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THEORY AND PRACTICE

DALTON–PUFFER, CHRISTIANE. *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Philadelphia: Benjamins, 2007. Pp. xii, 330. $54.00, paper. ISBN 9–02721–981–8.

Research in the sociology of education has long recognized the discourse spaces created by teachers and students engaged in instructional activities, and the relation between forms of classroom interaction and processes of second language (L2) acquisition has received a great deal of interest over the last three decades. This work has illuminated the participatory frames that typify L2 classrooms and has drawn attention to the resulting opportunities to support learning. The criticized Initiation–Response–Evaluation pattern as well as the proposed instructional conversation have not only emerged as common parlance among L2 researchers but also have made their way into language teaching methodology texts. Dalton-Puffer contributes to this substantial research literature by investigating the largely unexplored context of content and language integrated learning (CLIL) classrooms.

In CLIL classrooms, an L2 (English in Dalton-Puffer's contexts) is employed as the medium of instruction. Although similar to certain models of language immersion and bilingual education, CLIL programs originated in Europe in the 1990s in response to the growing demand for multilingual citizens and workers. Largely a grassroots movement initiated by teachers and school administrators, CLIL programs resonate strongly with various proposals and mandates from institutions within the European Union and the Council of Europe and have been enthusiastically supported at local levels by businesses, parents, and school officials. As Dalton-Puffer explains, CLIL classrooms differ from other English as a foreign language programs in Europe in that English is treated not as a stand-alone content area but as the vehicle for learning other subjects (history, geography, business, etc.). CLIL proponents maintain that because the object of instruction is not the language, but academic content, there is an inherent authenticity to classroom activities. Specifically, the study of content is purported to create an environment in which the target language is acquired naturally with little or no focus on form. The aim of Dalton-Puffer's research is to document CLIL classroom interactions to understand the ways in which the L2 is used and the opportunities for language learning that emerge.

The book reports an in-depth study of 14 CLIL classrooms across seven schools in Austria. Data were gathered from a database of transcriptions of audio recordings of 40 lessons taught by 10 teachers, with learners ranging in age from 11 to 19. Relying on conversation analysis, the author examines patterns of turn-taking and feedback mechanisms as well as how errors, communication breakdowns, and other problems are addressed by the teachers. Speech act theory is used to foreground certain prescribed roles within the classroom community and the kinds of acts that these roles make available to participants. The specific language forms and functions that characterize teachers' and students' speech are described within a Hallidayan framework. A number of findings important for understanding

CLIL classrooms as language learning environments are discussed. For instance, the preferred interactional pattern in CLIL classrooms is, by far, whole-class discussion during which teachers question individual students and rephrase and summarize their responses; pair and group work are much less common, and teacher lectures tend not to be present. Language production opportunities for learners are limited to speaking (the production of written texts was not observed at all), and these oral utterances are syntactically simple, consisting often of only a few words. In terms of error correction, lexical errors are nearly always attended to, whereas phonological errors are less frequently addressed and grammatical mistakes are almost completely ignored.

The analysis of classroom interaction is supplemented by teacher interviews aimed at uncovering the teachers' language learning backgrounds as well as their personal theories or assumptions and beliefs about language learning. This section raises the issue of the relationship among theory, research, and practice. The interviews make clear that CLIL teacher practice is guided by an empirical, everyday understanding of language learning and a commitment to avoid explicit discussion of language to maintain an exclusive focus on academic subjects. The belief running through many of the teachers' statements is that exposure to the target language is the necessary and sufficient condition for learners to gain proficiency, and as the author points out, CLIL teachers often do not have the theoretical basis to talk about language development concretely.

In chapter 9, Dalton-Puffer attempts to bridge the gap between theory and practice by relating teacher comments to Krashen's proposals of comprehensible input and the affective filter. Although it may be legitimate to draw these ideas into an interpretation of the teacher interviews, the author's attitude toward their usefulness for understanding L2 development is unclear. Two groups of second language acquisition theories are introduced, which she describes as input–output and participation-based perspectives. Both are briefly reviewed, but without discussion of their ontological and epistemological underpinnings. Although Dalton-Puffer admits a preference for the latter, she appears, like many of her participants, to look to theory for a set of conceptual hooks upon which practices (or research findings, in the author's case) may be hung. Theory is thus mapped onto practice, but the foraging itself is not problematized. Nonetheless, Dalton-Puffer's efforts point to the need for a theoretical basis for CLIL programs, and this, of course,

could lead to practice that is theory driven or, perhaps more interesting, an integration of theory and practice.

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GRIFFITHS, CAROL. (Ed.). *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 2008. Pp. 19, 306. $31.00, paper. ISBN 0–521–71814–7.

Lessons from Good Language Learners is based on the landmark article by Joan Rubin (1975), in which she investigated strategies used by successful language learners. Rubin asserted that by knowing more about what good language learners do, teachers can "lessen the difference between the good language learner and the poorer one" (p. 50). In this edited collection of 23 chapters, Griffiths (author of three chapters and co-author of one) and other authors broaden the perspective on the topic of good language learners by (a) juxtaposing the strategies against current research and thought; (b) including not only some of the constructs that Rubin identified as areas for further research but also other areas excluded by Rubin, such as gender, personality, and autonomy; (c) considering the implications for language learning and teaching; and (d) examining some remaining questions. The work is divided into two parts ("Learner Variables" and "Learning Variables") that include both research-based and state-of-the-art chapters. For continuity, each chapter contains a definition of the construct of interest, a literature review, discussions of related issues, and implications for teaching and learning as well as questions for further research.

Rubin (1975, p. 42) remarked that "good language learning is said to depend on at least three variables," and chapter 1 addresses the first one: motivation. The author, Ema Ushioda, provides a rich research background and discusses internal, external, and social contexts of motivation before identifying areas for research and stating that when motivation is externally regulated and controlled by teachers, learners cannot be expected to develop skills to regulate their motivation, on which good learning depends. In chapter 2, Griffiths discusses language learning and age and offers evidence from her own research suggesting that "overall, younger is better" (p. 47). Next, the constructs of learning style, personality, and

gender are well addressed in chapters 3 through 5. In chapter 6, Griffiths focuses on strategies, providing a definition of language learning strategy before discussing a classroom-based study. Implications from her research suggest that teachers should consider the use of games, student diaries, dictionaries in the classroom, and the kinds of support their students require. Chapters 7 through 10 discuss the topics of metacognition, autonomy, learners' beliefs, and culture, respectively. In the final chapter of the section on learner variables, chapter 11, the second of Rubin's essential variables—aptitude—is presented. Arguing against the notion that aptitude can be equated to scores on the Modern Language Aptitude Test, Leila Ranta states that aptitude reflects strengths and weaknesses in a range of cognitive abilities that act in concert with other factors, such as motivation and opportunity. In addition to the common elements found in each chapter, here, again, readers find an impressive, in-depth reference section from which to mine further knowledge.

In part 2, the authors examine learning variables. Chapter 12 discusses vocabulary and good language learners, a topic not well developed by Rubin's article. Co-authors Paul Nation and Jo Moir present a research project, concluding that good language learners need autonomy and metacognition. Chapters 13 through 15 discuss respectively the topics of grammar, functional competence, and pronunciation. Chapters 16 through 19 address the four skills: listening, speaking, reading, and writing. In Chapter 16 readers find a careful synthesis by Goodith White of listening strategies found in the literature, whereas in chapter 17 Yasushi Kawai presents speaking strategies according to three levels, advocating that more attention be paid to Level 3 strategies. Discussing reading and the language learner in chapter 18, Karen Schramm highlights the importance of goal orientation, specifically readers' development of goals for reading and relating textual information to their goals. In chapter 19 Louise Gordon addresses writing by presenting a theoretical review, followed by the findings of a study citing eight writing strategies of good language learners. In chapter 20, Griffiths gives an overview of a variety of teaching and learning methods. Afterward, she outlines a research study and cites results that indicate that "higher-level learners tend to be eclectic in their preferences regarding learning method" (p. 261). Chapters 21 and 22 address strategy instruction and error correction. In the final chapter, Rubin and co-author Patricia McCoy discuss task analysis and how it corresponds

to metacognitive structure. The authors cite results from a quasi-experimental study suggesting that learners who receive intensive instruction can improve their ability to do task analysis. The text concludes with a discussion of the presented variables, a list of four implications for the teaching and learning situation, and some final questions for further research.

Overall, I recommend this book to college students, preservice and in-service teachers, and those in charge of teacher preparation programs. Chapters read easily, ranging from 10 to16 pages, and are composed by leading experts in the field. However, researchers might have questions regarding the cited studies due to a variety of issues such as sample sizes and lack of methodological clarity. Nevertheless, the text is of value to those interested in improving language learning for all students.

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JOHNSON, KEITH. *An Introduction to Foreign Language Learning and Teaching*. 2nd ed. London: Pearson Longman, 2008. Pp. xiii, 378. $29.99, paper. ISBN 1–4058–3617–2.

This publication deals with the two major issues of learning and teaching a language. The book's structure reflects these areas by dedicating most of the volume to "Learning" (chapters 4–8) and "Teaching" (chapters 9–15). Part 1 addresses background issues like individual learning differences, sociolinguistic aspects, and strategies of language learning, among others. Part 2 focuses on language learning theories that have been prominent in recent times, as well as some of the factors associated with success in language learning. Part 3 presents a brief history of teaching approaches, as well as skill formation and teaching techniques.

The book's title characterizes its intention as an introduction—that is, a "brisk walk through language teaching's recent times" (p. 161). The book is aimed at readers at the beginning of their careers as language teachers or researchers, but it will also be appreciated by experienced professionals for its concise overview of the key issues in the field. In his writing, Johnson follows his own recommendation that the "point you are conveying to your learners needs to be clear "(p. 245) and memorable. In a simple and unintimidating way, Johnson opens up the complicated world of

language learning and teaching and walks readers through its many cornerstone issues that, at times, may seem complicated and controversial, like behaviorism versus cognitive learning, or structural versus communicative approaches to teaching.

The author does not offer solutions; rather, he encourages further reading and thinking. Questions and prompts, such as "Can you think of an example/situation of your own?" (pp. 33 and 34), "Can you identify any other . . . ?" (p. 38), and "Consider your own [foreign language] experience" (p. 68), serve several purposes. First, they help readers internalize key concepts and terminology. Second, it is a good practice to draw from students' experience, and Johnson does so consistently by asking readers to recall episodes from their language learning experiences and to assess them in the light of the theories and methodologies presented. The lists of readings and a brief summary of selected publications will be helpful to readers, as well.

The comparisons among the grammars of English, German, Russian, French, and other languages are a benefit of the book. This approach broadens readers' perspectives and lays a foundation for understanding and appreciating comparative linguistics.

Johnson uses boxes to highlight important concepts such as "points to think about, or activities to do" (p. 3). He starts the first chapter with a box entitled "Boxes, boxes, boxes" (p. 3) to describe the organization of the book. Personally, I find only some of the shoe boxes appealing. However, I agree with Johnson that there is no single effective method or technique in language learning and teaching. If a technique is reasonable, follows the rules of logic, and is in a good taste, then it may be offered as an option.

Throughout the book, the author makes numerous comparisons with Russian, so I will allow myself to do the same. The language of the book is clear and transparent. It certainly cannot be described by the Russian term *naukoobraznyy*, meaning "appearing scholarly," when fancy words and multiple terms are used mainly to camouflage the weaknesses or the lack of the content. The presentation of ideas and the writing style are clear and straightforward.

One cannot agree more with a remark that "approaches to language teaching . . . need to be modified if they are to operate in a global context" (p. 207). It is impossible to separate language learning and teaching from culture studies. On occasion, the author alludes to this idea (pp. 34 and 37); however, the idea does not receive proper attention in the book. The author should consider adding a chapter on relations between language and culture studies in a subsequent edition.

Many of us in language studies would agree with sadness that "in applied linguistics . . . division and compartmentalization exist where there should be unity and oneness" and that "there are, in fact, two worlds rather than one. The world of teaching . . . exists alongside with the world of learning" (p. 156). This book is a noble attempt to bring these two worlds together by providing a reasonable viewpoint on strengths and weaknesses of various teachings and theories.

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LAMB, TERRY, & HAYO REINDERS. (Eds.). *Learner and Teacher Autonomy: Concepts, Realities, and Responses.* AILA Applied Linguistics Series 1. Philadelphia: Benjamins, 2008. Pp. vi, 286. $134.00, cloth. ISBN 90–227–05175.

This volume examines autonomy of language learning, self-directed learning, awareness, and responsibility. The book has five parts. Part 1 comprises the introduction and foreword. Part 2, "Concepts," contains four contributions. First, Phil Benson reviews the literature on autonomy, which appears to have been centered on the teacher's role. He analyzes themes from a conceptual and philosophical angle, indicating a need to move toward independence in all aspects of life. Turid Trebbi addresses the concept of freedom and identifies constraints that hinder the development of teachers and learners. He concludes that self-awareness of the process of language learning must be fostered by teachers so that pupils do not become victims of constraints. Ernesto Macaro works on developing the language of young learners by using a model that encourages autonomy. He emphasizes the importance of language competence and learner choice that will foster learners who can express their own meanings. In his contribution, William La Ganza examines the interrelation between learner and teacher autonomy and the features of dynamic interrelational space (DIS). According to his study, climates in a classroom are continually changing, and DIS offers a model of four possible climates that the learner has to overcome to continue learning independently.

Part 3, "Realities," has four contributions. Richard Smith and Sultan Erdoğan focus on student teachers whose autonomy relates to

professional development. The authors examine the practices on student teachers using a repertory grid and interviews to encourage self-reflection. By analyzing two case studies of student teachers' reflections on learner autonomy and their experiences as language learners, Hélène Martinez examines theories of learner autonomy and how learner perspectives may inform teacher training programs. This approach makes subjective theories explicit, and the participants acknowledge their surprise when they put into words something that had not been expressed in writing. Sara Coterall and David Crabbe's research, which takes place in New Zealand, examines the problems of students by looking at dialogues between learners and advisors. Their study suggests the usefulness of such interactions in the creation of a database of problems that will contribute to teacher development. Christine Siqueira Nicolaides probes the empowerment of students to become responsible for their own learning and their willingness to find opportunities to communicate outside of class. Students in Nicolaides's case wanted the teacher to be in charge of the classroom because "teacher knows the best way to learn" (p. 141), and he or she should determine the content, duration, and configuration of the class. Outside the classroom, however, individuals would be in charge of their own learning. Penny Hacker and Gary Barkhuizen focus on teacher autonomy and the capacity to self-direct professional development. Helping teachers formulate their own theories brings awareness to the teachers' potential and builds confidence that will be necessary for understanding autonomy. This study probes how teachers interpret their experiences while engaging in the course, thus increasing their confidence. More confident teachers will be more likely to encourage independent learning.

Part 4, "Responses," consists of four chapters, which focus on practical interventions to develop autonomy in learning. Jonathan Shaw observes a group of teachers who develop learning opportunities without setting a timetable. The program was modified according to students' needs, thus emphasizing the importance of teacher flexibility and independence, which should take precedence over students' autonomy. Hayo Reinders and Marilyn Lewis explore the notion of choice by enabling their university's self-access center staff to examine materials for learning. The results are twofold: They are able to gauge the suitability of the materials, and this knowledge makes them better able to assist students. Flávia Vieira, Isabel Barbosa, Madalena Paiva, and Isabel Sandra Fernandes present cases of teacher development in Portugal. The participants became aware of their potential to develop autonomy through conversations with a supervisor, class observations, and reflective journals. In the final chapter of this section, Barbara Sinclair develops the idea of a master's-level program in learner autonomy aimed at English teachers overseas. This research looks at issues of professional development, control, collaboration, and reflection, among others, to create autonomy for language learners and educators.

In part 5, "Epilogue," Lamb synthesizes the contents of the book and examines the relationship between learner and teacher autonomy. He points out items, such as control and distribution of power, that interact differently in autonomous and traditional learning settings.

The restrictions in space impede a detailed consideration of the book, which investigates autonomy in learning and teaching and also sheds light on the roles of responsibility and self-reflection that advance the professional development of the teacher. Also explored is the notion that autonomy in learning does not imply that students will assume the roles that teachers occupy in traditional learning settings. Instead, it shows the teachers' new roles in facilitating and fostering autonomy as well as learning. Although some arguments are weakened by a lack of systematic research (e.g., Benson claims to be observing from the learner's point of view using his own attempts to learn Cantonese), the content can inform people who want to explore the subject and guide those who want to pursue the issue in their own research. The sources of the studies, which were commissioned, are diverse and reflect the nature of the International Association for Applied Linguistics.

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MOLLICA, ANTHONY. (Ed.). *Teaching and Learning Languages: Selected Readings from Mosaic*. 3rd ed. Welland, Ontario: Éditions Soleil, 2008. Pp. xii, 609. $59.95, paper. ISBN 1–894935–34–9.

The third, revised and expanded edition of *Teaching and Learning Languages* includes 51 articles originally published in the first nine volumes of *Mosaic: The Journal for Language Educators*. Intended for "beginning and seasoned teachers" (p. x), this anthology consists of theoretical and

practical contributions that address a broad range of topics in second language teaching and learning. The contents of *Teaching and Learning Languages* are not organized or divided into specific topics. Although this organization would be helpful to readers, its absence does not diminish the importance of a book designed specifically for language educators with different levels of expertise in diverse institutional settings.

Approximately two thirds of the collection is devoted to practical articles that present specific tasks and recommendations for teaching grammar, reading, writing, vocabulary, and culture. Additional chapters offer valuable guidelines for lesson planning, classroom management, and the effective use of audiovisual resources. Contributions report on the findings of original studies of second language writing and also explore the pedagogical implications of research on learning strategies and conceptual fluency. The remaining chapters serve as state-of-the-art summaries of recent studies in bilingualism, foreign language anxiety, authentic assessment, and individual differences. Since space limitations prevent a detailed review of each of the contributions in this unique collection, only several of the many noteworthy chapters are discussed.

Taken together, the chapters that provide suggestions for everyday aspects of language teaching constitute one of the most significant contributions of *Teaching and Learning Languages* to the profession and are particularly important for novice educators. Evans-Harvey recommends strategies that teachers may implement to create and promote a positive classroom environment. The succinct and insightful chapters dealing with lesson planning (Chastain), multi-level classes (Bell), and classroom management (Richards) are valuable contributions to this work. These chapters will be especially effective when introduced with supplementary examples and models in teaching methods courses for future teachers as well as for novice graduate teaching assistants.

In general, the pedagogically oriented chapters focus on tasks in English, French, Italian, and Spanish. Several chapters discuss examples in German, Japanese, and Portuguese, and all of the activities could definitely be modified for use with other languages. Mollica's chapter presents creative activities that integrate photographs as a basis for promoting oral and written communication for different levels of instruction. Given the increasing availability and use of images and video online, this chapter is especially appropriate and also serves as an important reminder of the advantages and limitations of visual media for language learning. Nuessel and Cicogna present constructive recommendations for integrating writing and provide examples of writing tasks for beginning- and intermediate-level courses. The review chapter by Mollica and Nuessel that examines characteristics of good language learners and teachers is an excellent resource that could be an indispensable reading assignment in second language teacher education courses. In sum, experienced teachers, faculty who teach methods classes, and language program directors involved in the training of graduate teaching assistants would find many of this book's practical chapters easily adaptable to their own institutional contexts.

Overall, this anthology includes a relatively limited selection of empirical or action research studies grounded in theoretical approaches that discuss implications for language learning and teaching. In their chapter, Danesi and Mollica point out that "students have had little or no opportunity to access the metaphorically structured conceptual domains inherent in the second language" (p. 241). They propose several activities based on conceptual fluency theory to address this gap. Heffernan synthesizes recent research on language learning strategies and provides a number of useful techniques for promoting learners' strategic competence. Besnard, Elkabas, and Rosienski-Pellerin describe an email exchange project that improved students' grammatical, syntactical, and lexical skills in French. Antonek, Tucker, and Donato report on the use of interactive homework in an elementary school language program that sought to strengthen connections between school and home by involving parents in learning Japanese. This chapter presents excellent suggestions and guidelines for implementing these assignments. Given that dual-language and other early language learning programs are becoming prevalent in the United States, novice and experienced educators will find this chapter useful.

Teaching and Learning Languages offers fundamental techniques and strategies that beginning teachers could immediately put into practice. For a future edition, several contributions could be revised or replaced with chapters examining topics that increasingly play an essential role in language teaching practices. In particular, chapters could demonstrate the use of the American Council on the Teaching of Foreign Languages's (ACTFL) Proficiency Guidelines and the Standards for Foreign Language Learning as well as other assessment models (e.g., Common European Framework of Reference for Languages, ACTFL

Integrated Performance Assessment) for instruction, assessment, and curriculum design in elementary and secondary school programs. Additional empirical investigations and action research studies could bridge the divide among the insightful practical chapters, relevant theoretical chapters, and the chapters that summarize recent research. Chapters also could focus on the integration of new technologies in language teaching and learning.

Despite these limitations, *Teaching and Learning Languages* is an informative and vital resource that primarily would be of interest to language teacher educators and novice teachers, regardless of their level or language of instruction, and it is highly recommended.

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PHILP, JENEFER, RHONDA OLIVER, & ALISON MACKEY. (Eds.). *Second Language Acquisition and the Younger Learner: Childs Play?* Philadelphia: Benjamins, 2008. Pp. 331. $54.00, paper. ISBN 90–272–1985–0.

Second Language Acquisition and the Younger Learner: Childs Play? seeks to raise awareness of what the editors see as a gap in our current second language acquisition (SLA) knowledge: that although many SLA theories have been built on data stemming from research on children's first language (L1) acquisition, child SLA has not been sufficiently studied in its own right. With this book, the editors hope to narrow this gap and to "provide a kaleidoscopic view of child SLA" (p. 15) by showcasing studies involving children (from 3 to 14 years of age) that draw attention to the characteristics of young learners and how they may affect language learning and acquisition. The work is ambitious: Twelve chapters analyze interactional data to cover a number of theoretical and methodological approaches in a variety of contexts, countries, languages, and learners' backgrounds, and it will attract a broad public interest in interactional research. It also attempts to link results to pedagogical practices, although these are not spelled out primarily for the average classroom teacher.

The introduction sets the tone for the rest of the book. Philp, Mackey, and Oliver make a compelling case for the distinctiveness of child SLA. The first task is defining child SLA. At what age does it start? At what age do features of adult SLA emerge? Do we need to make a distinction between very young children and older children? Referring to evidence from applied linguistics and educational psychology, the editors review answers to questions raised in child SLA about ultimate attainment, acquisition processes, development of metalinguistic awareness, and types of interactions. They suggest that one salient feature that sets child SLA apart is the types of interactions among children that do not take place among adults. Thus, they recommend that researchers study how specific characteristics of interactions involving children, such as vying for attention, "copying," and language play, "might contribute to differences in the process of SLA for child learners" (p. 8). Furthermore, the editors argue that research needs to include interaction data from longitudinal case studies in a variety of educational and natural contexts.

The book is divided into four sections: "Characteristics of Child SLA," "Instructed Language Learning in the Early Years of Education," "Instructed Language Learning in the Later Years of Education," and "Child SLA at Home and in the Community," which, unfortunately, due to space constraints, cannot be treated equally in this review. The two chapters presented in section 1 ("Characteristics of Child SLA") are theoretical in nature. Howard Nicholas and Patsy Lightbown present an in-depth exploration of the definition of child SLA, suggesting an age construct that starts before age 3 and continues to approximately age 7, the cutoff point when adult SLA features become recognizable. Using examples from interactions by young children in classrooms as well as other contexts, the authors explore the many grammatical and pragmatic features of very young children, and they indicate that pedagogical methods should take these into account. This chapter is the most comprehensive of the collection, providing valuable information for experienced researchers as well as others invested in the topic (e.g., teachers and administrators).

Christine Dimroth expands the discussion on the definition of child SLA to include the effect of age on ultimate attainment, rate, and process. This chapter presents longitudinal data from two Russian sisters, 8 and 14 years of age, who are acquiring German in an untutored context. Dimroth analyzes interactional data that describe the sisters' acquisition of word order and inflectional morphology. She concludes that although both learners were successful, the younger attained more target-like forms.

The four chapters in the second section present evidence of the importance of looking at peer

interaction in constructing a model for child SLA from a number of perspectives such as friendship development (Philp and Susan Duchesne), multiparty participation in the classroom (Asta Cekaite), teacher guidance in task-based interactions (Oliver, Philp, and Mackey), and negotiation of meaning and reading comprehension (Kris Van den Branden). Particularly elucidating is Philp and Duchesne's chapter on the strategies used by a first grader, such as copying, to become a full language partner in peer–peer interactions from the very beginning of her SLA development. Philp and Duchesne review studies on friendship formation coming out of SLA and psychology literature, and they discuss how this concept can inform child SLA.

Section 3, "Instructed SLA in the Later Years of Education," showcases two large studies carried out in instructed second and foreign language settings (Spain and Canada) that take a close look at focus on form and SLA in adolescents. Eva Alcón Soler and María del Pilar García Mayo carried out a study of 12 Spanish-speaking adolescents learning English in Spain as they interacted in teacher-led conversations. They found that "uptake is more likely to occur if children perceive problems than when the teacher anticipates potential problems" (preemptive focus on form) (p. 185). Joanna White reports on results from three studies done in intact classrooms that look at whether different types of explicit exposure to metalinguistic information would affect the rate of acquisition and use of possessive determiners (*his* and *her*). She concludes that preadolescents and adolescents involved in the studies benefited from explicit form-focused instruction, but age (sixth vs. eighth graders) and program type (intensive language programs vs. regular programs) need to be taken into account.

Section 4 examines child SLA in the context of the home and the community through four chapters that present data showing the importance of studying child SLA beyond classroom contexts. Junko Iwasaki, who followed a child learning Japanese as a second language, found that neither age nor instruction seemed to have an impact on the order of acquisition (p. 244). Rosamond Mitchell and Chong Nim Lee look at how different at-home literacy-enhancing activities and sociodramatic role-play (e.g., playing school) by three Korean-born girls aided the development of their (second language) English and enhanced their school readiness. Lyn Wright Fogle studied how Russian-speaking adoptees raised by English-speaking parents gained exposure to "discourse genres associated with school practices" (p. 297)

through interactions in the home. Eun-Young Kwon and ZhaoHong Han analyze transfer in a sequential bilingual living between Korea and the United States in light of the "sliding-window hypothesis" (p. 303) proposed by Foster-Cohen. Several of the studies presented in this section are the most accessible in the book for nonspecialists.

One highlight of the work is the review of the literature presented in each chapter. Great attention has been devoted to the review of key concepts relating to child language and SLA theory that will help a large number of readers who may not be conversant in the different theoretical and methodological approaches. This reviewer found the overview of Pienneman's processability theory and Foster-Cohen's sliding-window notion particularly helpful.

A theme that runs through many of the chapters is the effort made by the researchers to link results to pedagogical practices, but it would have been useful to present more concrete ideas highlighting what practices work best for particular ages and settings based on the studies' results, which could be a follow-up book in itself. Although several of the studies involve quantitative analysis, readers seeking an experimental approach to child SLA will not find it here (with the exception of the chapter by White and the one by Alcón Soler & García Mayo). I encourage them to read this book because the careful analyses make a compelling case for looking at interactions as an essential locus for child SLA.

Although there is some unevenness across chapters, the work as a whole presents a rich portrait of the distinctiveness of child SLA and why we should not dismiss it as just child's play. The detailed data make the reader long to know more about these children's journeys into SLA.

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ROBINSON, PETER, & NICK C. ELLIS. (Eds). *Handbook of Cognitive Linguistics and Second Language Acquisition*. New York: Routledge, 2008. Pp. x, 566. $69.95, paper. ISBN 0–805–85352–9.

The table of contents of *Handbook of Cognitive Linguistics and Second Language Acquisition* reads like a who's who in linguistics, psychology, and second language acquisition as, of course, it should. However, this edited work is not simply a collection of disjointed chapters from the leading scholars in the field; it is a cohesive book that

succeeds in creating interdisciplinary links among cognitive linguistics (CL), second language acquisition (SLA), and pedagogy.

Throughout the 19 chapters, the authors make clear (admittedly some better than others) the implications of CL theory for SLA and instruction. The *Handbook* contains three parts. Part 1 is a brief introduction to the book by the editors. Part 2, written by linguists and psycholinguists, provides an overview of theory and empirical research from the CL perspective, but it also details how work in CL has potential links to SLA and pedagogy. In part 3, scholars from the fields of SLA and pedagogy explore and test ideas presented in the previous section, thus providing the connection of CL with SLA and language instruction. The end result is a comprehensive interdisciplinary book that will be a valuable resource for students and researchers alike.

Given that CL is a relatively new area of inquiry, readers less familiar with the field will find chapters 2 through 10 in part 2 wide ranging and intriguing. CL describes the properties of language in a radically different way from generativist approaches. Under the CL framework, language consists of constructions, not rules; language learning is input driven using general cognitive mechanisms, not some special innate linguistic device. The chapters by Bybee, Lieven, and Tomasello and by Goldberg and Casenhiser describe the role of usage-based grammar and how form–function pairs are learned based on type and token frequencies in the input. The chapters in this section may prove to be an ideologically difficult read for those who are firmly rooted in a generativist tradition, but for those scholars and teachers who have perhaps been less than satisfied with the link between generative approaches to language and second language learning, these chapters will be compelling. In fact, in chapter 4, Langacker acknowledges this tension between linguistic theory and teaching. He states that "the advice of linguists on language pedagogy is likely to be of no more practical value than the advice of theoretical physicists on how to teach pole vaulting" (p. 66). Langacker remains hopeful that CL, and specifically cognitive grammar (CG), will have better applications to language instruction.

Indeed, in part 3, chapter 17, by Achard and chapter 18 by Tyler seamlessly mesh with Langacker's chapter on CG. Achard's chapter introduces cognitive pedagogical grammar (CPG), based on Langacker's CG, and illustrates the teaching of construal with French causation/perception verbs, as well as the teaching of French partitives and definite articles using CPG.

In the same vein, Tyler's chapter illustrates how CL analyses can benefit language teachers, regardless of the method they may use. Tyler focuses on the acquisition of modals in English, presenting sample materials for teaching modals to advanced learners and reporting empirical findings from studies using CL instruction. In both of these chapters, we see the pedagogical implementation of CL. Perhaps Langacker has reason to be optimistic.

Chapters 11 through 16 in part 3 address linguistic and psycholinguistic aspects of SLA and include the work of scholars such as Cadierno, Odlin, and MacWhinney, to name a few. Gries contributes a notable chapter describing the intersection of CL and corpus linguistics. Gries's tutorial-style chapter describes three corpus linguistic methods and demonstrates their usefulness in studying second language constructions. Finally, in chapter 19, Robinson and Ellis outline a wealth of detailed research questions at the crossroads of CL, SLA, and pedagogy. They go beyond simply stating what the questions are, and instead they describe previous attempts at addressing those questions and offer specific ideas on ways to move the research agenda forward. This chapter will surely guide many scholars interested in work at the junction of CL, SLA, and language pedagogy.

What is most exciting about this work, and about CL, is its interdisciplinary nature. However, it is this same interdisciplinary nature that may intimidate some readers. Network models of grammar, references to Zipf's law, and mathematical equations are in the same book as discussion of gestures, prototypical categories, and language instruction. It is a dense and thorough description of the many facets of CL, and it may require a bit of effort on the part of the reader. In the end, however, it is an essential book for all scholars interested in furthering their understanding of human language.

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SPENCER–OATEY, HELEN. (Ed.). *Culturally Speaking: Culture, Communication, and Politeness Theory*. 2nd ed. New York: Continuum, 2008. Pp. xii, 372. $39.95, paper. ISBN 0–8264–9310–6.

In this second edition of a well-known edited work, the editor and authors investigate rapport management and culture from both theoretical

and empirical perspectives. The book is composed of five parts, each of which is introduced separately by the editor: (a) "Basic Concepts," (b) "Cross-Cultural Pragmatics: Empirical Studies," (c) "Processes in Intercultural Interaction," (d) "Intercultural Pragmatics: Empirical Studies," and (e) "Methodology." Each chapter ends with a list of key points, questions for discussion, and suggestions for further reading. The book is largely the same as its first edition; however, author or topic changes occur in 9 of the 16 chapters. Finally, the book contains a glossary. I will limit my commentary to those chapters that are distinct from the first edition.

In this edition, Spencer-Oatey further develops her theory of rapport management. Broader in scope than Brown and Levinson's commonly employed face management framework, this conceptualization of rapport includes attempts to be both polite and impolite in interpersonal relations. Culture as a concept in politeness research is problematized and defined; it is this definition that forms the theoretical basis for the chapters that follow. Against this, rapport management is fleshed out in light of recent work in face management, impoliteness, and Spencer-Oatey's work with sociopragmatic interactional principles, which take into account the management of face, sociality rights and obligations, and interactional goals. Rapport can be enhanced, maintained, neglected, and challenged, and it is affected by both personal and cultural factors. In concluding, Spencer-Oatey calls for the synthesis of cross-cultural pragmatic research with fundamental cultural values research.

Zegarac explores the relationship between "biologically determined aspects of culture" (p. 52) and mainstream conceptions of culture. He addresses the issue of culture and the individual, and he explains that cultural traits can be viewed as distributed across members in the same way that a medical epidemic affects a group: Members display the traits to different degrees and in different ways. He argues that culture can be explained the same way as other cognitive mechanisms.

Spencer-Oatey, Ng, and Dong explore the ways in which British and Chinese people respond to compliments, examining specifically the strategies used by each group to balance the need for modesty and agreement with the interlocutor. Data include Hong Kong Chinese as well as Mainland Chinese, and they reveal that modesty as an assumed cultural value in Chinese culture is less straightforward than previously thought. Additionally, although previously assumed that British and Chinese would be strikingly different, the data suggest more similarity than anticipated.

Fougère approaches the problem of identity by taking as a point of departure the metaphors of physical space used to describe interpersonal distance. From interview data with four French individuals living in Finland, the author explores the degree to which each felt that he had assimilated to Finnish culture. Fougère describes the degree to which the informants "redefined themselves in relation to the new, other meanings they encounter[ed]" (p. 198).

In her chapter on data collection in pragmatics research, Kasper problematizes the most commonly employed methods used in pragmatics projects. Rewritten and updated from the first edition, this chapter reviews the issues involved in interactive data, questionnaire writing, interview data, diaries, and verbal reports against studies employing each method and discusses the pros and cons of each.

Marra's chapter on recording talk across cultures focuses on a specific ethical and methodological dilemma: how to collect naturally occurring data across culture groups. Her work examines spoken Maori data by Maori-speaking individuals who were involved in the project not only as informants but also as participants in the collection of the data for the study. Marra explores the methodological and cultural complexities of this approach and provides advice to those working in similar contexts.

This book is an excellent addition to work in linguistic politeness and pragmatics. Broad in scope and approach, the chapters introduce the reader to the range of work that is done in this field. The further development of the field of rapport management and the inclusion of sociopragmatic interactional principles as an explanatory framework for understanding culture provide an appropriate theoretical framework for the rest of the book. Many different approaches to the discipline are included, and together they form a whole that effectively shows the blurring and overlapping of disciplinary boundaries necessary for the investigation of intercultural communication. Kasper's updated chapter on methodology provides practical guidance for those new to the field. The book also contains a wealth of data from languages that are not commonly explored. In addition, the format of the text is clear, which makes it conducive for use as a textbook in a graduate course on linguistic politeness.

The work does suffer from some weaknesses. The most serious is the omission of a statement from the editor explaining the rationale for the second edition or justifying how decisions were made as to which chapters would remain in their original form (seven do) and which would be

discarded completely, reconceptualized, or added. Also noteworthy is that the editor is also author or co-author of 6 of the 16 chapters, a number that seems quite high for a work of this kind.

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VANPATTEN, BILL, & JESSICA WILLIAMS. (Eds.). *Theories in Second Language Acquisition: An Introduction.* Mahwah, NJ: Erlbaum, 2006. Pp. 272. $115.00, cloth; $34.95, paper. ISBN 0–8058–5737–0, cloth; 0–8058–5738–9, paper.

As the title of the book suggests, its primary goal is to familiarize students and researchers with the fundamentals of and the relevant theoretical questions pursued by the central theoretical perspectives in second language acquisition (SLA) studies. The book is an impressive collection of chapters written by the foremost researchers of their respective paradigms. Each chapter is written at a high level, yet none assumes a great amount of paradigm-specific knowledge or knowledge of acquisition theory broadly defined. As such, the book is an accessible read, even for advanced undergraduate students. It is an ideal book for an introductory graduate course on SLA theory or as a reference book for SLA researchers. As one might expect, not every approach to SLA is represented with its own chapter, although the major theories stemming from cognitive/psycholinguistic, sociocultural, and pedagogical approaches are included.

In bringing together chapters that present and critically review diverse approaches to SLA, the book provides a welcome contribution to the training of graduate students as well as to the continuing education of researchers in need of a concise yet accurate sense of competing approaches to the same phenomena. This collection is noteworthy because of its composition. There are several single- and co-authored books that attempt to provide an even-handed overview of the field of SLA. They include, by default, the authors' interpretation of the goals and assumptions of the theoretical paradigms in which they do not work. All too often, such an approach leaves the reader with a superficial understanding of many important subareas of SLA and, at worst, provides what researchers in competing paradigms view as inaccurate. This work, however, satisfies the reader's appetite for a precise overview of SLA theories.

Because each chapter is written by an expert in the represented subfield, the book embodies not only a reader-friendly version of the most current trends in research, but it also provides the reader with the perspective of researchers in each theoretical paradigm. This fact sets this book apart from its competition.

In addition to two well-written and thought-provoking introductory/foregrounding chapters and a concluding chapter, the book has nine chapters introducing various approaches to investigating and conceptualizing the process of adult SLA: "Linguistic Theory, Universal Grammar" (Lydia White), "One Functional Approach to Second Language Acquisition: The Concept-Oriented Approach" (Kathleen Bardovi-Harlig), "The Associative-Cognitive CREED" (Nick C. Ellis), "Skill Acquisition Theory" (Robert DeKeyser), "Input Processing in Adult Second Language Acquisition" (VanPatten), "Processability Theory" (Manfred Pienemann), "Autonomous Induction Theory" (Susanne E. Carroll), "Input, Interaction, and Output in Second Language Acquisition" (Susan M. Gass and Alison Mackey), and "Sociocultural Theory and Second Language Learning" (James P. Lantolf and Steven L. Thorne).

The introductory chapter is successful in contextualizing the goals of the book as well as justifying the handbook approach taken in the compilation of the work. In this chapter, VanPatten and Williams offer a well-grounded discussion of what constitutes a theory and how to differentiate among theories, hypotheses, and models, a point of no small consequence given the frequency with which these labels are inconsistently used in the SLA literature. This chapter also offers 10 theory-neutral observations that all theories of SLA, they argue, must strive to explain. These 10 observations are addressed, to a greater or lesser degree, in the nine paradigm-specific chapters in an effort to draw parallels among the diverse approaches for the SLA novice reader and also as a vehicle through which the chapter authors provide evidence on how their respective theories descriptively and explanatorily account for these observations.

Noteworthy chapters include those by White, by Gass and Mackey, and by Pienemann. White summarizes the core research program of the generative approach to adult nonprimary language acquisition; Gass and Mackey elucidate the genesis and development of the varied research program that has spawned the interaction hypothesis; and Pienemann maintains in his chapter on processability theory that the ability to process and

parse second language input, not first language transfer, is both the principal variable influencing adult initial-state hypotheses and what drives interlanguage transitions.

As with all such collections, some chapters are clearer and stick to the core goals of the overall book more than others. Nevertheless, each chapter does a sufficient job in conveying the tenets of its research paradigm and attempts to explicate how its approach accounts for the 10 observations that all SLA theories should address. The fact that some chapters are more successful than others in this latter task is directly related, in this reviewer's opinion, to the approach's ability to address and thus explicate these issues.

The final chapter of the book, written by Lourdes Ortega, brings the nine theoretical approaches together, drawing parallels and highlighting the strengths of each one and the areas in which some are more successful than others. What is clear from a book like this one is that no present theory of SLA is currently able to explain everything that must be explained and that any theory of SLA will have to draw on parts from many current theoretical approaches and be creative in filling the holes that still remain.

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WRAY, ALISON. *Formulaic Language: Pushing the Boundaries*. Oxford: Oxford University Press, 2008. Pp. xv, 305. $29.95, paper. ISBN 0–19–442245–1.

Formulaic Language: Pushing the Boundaries is Alison Wray's successor to *Formulaic Language and the Lexicon* (2002). This second book explores the nature and extent of formulaic language to build a unified model to account for its acquisition, formation, processing, and functions.

The book comprises four parts, totaling 22 chapters. The first part ("Determining Boundaries"), covering five chapters, provides the contextualization to establish the boundaries between formulaic language and novel constructions. Chapter 1 ("Introduction") describes boundaries, introduces five key questions, and outlines the structure of the book. Chapter 2 ("Conceptualizing Formulaic Language") conceptualizes formulaic language as morpheme-equivalent units and recaps the key proposals presented in Wray's 2002 book with the following three conceptual claims: (a) The mental lexicon is heteromorphic; (b) the content of the lexicon is determined through needs-only analysis; and (c) morpheme-equivalent units enable the speaker to manipulate the hearer. Chapter 3 ("Working at the Boundaries") discusses conflicts between formulaicity and novelty, and it explains how idioms are processed. Chapter 4 ("Formulaic Language and the Oral Tradition") and chapter 5 ("Formulaicity in Speech and Writing") examine formulaicity in speech and writing.

The second part ("Locating Boundaries"), consisting of four chapters, focuses on key theoretical and empirical issues in locating boundaries. Chapter 6 ("Morpheme-Equivalent Units in the Bigger Picture") presents the challenge of locating formulaic language within a comprehensive model. Chapter 7 ("Evaluating Models at the Interface") evaluates selected models for their capacity to locate formulaic language. Chapter 8 ("Identifying Formulaic Material in Real Texts") addresses the important issue of identification of formulaic language. Chapter 9 ("A Diagnostic Approach to Identifying Morpheme-Equivalent Units") offers an alternative approach to identifying formulaic language.

The third part ("Studies at the Boundaries"), consisting of six chapters, reports six case studies as empirical evidence to test the boundaries and to inform the theoretical modeling on the nature and extent of formulaic language. Chapter 10 ("TESSA: A Case Study in Machine Translation") describes how formulaic language is used in a machine translation device in the British Post Office. Chapter 11 ("TALK: A Formulaic Approach to Supporting Communication in the Speech-Disabled") looks at how a software program helps people with cerebral palsy hold conversations. Chapter 12 ("Formulaic Language Learning: The Beginner") and chapter 13 ("Formulaic Language Learning: Advanced") outline studies of how language learners respond to the challenge of memorizing prefabricated sentences for later use. Chapter 14 ("Meanings of the Parts and Meaning of the Whole") looks at the use of formulaic language in a court dispute. Chapter 15 ("Formulaicity and Naturalness in a French and Saunders Sketch") examines a television comedy routine.

The fourth part ("Examining the Boundaries"), consisting of seven chapters, discusses the five key questions about formulaic language. Chapter 16 ("Formulas as the Default") addresses the first question: Do we use formulaic language by default? Chapter 17 ("Origin and Dynamics of Formulaic Language") attends to the second

question: What determines the level of formulaicity? Chapter 18 ("Formulaic Language Learning in Adults") considers the third question: How central is formulaic language to language learning for humans? Chapter 19 ("Teaching Language to Computers") concentrates on the fourth question: How central should it be when modeling for computers? Chapter 20 ("Formulaicity under Pressure") and chapter 21 ("Formulaic Language, Formulaic Thought") examine the fifth question: Does formulaic language constrain what we say and think? Chapter 22 ("Across the Boundaries") proposes a distributed lexicon model to describe and explain the patterns of aphasic language with reference to formulaicity.

One of the noticeable features of this book is its continued attempt to build a comprehensive model of formulaicity with a dual emphasis on both psychological and social causes of formulaic language, on both holistic and analytic ways in our processing of formulaic language and on both the universality and the individuality of formulaic language. Also unique in this book are the proposal of a diagnostic approach to identifying formulaic language and the conceptualization of formulaic language as morpheme-equivalent units. A third impressive feature is its collection of six case studies that provide valuable findings to test the boundaries and to inform the theoretical modeling. A fourth remarkable feature is the thorough exploration of five key questions related to formulaic language.

Apart from these merits, some minor flaws are also apparent. First, although the author addresses the thorny issue of identification, a clear procedure for identification is still lacking. A related problem is the overemphasis on the role of intuition in identifying formulaic language. Although intuition may be one of the most powerful tools in our understanding and study of formulaicity, subjective judgments will likely vary from person to person, even when guided by the prescribed criteria. The third flaw lies in some careless typographical errors. Additionally, in the last reference, *Zhanrong* should be the first name instead of the last name.

Overall, this book is remarkable for its breadth and depth, its organization and presentation, its perspectives and insights, and its use of the evidence marshaled for all the important claims that are made. Like its predecessor, this book has presented the study of formulaicity as an active field of inquiry and has made an important contribution to our understanding of formulaic language. Without any doubt, this book is a master reference for anyone who is interested in the study of

formulaic language whether or not that person is a specialist.

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BILINGUALISM

GROSJEAN, FRANÇOIS. *Studying Bilinguals*. Oxford: Oxford University Press, 2008. Pp. vii, 314. $50.00, paper. ISBN 0–19–928129–7.

François Grosjean has compiled the work of over 25 years on bilingualism as a source for a special seminar conducted at Oxford University in 2004. Divided into 15 chapters, *Studying Bilinguals* consists mostly of reprints of articles by Grosjean, often in collaboration with colleagues and students, that are organized around four main areas: (a) a holistic perspective on bilinguals based on the complementarity principle and the concept of language modes; (b) experiments focusing on the psycholinguistics of bilingualism, such as the processing of spoken language, the language mode continuum, the base language effect, and factors in the perception and production of code switching; (c) biculturalism and the bilingualism of the deaf; and (d) methodological and conceptual issues to be worked out among neuroscientists and language scientists. With the second of these areas being the most developed, it is, to be sure, a book for linguists; nonetheless, second language teaching practitioners can distill some applicability in related fields, such as bilingual education, second language acquisition, and the teaching of heritage language learners.

In the first few chapters after the introduction, Grosjean's definition of bilingualism as the regular use of two or more languages is energized by the passion and perspective of one experienced in living with two languages and who wonders "how the research on bilingualism would have evolved and what state it would be in today, had the scholars in the field all been bilingual or multilingual . . . and the research been conducted in societies where . . . [bilingualism] is the norm and not the exception" (p. 10). The still common fractional view of bilingualism, which regards a bilingual person as the sum of two monolinguals at best and as an anomaly at worst, is denounced along with its damaging consequences. Grosjean replaces that view with the notion of bilinguals as linguistically whole and fully competent in a third system, with each individual possessing a specific linguistic configuration as unique as,

perhaps, a fingerprint. The variables contributing to bilinguals' idiosyncrasies must be accounted for and isolated in experimental procedures to reach fairer comparisons between monolinguals and bilinguals. Because the environment shapes communicative competence, particular attention needs to be paid to how bilinguals meet their everyday communicative needs for different purposes in different domains, not merely to their command of linguistic forms; Grosjean names this phenomenon of dual-language use that varies by specific needs the *complementarity principle*, and he proposes it as the explanation for domain-specific proficiencies. Additionally, Grosjean's model of speech modes can shed light on bilinguals' dynamic use of two languages, which subjects continually readjust along a situational continuum without losing communicative competence. In the monolingual mode, bilinguals activate the base language (not equivalent to dominant language, a term of little utility to Grosjean) to be employed while shutting down almost, but not entirely, their other language. The bilingual mode, in contrast, is characterized by codeswitching and borrowing (regarded as errors or interference in the fractional viewpoint). Between these two lies a range of intermediate alternatives. According to Grosjean, the base language/speech mode must be established before bilingualism's rules and constraints can be considered in any experiment.

The rather personalized spirit of advocacy of the first few chapters gives way to fitting scientific detachment in the eight chapters that report on research studies that manipulate various aspects of the perception and production of language in bilinguals. The experiments presented are too numerous and painstakingly described to summarize creditably within this review. Grosjean covers a wide range of dual-language combinations (French/English, Spanish/English, Turkish/German, Spanish/French, Dutch/English, to name only a few) in a variety of (mainly European) geographic settings, using various methodologies—among them, phoneme-triggered lexical decision tasks, gating, naming, and categorical perception tasks—to test his hypotheses on language mode and the base-language effect, the effect shown when codeswitching delays perception/recognition or production. These chapters constitute an impressive concatenation of rigorous work whose findings sometimes echo a layperson's intuition (e.g., that bilinguals cannot sustain monolingual mode when entertaining a weak topic or domain) and often produce less obvious insights (e.g., that the attitude of the listener toward language mixing is no less a factor than linguistic proficiency in

the activation of the guest language by a bilingual speaker). For an increasingly bilingual European Union, whose policy of plurilingualism, as stated in the Common European Framework, very much resembles Grosjean's image of an integrated bilingual, these studies can both describe patterns of behavior and signal principles for bilingual development. Some of Grosjean's conclusions, such as that of the critical period's role in early bilinguals' sensitivity to gender marking and that of a bilingual's deactivation of the guest language in the presence of monolinguals, may also suggest to American foreign language educators arguments in support of early second language instruction or study-abroad programs, for example. Although the author makes no prescriptive claims in his chapters, readers can extract many implications.

At eight pages, the chapter on biculturalism is regrettably short. In it, Grosjean resumes his initial subjective stance to affirm some significant but unconvincing dissimilarities between biculturalism and bilingualism that appear to serve merely as a preamble to the noble advocacy for the bilingualism and biculturalism of deaf individuals, the subject of the following chapter. Although the complex character of deaf/oral bilingualism and biculturalism are well described, these two chapters lack the substantive research support of the sometimes rather redundant previous ones. Given the importance of the natural cultural underpinnings of bilingualism, a deeper and more balanced exploration of the links and disconnections between the two would have been welcome. The closing chapter consists of a dialogue between Grosjean and P. Li and the neuroscientists Rodríguez-Fornells and Munte regarding the latter's use of magnetic resonance imaging techniques to study the prevention of interference. Although the linguists appreciate the cross-disciplinary dialogue, they reject their counterparts' conclusions for not having properly identified their subjects' language mode. This concluding debate is a reminder not only of the complexities of bilingualism but also of the persistent lack of ideological agreement.

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MONTRUL, SILVINA A. *Incomplete Acquisition in Bilingualism: Re-examining the Age Factor*. Philadelphia: Benjamins, 2008. Pp. x, 312. $149.00, cloth. ISBN 90–272–4175–9.

This book explores the issue of non-native-like or incomplete achievement in bilingual populations,

especially heritage learners, whose first language (L1) may be stunted in comparison to their subsequent (majority) language. An introductory chapter provides hypothetical case studies of the bilingual populations to be examined later (e.g., an adult or child learner of a second language [L2]—Carlos; an early bilingual—Elena), an overview of the critical period hypothesis, and the main themes of the book. Background chapters on L2 acquisition and L1 attrition provide benchmarks of language gain and loss for adult monolinguals. The fourth and fifth chapters consider early bilinguals (simultaneous and sequential) and middle–late childhood bilinguals, respectively. Chapters 6 and 7 build on the work of the earlier chapters to investigate the central theme of incomplete grammars in bilinguals' L1 or the similarities of incomplete grammars in the L1 and L2, as measured by adult competence. The final chapter reflects on implications of the findings for the rich array of topics studied throughout the book, particularly the important roles of onset of age of acquisition (AoA) and input.

Montrul, whose research has evolved from L2 grammars and language acquisition in Spanish (L1 and L2) to studies of incomplete grammars of adults, is well placed to address the topics of this book. She seamlessly integrates clear and well-chosen research of other scholars with her own findings, and she presents linguistic analyses and theoretical concepts in a straightforward manner that makes the prose accessible to a nonspecialist. Indeed, this book will be of great interest not only to specialists of language acquisition and bilingualism but also to educators and policymakers. AoA, anecdotally the most important factor in acquisition, is turned on its head by the careful accumulation of a range of cases from early and late bilinguals to adoptees who completely lose their well-established native tongues. Languages considered include Spanish, Korean, Chinese, Russian, Hungarian, Italian, and Inuktitut, among others.

Many characteristics of adult L2 grammars, such as defective morphology and inaccurate agreement (e.g., of gender) also typify the incomplete grammars of bilinguals whose AoA falls within the critical period of childhood but whose input has been in some way shortchanged. In drawing the parallel in chapter 2, Montrul (p. 60) proposes two hypotheses that she develops through the book: (a) If L1 attrition occurs in children, it will be more severe than L1 attrition in adults; that is, language loss should be more dramatic in early than in late bilingualism (hypothesis 1) and (b) if language attrition occurs

within early (prepuberty) bilingualism, it will be more severe in simultaneous bilinguals (exposed to the two languages very early) than in sequential bilinguals (when the L1 was acquired before the L2) (hypothesis 2).

In chapter 3 Montrul documents L1 attrition in adults, concluding that earlier AoA of the L2 means possibly greater loss of the L1. Attrition in adulthood affects the periphery more than the core grammar. In chapters 4 and 5 she documents attrition or incomplete learning for younger learners, thus supporting both hypotheses. Chapter 6 corroborates this evidence with adult endstate grammars of heritage learners whose incompleteness may derive from early L1 attrition, incomplete acquisition, or both. In contrast, language learners with adequate input (for both languages) through child (and, ideally, teen) years are able to establish the language(s) solidly and completely.

Chapter 7 compares the incomplete grammars of adult L2 learners and incomplete heritage speakers, noting that they are "not very different from each other" (p. 211). Montrul points out the factors that intersect with age to contribute to incompleteness in heritage grammars: input (amount of exposure); socioaffective factors (prestige, dominance, socioeconomic standing, motivation); and literacy. Indeed, continuing education in the L1, along with instruction in the majority language, is a major factor in the maintenance of native language skills. In this and the concluding chapter she presents a wealth of data showing similarities and differences among different populations of L1 and L2 learners but also indicating the complex set of variables that intersect to lead to complete or incomplete endstate grammars. Her arguments demonstrate that although AoA is an important factor for both language acquisition and language attrition, an understanding of the language faculty and its implementation in acquisition must take into account the complexities of environmental variables.

These complexities elucidate the interplay of nature (i.e., maturation of human language in the brain) and nurture (i.e., sociocultural, educational, and input factors) as language (non)development progresses during the critical period. The book can be read as a series of intertwining stories involving the prototypical characters introduced in chapter 1. Carlos and his heritage siblings show AoA effects in their endstate grammars as age interacts with education and input, whereas Elena has perfect L2 French but attrited L1 Russian after 24 years of French immersion and education. The data certainly invite

recommendations for further study and for policy implementations both in education and in child-rearing practices. "During the school-age period, we see a trade-off between L2 acquisition and L1 loss in children: As L2 development advances steadily and progressively until about 10–11 years of age, L1 development may gradually deteriorate," (p. 159). The take-home message is to maintain language input and education in both languages as much as possible.

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ENGLISH

LEKI, ILONA, ALISTER CUMMING, & TONY SILVA. *A Synthesis of Research on Second Language Writing in English.* New York: Routledge, 2008. Pp. xi, 259. $130.00 cloth; $44.95 paper. ISBN 0–8058–5532–7, cloth; ISBN 0–8058–5533–5, paper.

A Synthesis of Research on Second Language Writing in English provides a synthesis, analysis, and interpretation of the findings of the most significant research published over the last 20 years on second language writing in English, focusing on the North American context. The book is intended to provide a comprehensive overview of research developments and findings. It is aimed at experienced first language (L1) and second language (L2) writing researchers and practitioners, teacher educators, writing centers, and those new to the field, including graduate students. It includes an extensive bibliography.

Imposing order on this body of research was surely a massive undertaking, but the authors have succeeded. Noting in the introductory materials that there are other legitimate ways in which the information might have been organized, the authors divide the book into three major sections: section 1, "Contexts for L2 Writing"; section 2, "Instruction and Assessment"; and section 3, "Basic Research on Second Language Writing."

Section 1, "Contexts for L2 Writing," includes individual chapters with the following titles: "Young Writers"; "Writing in Secondary School"; "Undergraduate Writing"; "Graduate Student Writing"; "L2 Adult Newcomer, Resettlement, and Community Literacy"; "Workplace Writing in L2"; "Scholarly Writing in L2"; and "Ideological, Political, and Identity Issues in L2 Writing." In overviewing the research undertaken in these contexts, section 1 provides readers who have specialization in one L2 writing context with information about the research findings in other contexts, thus filling gaps in knowledge that are inevitable, given the difficulty of keeping up with the research in this expanding field. For example, those who work with older L2 writers can benefit from learning about the research findings regarding younger learners, especially findings related to learners' earlier lives and writing experiences. The chapters in section 1 not only offer readers information about research themes and findings in each L2 writing context but also provide the chronology of the development of research in each context vis-à-vis research in the other contexts addressed in the chapters in the section. Section 1 is narrative and, for the most part, provides easy reading, except that occasional long lists of citations make some sentences hard to follow. However, the format—a narrative style with parenthetical citations—is probably the best for achieving two goals: (a) offering a fairly readable overview of the respective topics and (b) providing extensive references for those who want to pursue follow-up research.

Section 2, "Instruction and Assessment," contains two chapters—one on curriculum and instruction and the other on assessment. For those relatively new to the field, this section provides a good overview of the issues and research findings in these areas. For example, chapter 9, "Curriculum and Instruction," provides background information about the theories from which approaches to L2 writing instruction have grown. Section 2 would be particularly helpful for new scholars trying to identify a research issue to pursue in the field of L2 writing. For those with more background in L2 writing, this section fills gaps in knowledge and might offer new perspectives, insights, or interpretations of the research findings that are different from their own. For example, in chapter 10, which focuses on assessment, the authors note the existence of two separately developing cultures of assessing L2 writing—one focusing on the formative functions of feedback and the other focusing on test design—and they note that these two streams of research do not inform each other as much as might be ideal.

Section 3, "Basic Research on Second Language Writing," is divided into four chapters: "Writer Characteristics," "Composing Processes," "Written Text: Textual Issues," and "Written Text: Grammatical Issues." Each chapter provides summaries of the research findings on the chapter's topic. Each chapter begins with a brief introduction and is followed by a chapter outline indicating the subtopics addressed in the chapter. Two lengthy tables (totaling 19 pages) appear at the end of section 3. The first provides an alphabetical

listing (by author) of the studies cited in section 3, along with the study's year of publication, number of participants, participants' L1s, and participants' L2s. The second table provides the same information, but with the studies listed chronologically rather than alphabetically. Section 3 is intended either to be read straight through or to be used as a reference for further reading and research. It makes for informative but somewhat dry reading, but the section's transparent organization along with the two tables at the end make it an ideal reference tool. This section also provides readers with a sense of the history of the development and authorship of basic research on L2 writing. Readers will probably be impressed with the breadth of issues that have been investigated regarding L2 writers' characteristics, processes, and texts. However, the authors comment on the lack of depth of research in this relatively new field, noting that regarding the basic research areas described in this section, only a "small fraction of the individual findings reported here were supported by more than one study" (pp. 117, 138, 163, and 180) and that inquiry in these areas has produced "few sustained programs of research" (pp. 117, 138, 163, and 180).

This book is an important work in that it consolidates and analyzes the research on English-language L2 writing. It will thus play an important role in informing specialists in this and related fields and in providing impetus and direction for future research. The work is a must-have for anyone interested in L2 writing, including veteran L2 writing researchers who desire to gain a broader perspective on the field and those new to the field who want to understand how their research interests relate to previous work in L2 writing. It should also be of interest to teachers, teacher educators, curriculum developers, writing tutors, and test makers who want to be up to date on L2 writing issues, as well as those in allied fields such as L1 writing and literacy studies.

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FORTANET–GÓMEZ, INMACULADA, & CHRISTINE A. RÄISÄNEN. (Eds.). *ESP in European Higher Education Integrating Language and Content*. Philadelphia: Benjamins, 2008. Pp. vi, 286. $149.00, cloth. ISBN 979–90–272–0520–5.

One of the decisive aspects concerning the implementation of the requirements established by the Bologna Declaration for the regulation of the education system in Europe is the treatment of language learning. This is an important requirement when thinking about the necessity of preparing European students and teachers for a context of international mobility, disappearance of boundaries in the European Union territory, a dynamic marketplace, and collaborative research projects among universities that do not share a common native language for communication. Given the European context, English as a lingua franca in a globalized territory is usually seen as the most realistic alternative. Therefore, English for specific purposes (ESP) is one of the most challenging fields of study for universities to face the demands fixed by European institutions.

This book, which comprises an innovative and clarifying study, cannot be understood without consideration of the previous issues and of the basic objectives fixed by this European process, about which abundant information is available in this compilation, accompanied by numerous references that will be useful for those readers who wish to know more about European educational reform. The main aim is to "achieve convergence and harmonisation of European higher-education systems" by the year 2010 (p. 1). The need to increase "mobility among students, teaching staff and researchers" (p. 1) is one of the most noteworthy aspects. ESP is usually seen as a complex area within the language learning field, and professionals have spent years trying to find alternatives for the successful fulfillment of the European demands, taking into account all of the actors involved: students, lecturers, education programs and materials, schedules, mobility, and so forth. This book is an inspiring work for all of the professionals who are immersed in this phase of change and for those who would like to know more about the way in which universities across the European territory are facing this moment of cohesion.

The book's 13 chapters are divided into four parts. The first part, written by the editors, sheds light on the current state of ESP in the Western European sector and, in a very clear and consistent way, helps readers learn more about and better understand the context of action, the European reform and process of convergence, and the importance of the "Specialised Englishes" (p. 3). Some of the general inconsistencies of the reform are also pointed out as a means to motivate the search for innovative solutions. The authors also mention some of the criticisms of the Bologna process, such as the "marketisation of universities" (p. 17) and "the lack of concrete information about the actual implementation of policies" (p. 23), as well as a number of other discrepancies

when dealing with the credit systems. The main focus of the compilation is also shown: the need to know about the implications and consequences for both teaching staff and students, by analyzing some of the national alternatives according to the specific demands and the questions and answers that appear in relation to the introduction of ESP as a medium of instruction.

The second part of this book is a theoretical and ideological approach to some of the specific aspects that are part of the global process. It is a description of proposals, ideas, and projects developed by particular universities or countries. The study of specific content in a foreign language is a complex matter, and it requires a considerable amount of thinking and consideration to find ways to facilitate the activation of students' specific knowledge (business, economics, health sciences, etc.) along with the practice of a second language. The approach to the development of language skills is broad. Some studies are focused, for instance, on finding "means for developing written discoursal competence" (p. 75) as a useful measure within the harmonization project. Other authors concentrate on the design and implementation of innovative proposals, issues relating to course development, the introduction of virtual spaces for learning, the existence of new relationships between students and teachers, and other proposals to more easily make the changes in curricula brought about by the implementation of master's degrees. There are authors who think that the Bologna process can be seen as a beneficial project for the components that surround ESP and English for academic purposes but also consider the necessity of paying more attention to communication skills, which are the basis for "employability and mobility inherent to the Bologna agreement expectation" (p. 118).

The national divergences in the adaptation process for the integration of content and language and the different states of implementation among countries are the key issues in the third part. The reader can have access to specific experiences and results of the introduction of the innovations and ideas to prepare students for a better professional life. The real examples and cases are a helpful source of information in a field in which contact with balanced courses and with real professional contexts and also the recommendation of putting into practice "learning to learn skills" (p. 214) are vital factors in education. The last part of the book is focused on teacher training as another aspect of the process for the improvement of quality education and preparation for work contexts. These chapters provide evidence for pedagogical decisions and report on aspects that surround the integration of new learning environments and strategies.

The book makes clear that one of the principal requirements fixed by the Bologna process is teaching and learning in a lingua franca and the need for reflection and adaptation to changes in education. The compilation may seem redundant because of the continuous presentation of cases that share aims and offer similar proposals and solutions. Even so, this book sheds light on the field and expands the range of possibilities and contributions for those who work in similar contexts. The presentation of different contexts and national realities provides a complete and illustrative review of the general European situation. It also highlights the necessary rethinking of some of the current methodologies used by lecturers and provides ideas and guidelines for all those who are interested in the improvement of the education system or are immersed in the process of modernization of education across Europe.

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TOMLINSON, BRIAN. (Ed.). *English Language Learning Materials: A Critical Review.* London: Continuum, 2008. Pp. x, 333. $150.00, cloth. ISBN 0–8264–9350–5.

What do materials for teaching English language learners around the world look like? What is right about them and what needs improving? Answering these questions is what Tomlinson's edited book ambitiously sets out to do.

Tomlinson introduces the work with a controversial claim: English language learning textbooks and materials supposedly aimed at helping language learners acquire English often fail to address the real needs of learners and instead focus on their teachers' needs. Drawing extensively on his 42 years of experience in the field, Tomlinson presents his ideas on what facilitates learning and how current materials fare. He suggests that although some English language teaching materials help learners become independent users of the language, most instead inhibit language development.

In addition to Tomlinson, who wrote or co-authored 4 of the 18 chapters, 26 other writers contributed. The book is divided into two major

parts: the first focusing on varieties of materials available and the other describing and critiquing what English language teaching (ELT) materials are like in particular regions of the world.

The seven chapters in "Different Types of Materials" include materials for teaching general English, young learners, science and technology, English for academic purposes, multimedia, self-access materials, and extensive reading. The reviews describe and analyze exemplary materials in their particular area, evaluate a subsample, and suggest changes. Several chapters are noteworthy. Writing on young learners, Wendy Arnold and Shelagh Rixon do well in providing a well-organized and succinct overview including historical background, current thinking on teaching this audience, a survey of teachers, and a framework for materials evaluation, and they suggest issues in need of improvement. Alan Maley's chapter, in addition to making a plea for extensive reading, provides a careful review of the literature and a useful list of Web sites and references. Jayakaran Mukundan, writing on multimedia materials, warns of the dangers of relying on multimedia to drive the pedagogical curriculum prescriptively. He cites Malaysia as an example where a lack of caution resulted in an artificial and sterile curriculum that has sacrificed teacher and learner autonomy and has led to more testing than teaching. Mukundan provides a caveat against blind adoption of the new without careful analysis of language acquisition theory and pedagogical intent.

This section of the book also provides valuable, concrete tools for examining ELT materials. For instance, in chapter 2, "Materials for General English," Hitomi Masuhara and Tomlinson include a simple chart for accessing materials using criteria that could easily be adapted by teachers. Lucy Cooker provides another useful example in her chapter on self-access materials, as do several other authors.

The other major segment of the book, "Materials in Use Around the World," contains nine chapters that focus on materials used in the United Kingdom, the United States, Western Europe, Central and Eastern Europe, the former Soviet Union, Africa, Japan, Southeast Asia, the Middle East, and Argentina and other nations in the Southern Cone. Each of these chapters includes a review of ELT materials in a targeted country or region. The authors provide readers with an overview of what the materials look like and how teachers typically use them in classrooms. As in the first segment of the book, contributors evaluate sample materials and suggest improvements.

These chapters provide a rare glimpse into English teaching in regions that might otherwise be unknown to most ELT professionals.

In the final chapter, Tomlinson concludes the argument he began in chapter 1, now fortifying his position with evidence presented throughout the book: that ELT materials tend to underestimate learners; foster old-fashioned teacher-centered approaches in which the norm is presentation, practice, and production; encourage testing rather than teaching; and fail to offer sufficient opportunities for learners to recycle their learning or take advantage of opportunities to learn outside the classroom.

Readers seeking substantial or in-depth research on ELT materials may be disappointed. Although the authors provide details about samples of materials and often use questionnaires to gain feedback from teachers and others who use particular materials, the methods used to draw conclusions are, for the most part, subjective. It is also important to note that although the title suggests an inclusive global examination, the book is weighted toward a British perspective, with more attention to materials in countries where the United Kingdom and its publishers have strong ties. Not surprisingly, some areas of the world are described in less detail than others; for example, the whole continent of Africa is represented by approximately the same number of pages as Japan. Likewise, some major parts of the ELT world get little attention; for example, there is no mention of the Spanish-speaking world except for Argentina and, rather surprisingly, ELT in China is missing.

Nevertheless, given the global venture of ELT, the book contributes in examining materials from multiple perspectives on a worldwide scale and substantiating the case that ELT materials share certain fundamental flaws that materials developers need to address. This audience will find this book valuable and even inspiring in its bold call for materials that move learners to the forefront of teaching, engaging them affectively and cognitively, providing less form-focused and control-centered materials with a stronger connection to the world outside the classroom. Teachers, who Tomlinson and other writers in the book encourage to take a more active role in ELT development regionally and in their classrooms, will also find chapters relevant to their specific situations, as will supervisors and others involved in materials development or selection.

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FRENCH

AYOUN, DALILA. (Ed.). *Studies in French Applied Linguistics*. Philadelphia: Benjamins, 2008. Pp. xiii, 400. $158.00, cloth. ISBN 90–272–1982–6.

Studies in French Applied Linguistics is a continuation of *French Applied Linguistics* (2007) and, as such, is designed to continue the discussion of the history of the French language and the fundamentals of second language acquisition by focusing on less commonly studied issues. The book is divided into two sections. The first five chapters are devoted to language acquisition issues within a variety of contexts, including immersion, selective language impairment, and computer-assisted language learning (CALL). The chapters in the second part take a sociolinguistic perspective and cover such areas as the history and status of French in the Maghreb, *creolization* in Guadeloupe, and language policy in Quebec.

Given that the primary goal of *Studies in French Applied Linguistics* is to feature French in a variety of less commonly studied contexts, it is perhaps fitting that Roy Lyster's lead chapter begins with an examination of the effectiveness of Canadian French immersion programs. After reviewing recent research on immersion, Lyster notes that students using French in the classroom situation seem to see it as a communicative tool that nevertheless lacks cultural significance. Moreover, although students in immersion programs were generally effective communicators, their acquisition of grammatical structures, most notably verbs, was weaker than that of native speakers. These findings lead Lyster to question the efficacy of the incidental focus on form that is the hallmark of the immersion classroom. He proposes instead counterbalanced instruction, a more targeted form-focused approach designed to offset the predominant communicative orientation of the typical immersion classroom. Counterbalanced instruction seeks to enhance noticing and cognitive processing and thereby to encourage interlinguistic restructuring. Lyster's chapter thus presents a thought-provoking perspective on immersion and proposes a way to integrate better language and content.

The subsequent chapters in the first part of the book are loosely conjoined in terms of their focus on issues of cognitive processing within language acquisition contexts. Marina Laganaro's chapter focuses, for example, on language impairment resulting from damage to the Broca and Wernicke areas of the brain. Her work is significant both for the insights provided into aphasia caused by stroke and other damaging incidents and for the insights that the study of impaired language processing has to offer for issues of language acquisition in healthy individuals. Celia Jakubowicz and Laurice Tuller's chapter takes the discussion of language impairment in a different direction by examining some of the features of language produced by children affected by a form of specific language impairment. Their work suggests that certain aspects of French are inherently difficult to acquire due to intrinsic structural complexity. Although the primary goal of the authors' work is to increase the understanding of how language is acquired in impaired children in order to better identify and to help these individuals, their research promises to shed light on how "the mind is organized for language" (p. 98) and, consequently, on the acquisition of French in general.

The second part of the book is devoted primarily to the study of French within sociolinguistic contexts in specific geographic areas, including the Maghreb, Guadeloupe, Quebec, and French urban settings. The first chapter of part 2, "The Role and Status of the French Language in North Africa" by Farid Aitsiselmi and Dawn Marley, does a thorough job of tracing the history and politics behind the divergent and often paradoxical attitudes toward French in Algeria, Morocco, and Tunisia. In Morocco, for example, bilingualism is seen as an advantage, and a high value is placed on speaking French with as little accent as possible. Consequently, French instruction in schools emphasizes oral production. However, the testing of French competency is done through written exams. There exists, therefore, a significant gap between pedagogical approaches and assessment. The situation in Algeria is far more complex, where a pro-Arabization and anti-French policy begun in 1992 has been undermined by the recognition that French is necessary for interaction with the West. The authors point out that President Abdelaziz Bouteflika has ignored laws banning the use of French to address national and international audiences. Although the focus of this chapter is on the role of French in the Maghreb, the historical overview has much to offer to fields other than applied linguistics that focus on this region, such as history, global studies, and francophone literature.

The other chapters in this section are equally as dense as the chapter by Aitsiselmi and Marley. Tom Pooley's chapter explores, for example, the linguistic formation of various vernaculars used by urban youth primarily in the *banlieues* of major French cities, a well as the themes commonly

dealt with. He is particularly attentive to the sociological implications of urban youth vernaculars, emphasizing their role as identity markers for marginalized groups but also their significance as indicators of educational failure.

The chapters in *Studies in French Applied Linguistics* are all of high quality. My primary criticism has more to do with the organization of the book than with any one chapter. Particularly problematic is the positioning of the two chapters devoted to technology, which would have been better placed together to help the reader orient to this important area in applied linguistics. Richard Kern's chapter on literacy and technology, which is positioned in the second section under the vague subtitle "French in Applied Linguistics," could have been placed next to Marie-Josée Hamel's chapter on CALL in the first section, which is devoted to first and second language acquisition. Similarly, Douglas Kibbee's chapter on forensic linguistics, an emerging field in applied linguistics, might have been better placed either as the first chapter in the second part to set the tone for the subsequent chapters or as the last chapter as a kind of capstone for the preceding chapters. Be that as it may, *Studies in French Applied Linguistics* provides the reader with an array of thought-provoking chapters on less commonly studied issues that contribute to our understanding of language acquisition, sociolinguistics, and language policy.

JEAN MARIE SCHULTZ
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FLUMIAN, CATHERINE, JOSIANE LABAS-COULE, CHRISTIAN LAUSE, & CORINNE ROYER. *Rond-Point: Une perspective actionnelle.* *Édition nord-américaine* adapted by Hedwige Meyer. Upper Saddle River, NJ: Pearson Prentice Hall, 2007. Pp. iv, 364. $90.67, paper. ISBN: 0–13–238651–8.
Workbook/Lab Manual. $57.50, paper. ISBN-10: 0-13-238652-6.
Textbook video on DVD, Video Manual, audio CDs for the textbook, audio CDs for the Workbook/Lab Manual, an access card to the online MyFrenchLab, a site for portfolio building, companion Web site and Instructor's Resource Manual and Testing Program are also available.

This textbook is described by the authors as a highly communicative task-based approach, meeting the requirements of the *Cadre européen commun de référence pour les langues*. The 18 chapters are divided into the following sections: *Ancrage*, *En Contexte*, *Tâche ciblée*, and *Regards croisés*. The *Mémento grammatical* section at the end of the book explains all of the grammar in detail, in English. Following are a *Lexique par unité*, a *Glossaire*, and verb charts. The method is *actionnelle* because students are considered members of a society and need to function in said society. The textbook thus provides the situations and the linguistic tools with which students can learn to participate in a francophone environment.

In lieu of a *chapitre préliminaire*, the textbook begins with a page of useful words and terms that a student would hear or use in class, followed by an explanation of how the chapters are organized. There is a note to instructors concerning the approach and the communication goals of the textbook. This North American edition of *Rond-Point* claims to be "the first method for teaching French based on teaching via tasks" (p. v) and, finally, according to Meyer and her colleagues, the North American market is ready for this type of approach to the teaching and learning of French. There is no English in the textbook except for the introductory information and sections at the end of the book.

The scope and sequence of the textbook explains the functional objectives, grammar, vocabulary, and *Regards croisés* for each chapter. The textbook has the feel of a European textbook, not having the standard American setup and perspective. The themes are what one would expect to find in an elementary textbook; however, the *Regards croisés* section of each chapter offers students a more in-depth, European-focused view of France. For example, the chapter 2 theme revolves around families and relationships. There is the usual family tree, but in addition, there are names and descriptions of individuals without the stereotypical French family names, showing different French family roots; an invitation to a wedding and a discussion of the wedding meal; and in the extended theme, a list of eight new types of families based on a more modern view of French life. The list begins with the *famille nucléaire* but extends to the *famille pacsée* and the *famille homoparentale*. This approach provides the learner with a means of practicing French within a context of real life, a modern society that is France today.

There are no vocabulary lists at the end of each chapter. Instead, the section *Lexique par unité* is at the end of the book. In addition to the vocabulary lists glossed in English, this section helps students

by offering comprehension exercises, for example by asking them to again listen to dialogues or to find adjectives in the lists of words, and also divides the lists among chapters, and then more deeply among the 12 parts of each chapter. The six audio (nonlab) CDs provide audio for each textbook chapter as well as for the *Lexique par unité* section. The sound is clear and authentic.

The *Workbook/Lab Manual* is the standard tear-out-the-pages version in black and white. The beginning of each chapter provides a list of vocabulary items divided according to grammar categories, as well as some content categories. For example, in chapter 2, the categories are Numbers 13–60, Professions, Nouns, Adjectives of Nationality, Adjectives, Verbs, and Some Words and Expressions. The exercises are those expected in a workbook, and the authors have integrated images and information from the textbook into the workbook. The two lab CDs are used for the *Phonétique* section of the workbook chapter. It is unfortunate that there are only four limited listening activities for chapter 2; the instructor would have to be sure to see what types of activities are offered in the lab exercises for each chapter—purely phonetic distinction or conversation or a combination. (This reviewer could not find the listening item named 3–B at the beginning of the chapter 2 lab exercises.) All CDs accompanying *Rond-Point* are labeled for Windows and Macintosh platforms.

The *Rond-Point* DVD contains 18 chapters corresponding to the textbook chapters. The authors note that the DVD "gives students a realistic look into the lives of people within the different regions of France and the francophone world" (back of the DVD jacket). Sadly, sometimes the music track overshadows the French. It is understandable to offer some background noise to help the students practice listening in real-world situations, but the music does not add to the content. For example, in the chapter 2 segment, a 92-year-old woman is introduced and there is noise both from the background television and from the DVD's music track. In addition, the spoken audio is sometimes very low; the levels do not seem to have been controlled well during the recording. This situation would be especially difficult for beginning students because there is new vocabulary presented in the DVD—for example, chickens, milking cows, and working in agriculture. In addition, the visual for the chapter 9 segment, for example, is fuzzy compared to the visual clarity of chapter 2. On a separate note, given the richness and content of the textbook chapter's theme, it seems odd that a farm would be chosen to represent chapter 2.

That being said, each chapter of *Rond-Point* is extensive. The new instructor to this textbook would need to become accustomed to the authors' approach, given the enormous amount of information on each page, in color, in different scripts, with hand-drawn and photo images, charts, and maps. It would be vital to be familiar with the materials and to know how to present them. The Instructor's Resource Manual (806 pages), written mostly in French, explains in depth how one might present not only each chapter but also each of the 12 sections of each chapter. Also included are transcriptions of the textbook and lab audio programs, tests (*Contrôles*) and exams (e.g., for chapters 1 through 5) with answer keys, and a video guide with transcriptions.

Overall, these materials would challenge a variety of students, and the themes and supplemental materials would not be underwhelming for the adult learner. The instructor support is extensive and would be welcomed by the first-time user. The student support, if students are instructed on how to use it properly, would be invaluable.

Unfortunately, it was disappointing to find typos in English and in French on the Web site for this textbook—for example, on the table of contents page. At this writing, there were items listed on the Web site not available for purchase.

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MEGHARBI, NORA, STÉPHANIE PELLET, CARL BLYTH, & SHARON FOERSTER. *Pause Café: French in Review, Moving Toward Fluency*. New York: McGraw-Hill, 2008. Pp. xxi, 272, A–20, V–30, I–3. $98.44, paper. ISBN: 0–07–240784–0. Online *Cahier d'activités* (powered by Quia™), $38.13. *Instructor Edition of Online Learning Center* includes audio script, Instructor's Manual, and Testing Program, free to adopters.

Pause Café: French in Review, Moving Toward Fluency is a new function-based, intermediate textbook that departs from the conventional format of a linear, in-depth review of first-year French. For teachers long frustrated with second-year texts that by their very organization seem to restrict usage of certain structures until they are covered, *Pause Café* will provide a much-welcomed change of pace. The book consists of seven chapters

(including a *Chapitre préliminaire*), followed by a well-organized, color-coded section of grammar explanations. Seven key communicative functions are covered: describing, comparing, narrating in the past, recommending and expressing opinions, asking questions, talking about the future, and hypothesizing (p. ix). Each function is identified throughout the text with a distinctive colored icon and correlates to a group of key grammatical structures (*les points clés*) explained in the last chapter of the text (also color-coded). For example, *Describing* includes a review of adjective form and placement, noun gender, negation, relative pronouns, and the *C'est/il est* distinction. Although one set of *points clés* is thoroughly addressed in each chapter, all functions and structures are fair game from the outset; there is no artificial avoidance of past tenses, subjunctive, conditional, or other structures imposed by the text sequencing.

The authors' primary goals are to expand students' vocabulary, increase grammatical accuracy, and help them develop tools to communicate in paragraph-length discourse. A base lexicon is assumed, and each chapter boasts an expansive list of interesting, thematically organized vocabulary and useful current expressions that are then recycled in later chapters. To facilitate vocabulary learning, students are encouraged to identify morphological relationships and to create their own *fiches de vocabulaire* with words they will find useful for discussion topics proposed in each chapter. Clear and concise grammar explanations are presented in English, followed by short self-correcting exercises that help students verify their understanding. Most important, grammar points are always presented as tools for achieving the seven communicative functions; both written and oral exercises encourage students to apply structures to express their reactions to issues in the text and to talk about their own lives and opinions. The extensive online workbook (*Cahier d'activités*) provides further opportunities for students to practice grammatical structures—mostly in writing, but also via some challenging listening exercises. Moreover, interesting and engaging reading selections from authors Labro, Hugo, Thériault, Eluard, Sow Fall, and Beyla challenge students to understand the usage of the various *points clés* in context while introducing them to new perspectives of francophone culture. Finally, students will develop fluency through participation in the many interesting discussion activities presented throughout the book, as well as via in-depth writing topics presented at the end of each chapter.

Intermediate textbooks tend to be so full of material that teachers are forced to pick and choose, and they must often skip one or more major parts of any given chapter. If used over the course of one semester, the six-chapter *Pause Café* presents a similar dilemma. In a typical 3-day-a-week class, (15-week semester), it would be difficult to cover the entire book without leaving out something important. However, if used over the course of two semesters, *Pause Café* may seem a bit sparse. Spending 10 days per chapter still leaves 20 days open. This is not necessarily a negative, however, for teachers who like to supplement a course occasionally with their own materials or who want students to expand on certain topics presented in the textbook. The structure of *Pause Café* would be particularly appealing for a course that uses the last month of the semester to read a short novel, for example, or for a teacher who likes to break things up by including a film or two during the semester. The descriptions of the francophone world (in the *Coins Culturels*) are fairly limited (when describing the European Union, the text fails to identify which countries belong to the EU, which do/do not use the Euro, etc.). However, these descriptions are ripe for further development by students in projects they could research and present in class. The online workbook provides some listening exercises, and the text's Web site provides a downloadable *Pause Café* i-mix of five to six culturally relevant musical selections for each chapter. There are no listening materials accompanying the text, however, which in the eyes of some may be a shortcoming.

The title of the book, *Pause Café*, relates to the regular meetings of six friends at the Café des Arts in Paris. The friends' discussions over the course of a year studying in Paris serve as an effective cohesive organizer for the book. Each friend hails from a different part of the francophone world (Paris, Bretagne, Provence, Québec, Sénégal, Martinique), which are the areas described in each chapter's *Coin Culturel* and, in several chapters, are also the source of the reading selections. The storyline in *Pause Café* is not terribly exciting; friends getting together to chat about their lives may be realistic but perhaps not as engaging as some students might prefer. That is okay. This is not a book of bells and whistles. Several attractive pictures adorn each chapter (especially in the *Coins Culturels*), but the focus is on language and on material and exercises that will help students to develop fluency in French. For students who are serious about their French studies, this book will provide them with the tools they need to improve their proficiency. Additionally,

it will provide teachers with a solid yet flexible support for guiding students in their learning.

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JAPANESE

COLLIGAN–TAYLOR, KAREN. *Living Japanese: Diversity in Language and Lifestyles*. New Haven, CT: Yale University Press, 2006. Pp. xvi, 326. $40.00, paper. ISBN: 0–300–10958–X.

The cognitive scientist Steven Pinker has noted that when the American public read the Nixon tape transcripts for the first time, everyone was shocked, not by the numerous profanities the former president used but by the unintelligibility of the faithfully transcribed conversations. Although we are untroubled by the untidy informality of the spoken language while we are engaged in conversation, we feel a mild amazement when seeing it reproduced in print, even though we have known all along that most of us do not converse in well-fashioned sentences. Many students of a foreign language have had a variation on that experience: Having been taught, in the classroom, to communicate in that tongue in a formal, but not necessarily natural, fashion, they find themselves at a loss when exposed to the real usage of native speakers.

Living Japanese is designed to enable such students, specifically those at the intermediate and advanced levels, to learn the patterns of actual oral language use. The work, accompanied by a DVD, is a collection of interviews organized into transcripts of various lengths that cover a wide range of topics: Japanese dialects, songs, anime, environmental protection, marriage, organic farming, women in the workforce, childhood memories, martial arts, Zen, and so on. The interviewees are also diverse, representing a cross-section of Japanese society: teachers, a sign language user, a craftsman, a Buddhist monk, a survivor of World War II, a prefectural governor, college students, a cooking instructor, and farmers.

By and large, these are people who rarely take center stage in standard textbooks, in which dialogues, exercises, and culture notes generally (and blandly) revolve around generic middle-class students, their families, and their friends. Curiously lacking, though, are interviews with businessmen, who have come to be viewed, both positively and negatively, as symbols and embodiments of Japan's postwar prosperity. However, this absence may be a deliberate, rather than

inadvertent, omission, given that there is no shortage of teaching materials describing and explaining Japan's corporate culture. Among the narratives, there are two stories—one by a woman who lived through the war as a teenager producing aircraft parts and another by an artisan who makes round wooden containers by bending narrow strips of cypress—that are of special interest as oral history, because their tellers represent populations dwindling due to death or to a growing aversion to occupations requiring a long apprenticeship and a patient cultivation of skills.

Colligan-Taylor's introduction is a clear and helpful guide to getting the most out of the lessons; particularly valuable is a four-page section explaining important conversational features, such as elliptical expressions, contractions, and filler words. Each lesson begins with an overview of the topic, followed by the transcripts of one or more interviews dealing with that topic. The interviews are of varying lengths; the longer ones are divided into short segments to facilitate the listening task. Vocabulary and grammar notes are keyed to their respective interviews and segments by a simple numbering system. An application exercise at the end of each lesson includes questions and supplementary words. The usefulness of the lexicons is diminished by placing them at the end of the lessons, not immediately after the segment in which they occur, given that some lessons contain a half dozen or more segments. Another, although minor, weakness is that the lexical selection includes more than a few words, such as *itimai* 'one piece (of cloth),' *kyoositu* 'classroom,' *niwa* 'yard,' and *iro* 'color,' which are so elementary as to be out of place in an intermediate or advanced vocabulary list.

Anyone who watches the footage on the companion DVD will be struck by its authenticity. There are no prepared scripts; the speakers, although likely conscious of the camera's presence, do not behave as if they are being monitored or evaluated; there are frequent interruptions by filler sounds; many sentences are strung together one after another in a manner that is seldom found in writing or formal speech; and speakers often start out talking about something and then, in midsentence, change the topic or entirely reformulate their thoughts.

I have one quibble, however, about a technical feature of the DVD. Navigating between the interview segments is not user-friendly because although the time code for each segment provided in the transcripts shows how much time has elapsed from the beginning of the interview of which it is a part, it is very cumbersome to move

the cursor to an exact time when one wishes to jump from one segment to another. It would be much easier if each segment were stored as a discrete track on the DVD.

Living Japanese opens a window onto aspects of Japanese life and language seldom touched upon in the classroom. If diligent students were to make the effort to become thoroughly familiar with the contents of the book and the DVD, that familiarity would make their adjustment far less daunting when they go to Japan by increasing their comprehension and maximizing their comfort level with whomever they might meet.

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SPANISH

KING, LARRY D., & MARGARITA SUÑER. *Gramática española*. 3rd ed. New York: McGraw-Hill, 2008. Pp. 277. $83.44, paper. ISBN 978–0–07–351313–3.
IGUINA, ZULMA, & ELEANOR DOZIER. *Manual de gramática*. 4th ed. Boston: Cengage, 2008. Pp. 514. $94.95, paper. ISBN 978–1–4282–0501–7.

To be useful, a grammar manual must provide accurate, concise, and easily referenced information. The King and Suñer text also aims to focus on language meaning rather than simply form, an intention that will please those who see language as communication in addition to a linguistic puzzle to solve. According to the preface, the text was originally designed for students in an advanced course in linguistic analysis; the third edition has been adapted to allow it to be used in a third-year grammar or advanced grammar course at the university level. It also aspires to close the gap of linguistic competence and performance knowledge for heritage speakers.

Gramática española has six chapters, each with as many as eight subsections of explanation, formal practice exercises, and complex *análisis* of the grammar point. Each chapter opens with a short introductory paragraph and a diagnostic *Para empezar* to test students' metalanguage and ability to infer meaning from form. For example, the chapter entitled *El verbo y los significados de las formas verbales* requires matching verb forms with their name: *habremos terminado = forma compuesta del futuro*. Another activity requires identification of the temporal aspect of a verb: *Salimos en vaca-*

ciones en dos semanas = tiempo verbal presente; referencia verbal futuro. The diagnostic is followed by a text explanation on verb morphology. Throughout the chapter there are helpful marginal notes that summarize the salient points of the text explanations. The *Práctica* and *Análisis* sections include exercises to reinforce the grammar explanations and help students learn how to recognize and explain linguistic phenomena. This order is repeated in each section, progressing from simple to complex explanations and exercises. The chapter closes with some final activities, such as fill-ins, that require students to understand the context of the reading to complete them correctly.

The text has many positive features: The explanations are succinctly presented yet accurate and complete; the marginal notes help the reader scan through the text-laden pages to find a point of interest.

Because the text is written entirely in Spanish, it is likely to frustrate students who have not reached an advanced level of Spanish grammar or who are weak in English grammar or Spanish reading proficiency. Some terms, such as *relación anafórica* and *adecuación*, are not explained or given in examples, yet students must identify their use in exercises.

The appendix includes an answer key to many of the exercises, yet it is extremely difficult to use because of the numerous sections and subsections and complex numbering scheme. For example, the responses to 3,4 (i) A do not correspond to chapter 3, but to chapter 5. The student must page through to find the correct chapter because the only header is R (*Respuestas*) plus a page number. The text would benefit greatly from a coherent numbering scheme and appendix.

In summary, this text has many positive aspects. The level is appropriate for very advanced undergraduate majors of Spanish as well as graduate students of Spanish applied linguistics. Its exclusive use of Spanish could be frustrating to weaker, less advanced students.

The Zulma and Dozier text contrasts with the King and Suñer book in terms of its audience and content. First, the explanations are in English and the sequence is geared toward the non-heritage speaker. The preface indicates that the book is geared toward intermediate and higher level learners, as well as autonomous learners. Because the intermediate learner must be able to use grammar accurately in writing, emphasis is placed on language usage, not on functions, situations, or tasks. The chapter overview allows for a quick scan of the topics to find a grammar point

of interest. There are eight chapters with several sections and subsections, all with clear titles, such as "Chapter 6 Verbs: Usage." The sections include the usual sequence: present, past indicative, compound tenses, and so forth. The explanations are clear and to the point, and they are especially useful for students still mastering English grammar. The text reviews syllabification, stress, and accents, topics that easily elude intermediate and even more advanced students. The numerous charts provide a clear visual presentation of grammar points.

Zulma and Dozier's *Manual de gramática* is the more comprehensive text of the two because it includes online oral and writing activities, as well as tutorials in the Heinle Learning Center. Although the reviewer did not have access to the exercises, she managed to listen to a sample grammar tutorial for *gustar* and similar verbs. Curiously, the indirect object pronoun offered for the second-person plural was *vos*, which is clearly incorrect and would cause confusion.

The text includes an appendix with answers to most of the activities, which are numbered logically by chapter and activity. There are also lists of literary sources where the learner can presumably see some of the grammar points in context. As with *Gramática española*, there are no authentic texts included in the book itself.

In summary, Zulma and Dozier's *Manual de gramática* provides clear and concise explanations and would be a useful reference book for teachers in training and intermediate to advanced students of Spanish. King and Suñer's *Gramática española* is a more advanced text that could be used at the graduate level as well as the very advanced undergraduate level. Both texts present language fairly devoid of a larger authentic context, admittedly not the intent of either text.

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SAMANIEGO, FABIÁN, FRANCISCO RODRÍ-GUEZ, & NELSON ROJAS. *¡De una vez!* Boston: Houghton Mifflin, 2008. Pp. xx, 512. $95.99, paper. ISBN: 0–618–34894–8.
Student Activities Manual. $57.49, paper. ISBN 0–618–34895–6. Audio CDs for Activities Manual and test bank with answer keys are also available.

¡De una vez! is a content-based, communicatively oriented text. The authors state (p. x) that it is a level 1 program for heritage speakers of Spanish. Other than the prefaces for instructors and students, it is written entirely in Spanish. The content is largely cultural, with six chapters focused on the culture of various Hispanic groups in the United States and six on the culture of specific Spanish-speaking nations. There are segments in each chapter on the culture, on the arts, and on various genres of the literature of the group in question. In addition, there is a segment in each chapter on a career area with pertinent vocabulary. Each chapter covers several aspects of grammar, accentuation, and spelling, and the grammar builds in a traditional sequence. Numerous notes for native or bilingual students in each grammar section call attention to features of usage common to Spanish-speaking communities in the United States and elsewhere that should not be used outside that community or in writing. The authors state a wish to show respect for linguistic variation (p. x) and do so in a section in each chapter that provides insight into linguistic history and usage in various regions.

The annotated instructor's edition offers marginal notes, and there is a Web site for instructors with sample syllabi, suggestions, answer keys, and audio scripts. A CD of tests and quizzes, two per chapter, is provided, and there is an Activities Manual that includes a listening program. The text and Web site offer many Internet activities, and each chapter includes a list of films that instructor or students may wish to access for additional depth. The text is printed in two colors and has a modest number of two-color illustrations.

The language level of the text is clearly Advanced or higher on the American Council on the Teaching of Foreign Languages (ACTFL) scale, and from the first chapter forward, all tenses are incorporated, as is a wide variety of vocabulary items. Because the focus of each chapter is a cultural group, there is no functional–notional focus. The content ranges broadly and, thus, the vocabulary does as well. Further, because the topics are pitched at the Advanced and Superior speaking proficiency levels, they go far beyond the home/family/social life range of vocabulary and language use of many heritage speakers. Thus, the question one must ask is which heritage speakers are the intended audience for this program. The issue of language proficiency level is not addressed, and there are no suggestions about how to diagnose and place students.

The textbook would be appropriate in a level 1 program only for students who are already at

the Advanced level but may have had little formal study of or in Spanish. Thus, the many heritage speakers who are at the ACTFL Intermediate level in proficiency will find *¡De una vez!* very difficult.

That said, the text would work well for higher level students, and it could also work well for any groups of students in the second or third year of Spanish study. All of the material would be of interest to students of any background, and even the notes for bilinguals and the sections on our linguistic wealth would provide non-bilingual students with interesting insights about the language used in their daily environment. Further, because many of these notes are based on contrasts between English and Spanish, with only some deriving from dialect-based usages, all English-speaking learners of Spanish could benefit from them. There are aspects of dialectal usage that are addressed late in the textbook or not at all, and instructors may wish to address them. For example, the use of archaic forms appears on page 290, and the instructor may wish to use material relating to such a common phenomenon earlier in the course. In general, however, one recognizes that the language analysis and history provided in the text is rarely available to students and will be of great value to them.

The text and Activities Manual comprise many contextualized interpretive, interpersonal, and presentational activities, and there are accompanying preactivities and postactivities. It is unclear whether the Web site contains rubrics for rating students' performance on these activities, however, as they are not mentioned. It is also not indicated whether the testing CD contains materials for oral testing. Finally, the main omission is a glossary. Neither at the chapter level nor at the whole-text level is there any compilation of vocabulary. No doubt that is because the vocabulary used is so extensive, and a glossary would have added many pages to the text. Yet for the same reason, students will need a resource to check unfamiliar items.

Apart from the caution about the language level of the text, the book is a strong addition to our repertoire as Spanish instructors. Its linguistic and pedagogical bases are sound, and the material will be interesting and valuable for students. The view of the cultures is current and broader than what is usually available to students. Heritage students should have no difficulty finding themselves well represented in the program and will feel proud of and well informed about their linguistic and cultural heritage, as well as even more capable of participating in it effectively after completing the course.

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Organized into 16 content chapters with review lessons centered on debate topics every 5 chapters, this business Spanish textbook/audio CD package focuses on developing proficiency through oral and written exercises, based on profiles and conversations with professionals in areas such as protocol, communications, and the stock market, among others. The student recycles the audio information through a brief series of application exercises and expands content through a variety of written activities. Although an answer key to all content-based questions is included, the text has no glossary and only provides occasional grammatical review. Typically, in a text marketed for intermediate-level students in the United States one would expect a significant number of grammar exercises as well as vocabulary listings.

Audio tracks include a word-for-word reading of the businessperson's profile that opens each lesson in the textbook, as well as a cloze exercise based on the conversation constructed as an interview with the person profiled. Subsequent tracks provide one or two other listening activities, which vary according to the career content of the lesson. Speakers come from Spain and a variety of Spanish American countries so that students are exposed to different pronunciations.

Although the authors indicate that this text is for "intermediate-level students" (p. xi), the level of difficulty of many of the exercises and the assumed degree of language facility required to carry out those exercises make it appropriate for students at the advanced level in the United States. Therefore, the "intermediate-level students" noted above realistically indicates the proficiency level of students as measured by the American Council on the Teaching of Foreign Languages Proficiency Guidelines rather than the course in which they are enrolled. Likewise, the authors' recommendations for course usage of

this text use British/European terminology, such as "this text will suit a 20–credit module offering two hours per week of tuition and class interaction" (pp. xi–xii) and "dividing its use between one 10–credit module in year 2 (before the intercalary year) and one 10–credit module in the final year (after the intercalary year and before employment)" (p. xii), which makes it difficult to assess the text's applicability to U.S. college and university curricula.

The book is formatted in an extremely dense manner, using a small font and mostly single-spaced lines of text, including the cloze exercises, which leaves little space for students to write their answers. Activities are equally dense in terms of content; that is, what appears as a short paragraph in the text requires students to produce 10 sentences or a brief article in Spanish based on minimal information on the printed page. For example, using a chart that lists in Euros the total value of imports and exports between Spain and five Asian locations (p. 164), learners are asked to help the featured professional write an article for his/her company's monthly bulletin on the topic of commercial relations with Asia. The chart contains fewer than 10 statistics to use for reference.

In another case, on page 187, the first activity in this section on using Internet resources for the chapter topic tells students to consult an online glossary of economics vocabulary, but it does not ask them to do anything with the material once they have accessed it. The other Internet-based activities in this section do require students to evaluate Web sites or to create something new using the information they find online. There is a wide range of performance expected in the textbook exercises, from filling in charts with vocabulary taken from the opening profile to writing extensive paragraphs to prepare for a formal debate on complicated topics in the review chapters. Within chapter sections there is an equivalent range, so that a complex activity like writing a press release is followed by a simple classification activity (p. 184), with no attempt to build from less complicated to more complicated tasks in the course of a lesson.

Although the authors claim that their text "is designed to meet the needs of language tutors who are, in the majority of cases, not experts in business studies and may therefore be intimidated by their responsibility and ill-assisted by over-complicated and too-technical textbooks" (p. xii), the resulting text may be too streamlined for the nonspecialist in business Spanish. The Web site (http://www.enactivo.info/) does provide supplementary information for students

and teachers alike, including links to country-specific business information, but some updating is needed. For example, *The World Factbook* of the Central Intelligence Agency is now on a secure server, but the URL on the *En activo* site does not reflect that change.

The gold standard for business Spanish textbook packages in the United States is *Éxito comercial: Prácticas administrativas y contextos culturales* (4th ed.) by Michael Scott Doyle et al. (Cengage, 2006). This program contains both audio and video activities, a separate print workbook for practicing formal written communication, including business letters and forms, as well as a program Web site with additional reference material and exercises. A separate instructor Web site includes sample exams and PowerPoint presentations. *Éxito commercial* is more comprehensive than *En activo* and provides more information for the nonbusiness student of Spanish as well as for the nonbusiness Spanish instructor.

Twenty-five years ago, teachers of business Spanish had few textbook options. Today, fortunately, many more classroom resources are available. However, considering the range of these current possibilities, I find it difficult to recommend *En activo* as the basic text in an intermediate-level business Spanish course. *En activo* would be useful as a supplement to another textbook package because it provides specialized business reference information via the textbook Web site as well as additional listening practice. I would suggest this text as an option in an advanced-level business Spanish course in a program in which students had already completed a previous intermediate-level course in this area or had previous courses in business administration.

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TESTING

CHAPELLE, CAROL, MARY K. ENRIGHT, & JOAN JAMIESON. (Eds.). *Building the Validity Argument for the Test of English as a Foreign Language.* New York: Routledge, 2008. Pp. ix, 363. $46.95, paper. ISBN 0–8058–5456–8.

In theory, the validation process begins at test conceptualization and is ongoing throughout the life of the test with relation to the test's uses and interpretation. In practice however, many tests are used for purposes outside those intended by the

developer, and validity is often seen as a static event that terminates when the test becomes operational. In this nine-chapter book, Chapelle, Enright, and Jamieson have described the development of the Internet-based version of the Test of English as a Foreign Language (TOEFL® iBT), focusing on an argument for its validity. The book supports the interrelationship of test development and validation and shows how such processes can be integrated and applied to one of the world's most-used tests. This review first provides an overview of the book's contents, including both chapters and appendixes, points to its strengths and challenges, and then suggests how it will contribute to the field of language teaching, learning, and testing.

This edited book provides a detailed and reflective overview of the process of developing the TOEFL iBT. Contents include a preface, nine chapters, and three appendixes, with chapters written by a variety of authors who have contributed to this test's development and validation process. All chapters contain figures and tables that illustrate and explain the test development and validation processes. The first chapter, written by the editors, situates the development of the TOEFL iBT in relation to its score interpretation and use, thus supporting the argument that validity is a function of test use rather than an independent test characteristic. The second chapter provides an historical context for the TOEFL's evolution and growth from its beginning in the 1960s through the present day. In the third chapter, a number of well-known linguists and testing specialists wrestle with the concept of a test development framework. Chapters 4 through 6 address issues surrounding prototyping from tasks to domain-specific measures of the new test. In chapter 7, Perlman discusses the process of finalizing the test blueprint, and chapter 8 provides a final analysis. Chapelle summarizes the validity (evidence and) argument in chapter 9. Three appendixes also appear at the end of the book, and all make important contributions, including a timeline of the TOEFL that allows the reader to reflect on the changes to the TOEFL in particular and test validation in general.

This book has many strengths, including depth and breadth, transparency, and use of tables, figures, and graphs to support both the book's content and the reader's experience. The book's breadth or depth alone is remarkable; the combination is outstanding. The reviewer counted no fewer than 16 total pages of references across the eight chapters. However, it is not only the number of references but also the diversity of the references that alerts the reader that the TOEFL revision included a thorough review of the literature in the field, from both TOEFL-specific and indirectly related resources. For example, the use of Biber and Reppen's corpus, as well as the related research, analysis, and conclusions, highlights the amount of research conducted and shows a fresh approach to defining the construct of the TOEFL from its origins in the mid-20th-century.

A second strength is the use of figures and tables to support the text. Like any description of a test development process, the book includes complicated explanations of ideas, analyses, and decisions. The many figures and tables support the reader by not only explaining statistical results but also by summarizing points clearly and succinctly. For example, in chapter 1, the authors lead the reader through the test design and score interpretation process with a series of figures that build upon each other to explain how the test interpretation argument is formulated. Similarly, in chapter 8 ("A Final Analysis"), the text is necessarily table heavy to show results, but it also includes a few figures to illustrate points from the factorial model to speaking competency descriptors. The argumentation used in the book is complex, and the tables and figures provide helpful support to the reader.

However, the book's greatest strength is the transparency and honesty of its writing. It serves as a model for both small- and large-scale test development processes. Essentially a detailed story of a test revision, it includes descriptions of successes and challenges, highlights, and setbacks. Most important, it is accessible to measurement professionals and applied linguists; both measurement and language points are explained in sufficient detail without weighing down the book in minutiae. At the same time, the book highlights the problems and ongoing challenges of the operational TOEFL iBT.

This book provides both an important resource and an example to the field of language testing. By carefully delineating how the test development and validation processes were developed side by side, the authors show that such an approach is workable for any test, regardless of size, use, or impact. Through its transparency, the book encourages dialogue about improving the TOEFL in particular and tests in general.

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