the templatic prosody. This nonlinear feature provided a perfect illustration of what has become termed in the literature as *root-and-patterns* morphology (McCarthy & Prince, 1986, 1990).

The question of whether Semitic morphology is best analyzed in terms of the root or the template (vocalic patterns) is by no means a new one. What is new in Shimron's book, however, is that this question is approached from the perspective of the mental lexicon of Semitic language speakers. Perhaps the book's major contribution to the ongoing debates regarding the morphology of Semitic languages is that it provides sound theoretical and empirical bases from which to challenge the long-held view that subscribes to the root-based analysis.

The first part of the book consists of chapters dealing with specific morphological phenomena in a number of Semitic languages, most notably Arabic, Hebrew, Maltese, and Ethiopian. The conclusion from these first chapters is that there seems to be a general consensus that the root-based approach needs to be revisited—if not dropped altogether—when analyzing Semitic morphology. In fact, both Bat-El and Benmamoun in their respective chapters on Hebrew and Arabic argue that the roots in Semitic languages are not the only governing elements in derivational morphology. Heath, on the

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other hand, goes a step further to argue that the validity of the root system in Semitic languages such as Arabic depends to a large degree on one's ability to "distinguish the formal elements needed for a morphological derivation from those needed for a parsing of a surface form, especially of a derived form" (p. 115).

Although most of the chapters contributed by linguists argue against the root-based approach to Semitic morphology and clearly favor a word-based (or in some cases stem-based) analysis, the evidence and data presented by psycholinguists support "the claim that is consistent with the decomposition hypothesis, or at least with the notion that roots and templates have an independent status in our mental lexicon" (p. 23).

For researchers interested in the mental lexicon and language acquisition, the chapters reporting psycholinguistic evidence for the validity of the root and template construct provide the strongest features of this book. Two groups of researchers contributed to this section of the book—namely researchers on child (first) language acquisition and researchers conducting experiments on laboratory linguistic behavior of adult speakers. Berman's study is representative of the former and presents an interesting perspective that uses children's lexical innovations as a way of testing their ability to access derivational patterns as established in their first language (Hebrew). The study's findings suggest that, in general, Hebrew-speaking children are able to "perform consonantal root extraction from as young as age three years both in interpreting and producing novel verbs based on familiar nouns and adjectives" (p. 274). The most relevant aspect of this study, however, is that it raises serious questions about what is known in the language acquisition literature as the universals. Berman challenges the dominant view that "applying psycholinguistic notions of relative formal or structural complexity" (p. 275) will affect the extent to which children are able to produce such forms. In fact, factors such as opacity and defective root structure will affect the speakers' performance in producing derivational verbal forms.

To a large extent, the book is an attempt to provide readers with the main competing views on whether or not Semitic morphology can be treated as word based or root based. Although the linguistic arguments presented in this book tend to advocate an analysis where word formation is essentially a byproduct of word stems and a process of affixation, the psycholinguistic data clearly shows that roots and templates occupy special entities in the mental lexicon of Semitic speakers; however, this in itself does not preclude the existence of other segments that might have their independent status.

Overall, this is a well-structured book with a number of excellent chapters on linguistic and psycholinguistic aspects of Semitic morphology. It is obvious that Shimron has succeeded in turning a polarized debate about the nature of Semitic morphology into a fertile ground for linguistic analyses and experimental research that yielded solid if not always coherent findings.

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**DISCOURSE AND TECHNOLOGY: MULTIMODAL DISCOURSE ANALYSIS.** *Philip Levine and Ron Scollon (Eds.)*. Washington, DC: Georgetown University Press, 2004. Pp. vii + 229. $49.95 paper.

This volume is a collection of selected papers from the 2002 Georgetown University Round Table on Languages on Linguistics (GURT). It contains 16 papers that are either loosely related to multimodal discourse analysis or address the relationship between discourse and technology, but not necessarily from the viewpoint of multimodal discourse analysis. The main strength of the volume is that it provides a rich variety of perspectives on discourse; the main weakness is that the perspectives do not seem to shed light on one single phenomenon or even a set of related phenomena, but, rather, the papers discuss various aspects of the multifaceted field of discourse studies.

The book starts out with an introductory chapter, "Multimodal Discourse Analysis as the Confluence of Discourse and Technology," by the editors. By placing the volume in the context of GURT 2002, the chapter seeks to provide some background so that the reader can see how the papers relate to each other. In what follows, I will discuss those papers that in my view bring the most interesting insights. I will close the discussion with an overall assessment of the volume.

In his paper on "The Problem of Context in Computer-Mediated Communication," Jones considers received notions of context that have been developed to describe written and face-to-face communication and argues that what makes communicating with new technologies different from face-to-face communication are the different ways in which these technologies allow participants to be present to one another and to be aware of other people's presence (p. 23). With examples from an English composition class, he shows that the students' ways of being present in computer-mediated communication are multifarious, and that it gives us a biased view of the communication if we extract one medium of communication out of the whole set of interactions in which the students are engaged.

Su offers an insightful sociolinguistic analysis of the Internet community in Taiwan. She analyzes a form of language play where Internet users modify Mandarin characters to produce what she calls *mock Taiwanese-accented Mandarin* (MTM) in order to create a humorous effect. She suggests that MTM is a practice of crossing (see Rampton, 1999), a way in which speakers use language or dialect to reproduce or challenged influential images of groups to which they do not themselves straightforwardly belong—in this case, the image of rural, unsophisticated speakers with a Taiwanese accent that is in opposition with the outgoing, urban image of Internet users.

Whalen and Whalen present an ongoing research program for what they call *workscapes*, which they define as "distinct configurations of people, their practices . . . the habitats or environments where this work gets done; and the tools, artifacts, and devices that populate these environments and are involved in the work's achievement" (p. 210). With an analysis of a misunderstanding in a copy shop between customer and the copy shop representative, they show that for an adequate analysis of the use of technologies in workplaces, we need to consider the technology as but one aspect of the workscape as a whole.

Erickson's article "Origins: A Brief Intellectual and Technological History of the Emergence of Multimodal Discourse Analysis" puts multimodal discourse analysis in a historical perspective. He considers both intellectual and technological developments and

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their impact on the field. The article is intellectually entertaining and provides insightful views, but, unfortunately, it reads very much like a conference paper rather than a fully developed research article.

Erickson's article reflects a problem for the volume as a whole: It is a collection of conference papers, some of which are very good (especially the ones mentioned previously), whereas others are too short and sketchy to convince the reader. The volume would have benefited greatly from more systematic and selective editing. However, it provides a rich picture of the field of discourse studies.

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