MLJ Reviews
Edited by JUDITH E. LISKIN-GASPARRO
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MLJ Review Policy

The MLJ reviews books, monographs, computer software, and materials that (a) present results of research in—and methods of—foreign and second language teaching and learning; (b) are devoted to matters of general interest to members of the profession; (c) are intended primarily for use as textbooks or instructional aids in classrooms where foreign and second languages, literatures, and cultures are taught; (d) convey information from other disciplines that relates directly to foreign and second language teaching and learning. Reviews not solicited by the MLJ can neither be accepted nor returned. Books and materials that are not reviewed in the MLJ cannot be returned to the publisher. The MLJ invites written responses to the reviews published here. Responses should be typed with double spacing, signed by their authors, and submitted in duplicate with a diskette copy (IBM or MAC acceptable, WordPerfect preferred). Address responses to Sally Sieloff Magnan, Editor, The Modern Language Journal, 618 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706–1558.

THEORY AND PRACTICE


Language Acquisition by Eye is an engaging mixture of research articles and review articles focused on two important areas of concern in the field of manual-visual language varieties: the acquisition of signed languages by children and the relationship between native proficiency in American Sign Language (ASL) and English language reading skills. Although the 12 essays contained in the volume are not uniformly strong in style and presentation, the work as a whole addresses questions of potential interest to a range of professionals, including those directly involved in the field of signed language linguistics and the Deaf community and those interested in language typology and reading theory.

The dual focus of the text is explicitly embodied by its division into part 1 (“Early Language Acquisition”) and part 2 (“Reading Development”). Inasmuch as the two parts make no apparent reference to each other, a reader is at liberty to consider them independently.

The seven articles that make up part 1 include a variety of perspectives on a topic that has not received much attention in the sign language literature: the acquisition of signs by infants and toddlers. The language varieties examined are noteworthy in that they go beyond analysis of ASL to include discussions of Japanese Sign Language, Sign Language of the Netherlands, and Langue des Signes Québécoise. From a theoretical perspective, topics include the nature of caretaker signs (chapters 1 and 2); development and errors of place, movement, and handshape in sign language acquisition (chapters 4 and 5); and an analysis of null subject parameter-setting in a principles-and-parameters framework (chapter 6). Added to these five research-oriented articles are two review essays that provide a general overview of relevant issues in early sign acquisition (chapter 3) and a discussion of the typological implications of the research covered in part 1 (chapter 7). Woven throughout each of the contributions is a clear theme: The parallels between the acquisition of spoken language and signed language are irrefutable. Each author supports the theoretical notion that the acquisition of human language must have roots in a level of cognitive processing independent of modality, be it spoken or signed.

Part 2 turns the reader’s attention to the relationship between children’s proficiency in ASL and their success as readers of English. The motivation for pursuing such research is made most compellingly by the essays that bookend part 2 (chapters 8 and 12), in which the authors make clear the historical and contemporary difficulties...
faced by Deaf children attempting to function in a bilingual/bicultural context. Many children struggle with the difficulties inherent in being deaf in a hearing-dominant world, making the need for early diagnosis of deafness and early exposure to ASL a critical part of subsequent linguistic success. Furthermore, if one considers the fact that ASL and written English have little in common (aside from the surface similarity of a shared visual modality), it comes as little surprise that “deaf students on average still read at about a fourth-grade level when they leave high school” (p. 221). The practical implications of the research lie in a better understanding of the relationship between ASL and written English, with an eye toward developing and implementing more effective pedagogy.

Like the essays in part 1, those in part 2 are unified by a clearly articulated theme: There is a positive correlation between proficiency in ASL and English reading skills. In chapter 10, for example, it is demonstrated that Deaf children of Deaf parents tend not only to have better ASL skills than Deaf children of Hearing parents, but also to be better English-language readers. Understanding the exact nature of the observed correlations, however, requires further investigation. Bearing in mind that ASL and English are typologically divergent languages, the connection between the two proficiencies is not immediately apparent. Does the explanation lie in the social and psychological differences inherent in being raised by Deaf, rather than Hearing, parents? Could there be linguistic facilitation between a child’s first language (ASL) and the child’s second language (written English)? Although the essays that address the ASL–English connection make clear the robustness of the correlations, more detailed explanatory accounts await future research.

Language Acquisition by Eye offers noteworthy contributions to the relatively scant empirically based literature on the nature of signed languages, particularly how they develop and function in the lives of children. The book’s mixture of research reports and review articles is appealing, although some editorial decisions may invite criticism. The presentation of the essays in part 1, for example, might have been improved had chapters 3 and 7, both fine overviews of major issues, been moved to the front of the collection, thereby setting the stage for the more focused, detailed accounts of specific research projects that appear in chapters 1, 2, 4, 5, and 6. Moreover, the final essay of part 2, written by two of the book’s three editors, comes across as a deliberate summary of the preceding chapters. One wonders if the volume might have benefited from a somewhat more muted editorial profile and one or two more original articles. It is worth noting that the essays contained in Language Acquisition by Eye began as presentations at the Fifth International Conference on Theoretical Issues in Sign Language Research, September 1996; moreover, the preface makes clear that many excellent papers from the conference were not included in this volume. One wonders why.

A final editorial remark needs to be made about the way some contributors present statistical data. In the opening essay, for example, Nobuo Masa-taka presents tables of mean scores without standard deviations, and he refers to statistical significance without mention of a specific p value. Likewise, a discussion of correlation coefficients by Robert Hoffmeister (p. 154) is vague as to whether or not data from two groups were pooled or were analyzed separately. Given the explicit appeal for careful, empirically based research in the areas covered by the book, more attention to such details would have been in order.

For those working in the field of sign language linguistics, the material contained in Language Acquisition by Eye should prove a valuable contribution to the existing literature. Indeed, parts 1 and 2, taken either together or separately, coupled with some older readings in their respective fields, would make a good source of authentic, original supplemental readings for a course in (sign) language acquisition or ASL–English bilingualism. For those readers interested in issues of linguistic typology and for those seeking to understand more fully the modality-independent nature of language as a cognitive system, the text contains many interesting findings. Finally, for those with an interest in theories of reading, the articles in part 2 may provide the fresh perspectives that come with attention to regions of the linguistic universe too often overlooked by mainstream research.

DAVID JAMES SILVA
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This admirable volume is true to its title: The editors have assembled a cohesive series of papers that describe the uses of ethnography and socio-
linguistics as teaching tools in K-12 educational contexts, outlining both the theory supporting these approaches and the classroom practices involved. Within the specific topical framework of the volume, there is a clear commitment to variety and inclusiveness on the part of the editors; the projects illustrate a range of institutional contexts, grade levels, themes, and approaches to student involvement in research. Both researchers and teachers authored papers, and the contributions of students are amply represented.

The papers in section 2 describe three approaches to students’ roles as researchers of the language used in their communities. Thomas and Maybin recount the success of an instructional unit, “Researching Language,” which was designed to increase language awareness among a class of 15-year-old students in London. The students investigated “talking proper” and wrote language autobiographies. Wolfram’s chapter on “Dialect Awareness and the Study of Language,” perhaps the highlight of the book, offers a strong rationale for dialect-awareness programs, detailed guidance on their design and implementation based on the author’s considerable experience, and a realistic assessment of their impact.

Through their insistence upon increasing the relevance and accessibility of academic knowledge, and upon bridging lived experience and academic research, the authors in this volume display an activist stance; the final section, however, is reserved for projects with an explicit social-action agenda. There is a paper on the reclaiming of indigenous culture in Costa Rica through the collection of oral history by students, in an approach inspired by the Foxfire projects (Montero-Sieburth). The chapters by Schaffma and Egan-Robertson describe the role of critical ethnography in disadvantaged students’ construction of identity and in their development of alternative, if not oppositional, “personhood.”

By highlighting the uses of local knowledge and the educational potential of students’ involvement in ethnographic research, the editors of this volume raise issues of current concern to the profession: the epistemology of classroom knowledge; the integration of timely, student-generated insight with timeless, traditional academic authority; the role of education in the pursuit of social action; and the relationship of the researcher to the researched. They not only clarify these issues in bringing them to the foreground, but also provide many examples of reasonable and original responses by participants. Researchers, educators, administrators, parents—indeed, anyone seeking a fresh and constructive perspective on language and literacy education in the K-12 schools—will find abundant stimulus for reflection and much to admire in this volume.
Given a renewed interest in the concept of language fluency, Marie-Noëlle Guillot’s book, *Fluency and Its Teachings*, is timely. Fluency in a second language is considered important by both language learners and teachers but has not been well understood by language researchers, who have found the concept difficult to define. Guillot’s introduction and first two chapters provide both an update on current approaches to investigating fluency and a thorough review of the issues.

The big question is this: What does it mean to say that someone is fluent in a second or foreign language? Other questions that Guillot addresses in the introduction and the first two chapters and throughout the book are: Does fluency imply grammatical accuracy, grammatical complexity, a large vocabulary, or combinations of them? Does fluency in spoken language primarily depend on temporal and sequential factors—smoothness, lack of hesitation, the displayed ability to “link to” an interlocutor’s talk—or does it also include the speaker’s awareness of cultural and discourse conventions, and a display of appropriate paralinguistic operations, such as native-like pitch and intonation and proxemics? Is it possible or reasonable to speak of fluency in listening (and, I would add, in reading and writing) as well as speaking, or is fluency a concept that is only applicable to oral production?

In her treatment of the definition of fluency, and later in her pedagogical applications, Guillot primarily takes the perspective of the listener. In chapter 2, for example, she devotes more than 10 pages to a discussion of variables in the perception of fluency, and many of her recommended language teaching activities in the second part of the book involve language learners’ analyses of taped native-speaker dialogues.

Chapters 3–7 provide a rich array of activities designed, according to Guillot, to promote fluency. These are interesting, challenging, fun, and pedagogically sound. For these activities alone, and for the commentary that Guillot provides about them, the book is well worth reading, especially for teachers of French or for those who understand the language, because the language samples and transcripts are of French speech.

I am not convinced, however, that language educators and language researchers know enough about fluency to know how best to develop it. Although Guillot’s introduction and first two chapters were engaging, demonstrating well the complexity of the issues relevant to understanding fluency, I was still struck by how vague and fluctuating the term *fluency* is. Thus, I did not fully understand how the activities necessarily targeted fluency. Other readers may have no trouble linking Guillot’s discussion of fluency to the teaching and learning activities in the latter half of the book. Or perhaps it is not essential that there be a direct connection.

Rather than associate Guillot’s sample classroom activities with fluency, I prefer to think of them as “discourse analysis activities” in which language learners examine natural, spontaneous speech by listening to authentic audiotaped excerpts. Language learners also produce speech, targeting and seeking to produce in their own speech the specific features they analyzed.

Whatever one calls these classroom activities, they address a variety of language features, are rich in potential, and could be adapted for different populations, levels, and languages. If they can help to promote fluency, defined however one wishes, then so much the better.

This book will interest language teachers who want to increase their repertoire of classroom activities, and those who seek to increase their understanding of the complex factors involved in language production. This book is also an important treatise on fluency for language researchers, applied linguists, and linguists, many of whom recognize that the demands of fluency, accuracy, and complexity must compete for the limited resources that language learners have available. In this sense, the book can be seen as a response to a pedagogical need. Finally, *Fluency and Its Teachings* should stimulate discussion of what precisely the term *fluency* means and in what ways it is useful.

HEIDI RIGGENBACH
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Källkvist’s investigation of lexical choice (i.e., nouns, verbs, and adjectives) in a variety of sec-
second language (L2) writing tasks (free composition, retelling, and translation) for advanced Swedish learners of English attempts to differentiate the processes operating in regard to lexical word class and to task type. This study could have implications for theoretical issues in L2 acquisition and for the practical concerns of L2 learners. Specifically, the author states that her insights will lead to a reanalysis of the properties of English verbs and thus be of particular importance to teachers of English as a Second Language.

Following a general discussion of the semantic and grammatical properties of nouns, verbs, and adjectives in English, Källkvist explores the differences in the first language (L1) acquisition of these word classes. Based on the preponderance of evidence in L1 acquisition, she notes a clear distinction between nouns and verbs; that is, that nouns are both more numerous and easier to process morphologically. She then claims that if learners use one part of speech (e.g., nouns or verbs) more “infelicitously” (she uses the term “infelicity” rather than “error” to describe the nonstandard word choices of her participants) than another, the explanation for this phenomenon must lie in the semantic properties of those items. Her reading of the theoretical literature on the semantic properties of nouns and verbs leads her to conclude that verbs have more complex semantics than nouns, and that this difference should be reflected in differences in the acquisition and development of nouns and verbs in the context of L2 acquisition. In other words, L2 learners will make more infelicitous choices of verbs.

Based on the consensus of several judges in each of three writing tasks, Källkvist found a clear tendency for advanced learners of English at Lund University to use verbs more infelicitously than nouns in both free compositions and retellings. In the translation task, the same judges for each task (three for the retelling, 10 in the free composition, and a committee of unknown number in the translation), the number of judges for each task (three for the retelling, 10 in the free composition, and a committee of unknown number in the translation), and not using the same judges for each task. Based on Källkvist’s own judgment, 3 of the 10 composition judges were selected to evaluate the retellings because they were thorough and consistent (p. 75). This reviewer did not need to read Källkvist’s study to come to the conclusion that “considerable exposure to the target language may be a prerequisite for full knowledge to be acquired” (p. 193).

WILLIAM KEEL
University of Kansas


*French Second Language Education in Canada* is a collection of 15 empirical studies on various aspects of teaching French as a Second Language (FSL) to elementary, middle, and high school students in anglophone provinces of Canada.
The first section of the anthology, entitled "French Second Language Outcomes: Core and Immersion," is devoted to the two main models of French instruction in Canada. These are core French programs, where French is taught only as a subject; and immersion programs, which have attracted considerably more attention. The next group of articles, "Classroom Studies," is composed mainly of case studies that rely, at least in part, on think-aloud methodology. They provide interesting classroom data concerning students' listening comprehension strategies, understanding of grammatical rules, and the relationship between first language (L1) and second language (L2) writing proficiency. Part 3, "Professional Development," sheds light on some of the challenges language teachers face as they implement Canada's new multidimensional language curriculum. Lewis (chapter 10) illustrates how the communicative-experiential approach now mandated in French education places higher demands on practicing teachers, who must develop new levels of risk taking and personal engagement. Another chapter in this section (Rehorick & Dicks) details a collaborative interprovincial effort to develop oral proficiency tests for the new curriculum. Sanaoui, in one of the most interesting chapters of the anthology, outlines how preservice teachers were trained in part through an Email conferencing system that enhanced not only their practical pedagogical knowledge, but also their command of French and their confidence in using technology for instructional and personal purposes.

The social context of FSL teaching in anglophone Canada is the subject of the last part of the volume, "Social and Administrative Aspects." Calman and Daniel's chapter describes how a school district decided to revamp, rather than extend, its core French program. Hart and Lapkin's chapter addresses the fact that students in early immersion programs seem to be recruited largely from higher socioeconomic groups than those enrolled in core French. Although these social differences seem to diminish in the upper levels, Turnbull, Lapkin, Hart, and Swain report in chapter 2 that early immersion does lead to a lasting advantage in oral proficiency.

Two questions come to mind when reviewing an anthology of the scope described above and focusing strictly on the Canadian context: Are the pieces of this large puzzle sufficiently related? To what degree is the information presented in the volume relevant to the U.S. reader? In answer to the first question, the various topics, methodologies, and emphases are effectively integrated by Lapkin's introduction. She has succeeded in creating an informative mosaic of every aspect of L2 teaching, from planning and policy-making to teacher education and student strategies. The thoughtfully designed and often innovative studies reflect the efforts of dedicated language professionals at all levels, including classroom teachers, university professors, graduate students, education consultants, school board members, and provincial planning teams. French Second Language Teaching in Canada succeeds remarkably well in unifying the wide array of topics and authors described above, while informing the reader about every step involved in delivering L2 instruction of high quality.

How well does all this information translate to the United States? As might be expected for an anthology, sometimes more, sometimes less. Overall, the volume is made more accessible by the inclusion of a glossary that provides concise explanations of all specifically Canadian terms, such as core French or late immersion. Moreover, individual authors often include detailed descriptions of the instructional context of their studies, which should allow U.S. readers to appreciate them. One of the most interesting findings for L2 instructors anywhere is presented in chapter 1 (Lapkin, Hart, & Harley). After comparing traditional and compact core French programs, the authors conclude that concentrating L2 instruction instead of spreading it out over the whole school year improves both learner attitudes and achievement. The following two chapters on immersion and French in the workplace are somewhat less applicable in the United States, but the latter study, written by Hart, Lapkin, and Swain, still provides a much needed model for the comparison of L2 instructional goals and actual L2 needs in the workplace.

The classroom studies in the second section all provide valuable insights into learning processes through smaller case studies and think-aloud protocols. Kowal's study of her students' grammatical knowledge features an intriguing method of eliciting both language and metalanguage (all in the L2) from her participants. Foreign Language in Elementary School (FLES) teachers will benefit from reading the chapter by Harley, Howard, and Hart about an experiment that focused on introducing formal grammar instruction in an elementary French program. Two other classroom case studies, by Vignola and Vandergrift, respectively, address L2 writing and listening strategies. Vandergrift's study of beginning and advanced listeners contrasts effective and ineffective listen-
ing strategies in an important contribution to that area of investigation.

Several chapters in part 3 will inform those colleagues in the United States who still struggle with implementing a communicative approach consistently in their L2 classrooms. The chapters by Lyster and Lewis provide a firsthand account of what the move away from formal, direct language instruction has demanded of classroom teachers and curriculum designers. A related issue is taken up in an extensive quantitative study by Calman and Daniel. In the context of a district-wide evaluation of FSL instruction, they recommend an increased focus on culture and communication in the L2 classroom over extending core French programs for an additional school year. Clearly, the quality of classroom interaction is expected to outweigh gains achieved by increasing the duration of instruction.

Two recommendations for foreign language teaching emerge from the Canadian studies reported in this volume. First, and perhaps surprisingly, the argument is made that starting early and increasing contact hours are not necessarily the keys to better language learning outcomes in obligatory precollege L2 programs. Second, it seems that concentrating instruction, rather than spreading it out over the entire school year, is more effective in leading to communicative use of the L2, possibly because the “traditional ‘drip feed’ approach” (p. 27) does not lead to the threshold of communicative confidence necessary for real growth in L2 proficiency.

BARBARA GILLETTE
University of Delaware


Diversity characterizes this noteworthy addition to the literature on the cultural context of business communication. The text presents interesting perspectives on a broad spectrum of topics in business communication. It offers 10 papers, with sections on theoretical issues, interculturality, cultural contexts, linguistic perspectives, and training. The papers come primarily from a symposium held in Duisberg, Germany, in 1996 on “The Cultural Context in Communication across Languages.” A notable exception is Weiss and Stripp’s work on “Negotiating with Foreign Business Persons,” which first appeared more than 10 years ago in New York University’s Stern School of Business Working Paper series. The broad perspectives taken by the authors reflect the multidimensionality of the field.

In her introduction, Niemeier provides a summary of the contents of each section and chapter. Through the international group of authors and wide geographic range of cultures covered, the global perspective of this text becomes evident.

Culture guru Edward T. Hall leads off the volume with a provocative chapter entitled “Three Domains of Culture and the Triune Brain.” He creatively associates the three parts of the brain—the reptilian, limbic, and neo-cortex—with three modes of human culture. Hall forges an unusual link between these three parts of the brain and basic human cultural functions. Speculating on possible relationships between neurology and culture, he breaks controversial new ground. His chapter takes the reader on a creative journey that expands our vision of the origins of human cultural behavior.

Campbell’s chapter, “Rhetorical Ethos: A Bridge Between High-Context and Low-Context Cultures,” sets up a lively, pragmatic discussion of rhetoric and culture. Through his skillful use of figures and examples, he explains the reasons for cultural misunderstanding in business communication. Although placed in the theoretical section, this is one of the more immediately relevant chapters for business communication practitioners.

Weiss and Stripp’s chapter on “Negotiating with Foreign Business Persons” in the interculturality section provides a useful negotiation model that uses 12 variables. The authors examine the negotiation styles of six cultures: Chinese (PRC), French, Japanese, Mexican, Nigerian, and Saudi. Specifically, they give an overview of negotiating within each of the six cultures: their basic concept of the negotiation process, most significant types of issues in negotiation, selection of negotiators, individuals’ aspirations, and group decision-making. Through vivid examples, the authors give insight into cultural differences in business negotiations in these six cultures. This information has value for the business person, as well as for those who teach business communication.

In the section on cultural contexts, Yli-Jokipii writes about “Power and Distance as Cultural and Contextual Elements in Finnish and English Business Writing.” Basing her research on the more than 225 business letters and faxes from Britain and Finland, she examines the complex concepts
of power and distance and their relationship to culture. As the author acknowledges, these complex issues are abstract and difficult to examine with precision. As a result, the chapter leaves many questions unanswered.

Scharf and MacMathuna share their view of overlapping cultural and economic relationships in the Republic of Ireland in their chapter entitled “Cultural Values and Irish Economic Performance.” Their interesting work exposes the reader to new views of the role of Irish culture in the country’s economic development.

The two chapters that relate to linguistic perspectives have more value for linguists, and less for business people or business communication practitioners. Li and Koole add insight into “Cultural Keywords in Chinese-Dutch Business Negotiations,” and Poring writes about “Harmonious Cooperation” in an English-German Intercultural Business Negotiation.

In the section on training, Braten and Ingels describe a business English course in Belgium in “Raising Awareness in Business Communication Training.” This chapter could be strengthened by the addition of more specific details on course content, objectives, and learning activities.

In the last chapter, entitled “The Experience of Sameness in Differences,” Vercken, De Rycker, and Davis look at a course in international business writing that was offered simultaneously in Finland, Belgium, and the United States. The authors present an interesting curriculum, described in terms of essential content areas, topics, teaching units, and a business game that incorporates interrelated business communication activities for three companies. In their research, they analyze the experience of the students participating in the course in the three countries. Through the process, students and professors discovered important similarities and differences in their experience, closely paralleling the experience of communicating internationally in business.

In conclusion, The Cultural Context in Business Communication makes a valuable contribution to the literature. Its wide range of topics provides interesting and global perspectives on key issues in international business communication. Although not every chapter will interest every reader, business communication practitioners, linguists, and learners will find something of value in this text.

CHRISTINE UBER GROSSE
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This volume is part of the Directions in Second Language Learning strand of McGraw-Hill’s Second Language Professional Series. Aimed at students of second language acquisition (SLA) and teacher educators, it seeks a balance among theory, research, and classroom applications. In addition to the editor’s introduction and conclusion, it includes 11 essays by well-known SLA professionals. Eight appendixes present the language anxiety scales referred to in the essays.

The volume is organized into three parts: “Language Anxiety Theory and Research,” “Attending to Affect While Developing Language Skills,” and “Language Anxiety and Individual Differences.” Because it is conceived as a textbook, rather than just a collection of essays, the essays in the second and third parts are accompanied by advance organizers and postreading tasks. The advance organizers consist of a series of questions that encourage readers to reflect on their experiences in learning and teaching languages and on previous knowledge of the topic, as well as a list of fundamental concepts that readers will encounter. The postreading activities for each essay, found on pages bordered in gray for easy reference, are divided into two sections: “Portfolio Assignments” and “Action Research.” The former direct readers to prepare classroom activities based on what they have read, and the latter to interact with second language learners through surveys and interviews to determine firsthand the presence or effect of language anxiety as related to an essay’s topic. These postreading activities constitute a strength of the volume, taking it from a well-conceived compilation of interesting essays to what is promised in the subtitle: a practical guide for creating a low-anxiety classroom atmosphere. Preservice teachers, practicing teachers, and teacher educators will benefit from developing a portfolio of anxiety-reducing activities related to different skills, teaching and learning styles, and types of learners. The equally valuable action research suggestions provide a manageable, hands-on introduction to classroom research for those who have not attempted it before.

Another strength of this book is its innovative approach which, departing from the oral language production focus of most work on lan-
guage anxiety, brings together works that look at anxiety in the context of the four skills, as well as in terms of how anxiety relates to learner differences. Although all of the essays are well suited to the purpose of the book, a few stand out for the clarity of their presentation or the quality of the activities and techniques they propose. In particular, Peter D. MacIntyre’s “Language Anxiety: A Review of the Research for Language Teachers” does an outstanding job of situating language anxiety in the more general context of anxiety research and explaining the cognitive, affective, social, and personal effects of this type of anxiety. His essay would be highly readable even by university methods course students and beginning SLA students who are not well versed in quantitative methods because he explains methodological terms as he uses them. James F. Lee’s essay, “Clashes in L2 Reading,” synthesizes the role of learner misconceptions in creating language anxiety and presents a series of analogies, activities, and techniques for developing reading skills that are useful for anxious and nonanxious learners alike. In “Style Wars as a Source of Anxiety in Language Classrooms,” Rebecca Oxford skillfully distills the complex field of teaching and learning styles in her discussion of style conflicts and their implications for classroom practice.

The fact that all of the essays were written specifically for this volume gives it a coherence lacking in many compilations, and also gives students a contextualized introduction to many of the major topics and prominent researchers in SLA. However, a certain repetitiveness creeps in as each author defines language anxiety and describes the role of affect in second language learning. There is also a degree of editorial unevenness, which can become bothersome. For example, some authors refer explicitly to other essays in the volume, whereas some refer only to previous works by the other authors without mentioning their contributions to the volume. Other, more minor, editorial oversights include inconsistent references in the portfolio assignments (“Adapt the structured-input activity on the past tense that we used . . .” p. 103; “Take the style analysis developed by Oxford . . .” p. 228), leading the reader to wonder who wrote the questions; the consistent misspelling of the word système in references to the writing software Système D; and a reference in Ilona Leki’s essay to a list of examples in the appendix that is not there.

Despite its editorial shortcomings, this volume is a welcome addition to the field of pedagogical materials for SLA and teaching methods courses. Moreover, with its emphasis on making the learning context less stressful, it provides an interesting counterpoint to previous works that concentrated on establishing the concept of language anxiety, identifying sources of language anxiety, and suggesting learner coping strategies.

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CHINESE


During the early 1980s, researchers interested in investigating the first language (L1) Chinese reading process could find only a few books, such as Taylor and Taylor’s Psychology of Reading, that provided informed descriptions of Chinese orthography and citations to locate relevant research. Or perhaps researchers were fortunate enough to discover the writings of Ovid Tzeng and his associates, which provided greater theoretical depth in describing the Chinese reading process. This situation has changed, thankfully, and Reading Chinese Script: A Cognitive Analysis is the latest offering in a small, but growing, corpus that investigates the Chinese L1 reading process from a principled and research-driven perspective.

As stated in the title, this book presents the reading of Chinese from a cognitive theoretical viewpoint. As such, the book strives to explain the complex mental processes involved in assigning meaning to Chinese characters, units of print that are among the oldest and most unique of the world’s written scripts. Each of the 14 chapters is written to stand alone from the other chapters, although there is enough thematic redundancy and commonality among the chapters that they support each another admirably. All but three of the chapters specifically highlight new or recent research that investigates the processes involved in character and word recognition, although chapters are included that deal with sentence and passage length processing. Readers will not be disappointed with the level of detail that many of the chapters reach in investigating the variables that affect the Chinese reading experience. These areas include, for instance, the role of the specific components of Chinese characters, how
the notion of a word differs in Chinese, and how reading Chinese differs from reading English as measured by evaluating eye-movement data.

Throughout the book, research is presented that fuels the continuing debate about the role of phonology in reading a script that has been thought to represent the spoken language in a largely unsystematic manner. To get the most out of these chapters, it is helpful for the reader to have some background in the methodologies and experimental paradigms used in word recognition research. To the book’s credit, many of the chapters contain brief explanations that will be helpful to readers who are unfamiliar with this area.

The three chapters that contain no new research are valuable in that they present new models of word recognition or morphemic processing, while also providing comprehensive reviews of past research. As with all the chapters, extensive citation lists feature much of the research performed in the 1990s, a decade that saw considerable growth in both interest and research activity in the area of reading Chinese. Many of the chapters in this collection have more than one author, and some are jointly written by a Western and Chinese scholar. Consequently, readers will feel that they are getting a well-balanced view of how reading in Chinese mirrors or differs from reading in English.

One may ask why this book has value for those interested in L1 or second language (L2) reading. After all, why would a collection that focuses on research at the character/word level interest scholars of the holistic process of reading? First, this collection provides descriptions of Chinese script, and how it seems to be processed, that go far beyond the simplistic characterizations so often seen in books on reading. The descriptions are more richly conceived and sophisticated thanks largely to the intensified research interest in Chinese. Moreover, a benefit of having the chapters written independently of each other is that each author describes the script in ways that are complementary, rather than repetitive. Although there is a noticeable lack of standardization in some of the terminology, one cannot help but be struck by how the descriptions of Chinese orthography have improved in their level of specificity over previous works.

Second, this book will be valuable in laying theoretical foundations from which to conduct research in ESL and foreign language (FL) research. Books on L2 reading have tended to shy away from confronting the topic of reading in nonalphabetic scripts. This is probably due to the understandable reluctance of theorists to extrapolate findings from research investigating reading in languages employing alphabetic scripts to those employing nonalphabetic orthographies. However, with more ESL reading research that considers the learner’s L1 orthography as a critical variable, the descriptions of Chinese in this book provide an excellent point of contrast for ESL researchers.

For researchers interested in how learners with L1 alphabetic reading backgrounds learn to read in Chinese, there are many chapters in this book that will be valuable in providing theoretical guidance. Shu and Anderson’s chapter on metalinguistic awareness, for example, presents data to suggest that Chinese children gain an awareness of the phonetic and semantic components of Chinese characters starting from the early grade school years. When, if at all, does such awareness develop among learners of Chinese as a FL? Although it is standard pedagogical practice to teach FL students about how Chinese characters are structured, only limited research evidence speaks to the effect of this pedagogical practice. As a second example, Perfetti and Tan’s chapter on word identification features a model that conceptualizes word identification “with orthographic, phonological, and meaning systems interconnected” (p. 132). Such a model can be useful in investigating long-standing issues in Chinese FL theory (e.g., the relationship between the written and spoken language) that can inform elements of practice that remain controversial up to this day (e.g., when characters should be introduced to beginning students).

In conclusion, this book will make a desirable addition to the professional library of anyone who is interested in L1 or L2 reading. For the ESL researcher whose participants are Chinese, however, and for the researcher interested in investigating reading among learners of Chinese as a FL, it will be essential.

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ESL


The assumed norm for subjects of most discussions of ESL research and pedagogy has been
international students temporarily studying in the United States. Harklau, Losey, and Siegal’s collection of 12 essays on the writing and instruction of the growing population of immigrant students educated in the United States, the first volume of its kind, does an excellent job of correcting that distorted picture. Scant research exists on this population, “bilingual U.S. resident students (mostly from Asian and Central and Latin American countries) who enter U.S. colleges and universities by way of K–12 schools” (p. 1). These contributors, ESL writing researchers and educators, are engaged in research for which there are no blueprints (p. viii). Most of the research here uses rigorous qualitative methods (e.g., analyses of transcripts of interviews with students and teachers, analyses of student writing and teacher comments) or a combination of qualitative and quantitative methods, such as interviews with teachers and analyses of student writing combined with analyses of test scores (chapter 12, Muchinsky & Tangren). Because two of every five immigrants live in California and both California and New York City have large non–English language background populations, 14 of the 23 contributors to this volume study immigrant students who attend colleges in those areas. For example, at the City University of New York (CUNY), featured in a chapter by five contributors, three of whom work for the New York City Public Schools, half the student body consists of first-generation immigrants and Puerto Ricans.

In chapter 1, the editors use the themes of equity and ethics to tie together the contributors’ 11 chapters. These are divided appropriately into three sections: “The Students,” “The Classrooms,” and “The Programs.” Equity and ethical issues emerge because when immigrant students are categorized and confused with international students, they may be misplaced into non-credit-bearing courses that exhaust their financial resources and prevent them from making progress toward a degree. In addition, the content and pedagogical methods of those courses could be mistakenly and insultingly based on assumptions of similarity between the linguistic and cultural background of immigrant students and that of international students. Another disservice to these students, who are still English learners, is to mainstream them into classes with native English speakers via policies of not-so-benign neglect, perhaps because of pressure from the anti-remediation movement. The title of this book, Generation 1.5 . . . . comes from Rumbaut and Ima’s (1988) label for these students; that is, the cultural, psychological, and linguistic characteristics of Generation 1.5 fall between those of first- and second-generation immigrants. Likewise, the immigrant category itself lies between international students and native speakers of English. Most members of Generation 1.5 are still learning academic English, “a protracted process that requires up to seven years” (p. 3); and many have spent just a few years at a U.S. high school. Their in-between-ness is clearly communicated and, in fact, is beautifully portrayed through the vivid details of the qualitative research reports in the four studies in part 1, “The Students,” which is the strongest section of the book.

The chapters in part 1 include Leki’s case study of the elusive Polish immigrant Jan, entangled in the red tape of a large state university in which his first three years of courses require no sustained writing; Rodby’s study of how social networks influenced the motivation of Horatio, Kaying, and others to revise their writing (although Bronfenbrenner’s labels for these networks were unnecessarily confusing and jargon laden); and Frodesen and Starna’s profiles of Alex and Min as incipient and functional bilingual writers, respectively, a helpful categorization for understanding Generation 1.5. All of these chapters provide valuable close-ups of these student writers—their histories and, most important, their writing—with its power and sincerity, along with its syntactic and grammatical foibles. The chapter most revelatory of Generation 1.5’s in-between-ness is Chiang and Schmida’s study of Asian Americans, some of whom self-identify as bilinguals and consider themselves more culturally and emotionally Asian than American, even though they are English dominant and might know very little of their heritage language: “It is as if by claiming the language, they claim a linguistic identity that perhaps exists in their minds, but not in their tongues” (p. 87). Chiang and Shimida demonstrate that the characterizations ESL, bilingual, and language minority do not adequately describe the “literacy journey of students whose lived realities often waver between cultural and linguistic borderlands” (p. 94).

Part 2, “The Classrooms,” features strong arguments for the effectiveness of certain instructional practices for Generation 1.5 students. Hartman and Tarone argue that high school ESL classes should provide more writing assignments and other opportunities for self-expression that are not guided, controlled, or grammar based. Blanton argues for a critical literacy that includes exposing “awful” (i.e., inaccessible, obscure) academic writing so that students will not think that they alone experience problems with writing.
Johns argues for socioliterate approaches and against expressivist pedagogies based on personal identity.

The strength of their convictions makes these authors vulnerable to counter-arguments that they themselves hint at. First, beginning ESL courses are grammar and form based in keeping with the processes of second language acquisition. How can students communicate clearly without gaining more linguistic control over necessary grammatical structures? Many of the student writing samples in this volume make this point. Second, exposing inaccessible writing as “awful” may discourage students from grappling with difficult but worthwhile texts. Likewise, socioliterate and expressivist approaches are not necessarily incompatible with one another; a course that includes explorations of personal identity in writing might be appropriate for students on the borders struggling with in-between-ness, such as some of Chiang and Schmida’s participants.

The least polemical and most helpful contribution to both teachers and researchers is the one by Ferris, which recommends specific approaches in commenting on immigrant students’ drafts, such as following higher-order questions with ideas on how to implement the suggested change and avoiding grammatical terminology unless the teacher has already taught it.

Part 3, “The Programs,” is directed to those responsible for designing, directing, and reconfiguring ESL and mainstream composition programs. Its treatment of placement, credit, financial aid, and curricular questions make it central to the equity and ethics issues that are the book’s theme. As the editors point out, the policies of ESL and composition programs for placing and instructing immigrant students are varied and idiosyncratic. However, because of these historical complexities and, thus, the detail-laden descriptions of programs at CUNY, the University of Hawai’i at Manoa, and, especially, at the University of Nebraska at Lincoln, this section was occasionally hard to follow, especially when acronyms and abbreviations for programs (PIESL, IEP, CESL) and tests (MELAB, MTELP, MTAC) followed one after the other. Most helpful was the Wolfe-Quintero and Senegade chapter on the WAC program at Hawai’i, in which a few professors of writing-intensive courses ironically expected students already to know how to write in the discipline before they entered the course so that they, the professors, would not have to teach writing.

In other words, Generation 1.5 provides not only close-ups of students and their problematic writing, but also an intimate look at both ESL and content-area teachers and their problematic attitudes. This volume is must-reading for ESL and other second language teachers and researchers.

CAROL SEVERINO
University of Iowa


This collection of 20 articles serves as a prominent rallying point for those energetic, dedicated ESL specialists who teach at community-based Adult Basic Education (ABE) programs for immigrants and refugees, as well as in postsecondary classrooms. Given the marginal resources available to ABE and college ESL programs—almost always next on the cutting-block when money is either short or must be reallocated—the essays in this volume inspire, as well as edify. Novice and veteran ESL teachers alike are offered here a veritable motivational seminar on creating content-rich classrooms. Conceding some inevitable thematic overlap (pp. x–xi), Smoke groups these essays into three categories: “Politics” (6 chapters), “Pedagogy” (7 chapters), and “Participation” (7 chapters).

The lead article by Ferguson in the “Politics” section could be viewed as a preamble to the process of empowering adult immigrants and keeping ABE programs alive. Encouraging students to engage in politics beyond the walls of the classroom furnishes them with a valuable lesson in democracy, providing citizenship preparation (p. 12) and, as one would expect, a powerful tool for improving English proficiency. The other essays in this section are equally eloquent in their advocacy of making task-based instruction the springboard for enabling adult ESL students to take ownership of their acquisition through social and political participation. Moriarty, for example, chronicles the transition of her ESL/Civics class from a generic, proficiency-based English class to a site of political reality during the amnesty period of the late 1980s. During this time, immigrants were asked to legalize their status by attending ABE classes but, by doing so, they exposed themselves and their illegal status to the Immigration and Naturalization Service. Bridging the gap between classroom and
community is a theme that is repeated throughout this section. These are inspiring accounts of student empowerment through curricula that are based on needs analyses: practical advice on teaching ABE parents about dealing with personnel in their children’s schools (Manton); instilling linguistic and social confidence in students’ encounters with anglophone Canadians through journal-based analyses of cross-cultural relationships (Norton); the efficacy of adopting feminist pedagogy to foster equality and justice of a female ABE student already doubly marginalized by virtue of her special cultural and linguistic situation (Vandrick); and pointing out the need for a broader view of multiculturalism—critical multiculturalism—that focuses on student identity and moves toward social justice through literacy (Smoke).

The “Pedagogy” section introduces a variety of adult ESL classroom approaches which, according to Smoke, are learner centered, encouraging participation and self-reflection (p. xii). Smoke cautions the reader, however, that the essays are not meant to serve as general program models, inasmuch as the curricula described in this section are highly individual and may not work for others. In the first article of this section, for instance, Benesch’s experiment with feminist pedagogy in the context of English for academic purposes (EAP) combines subject matter (of a psychology class) with intermediate ESL writing. Claiming that gender politics have been largely ignored or made secondary to language usage and rhetorical models, Benesch describes her female students’ strong identification with, and her male students’ resistance to, the course theme: anorexia. Although the remaining six essays in this section may not be as politically strident as Benesch’s, they are nonetheless thought provoking. Mlynarczyk offers impressive statistics on the success of students who have engaged in massive amounts of discussion, reading, and writing in urban community college ESL courses. Kasper recommends interdisciplinary collaboration and sheltered discipline-based classes for community college ESL students to hasten the transition of nonnative English speakers into the academic mainstream. Drawing on the research of Freire, lauded in this book for his libertarian stance on education, and other spiritual and political practitioners working for the liberation of all beings (p. 159), Doane embraces a critical pedagogy for her large multicultural college classes; in this environment, the teacher is to become spiritually intimate with learners in a learner-centered, problem-posing classroom (p. 163). Parinno’s chapter deals with pronunciation, one of the biggest challenges for adult English-language learners. Intent on demonstrating the impossibility of separating language issues from their political contexts (p. 200), Severino expands on the political implications of ESL writing, and teachers’ responses to, and inevitable influence on, student writers.

The editor characterizes the “Participation” section of the book as a step toward enabling adult ESL students to join the larger community and society (p. xiv). Why not recruit and train nonnative English speakers with strong educational backgrounds to be ESL and first language (L1) literacy teachers in their own communities? In answering this question, Auerbach lays out the program rationale and gives a candid account of successes and failures of such nonnative speakers teaching in community-based programs. Using trained native English-speaking tutors to help nonnative speakers in content area courses is the topic of Blakely’s essay. Robin’s underfunded, yet wildly popular, long-running community ESL program is yet another example of how to create and maintain a first-rate staff and to keep one’s attention squarely on the students.

The last three essays in this volume focus on providing resources for teachers and students. The first deals with funding and creating a state resource center for ESL and bilingual education teachers. The two closing chapters gloss digital terminology and give advice on exploiting electronic resources, especially suggestions for using Email and references to Web sites pertinent to adult ESL.

Only 5 of the 20 articles in this volume have been published previously, and all are of high quality, some more venturesome than others. Some readers will certainly find the articles describing experimentation with feminist pedagogy confrontational, especially Benesch’s unveiled agenda. Only the most dispassionate of adult ESL specialists, though, will fail to resonate with the social and linguistic triumphs experienced by many of the students described in this volume.

To say that the book covers a wide range of programs—adult ESL in its broadest sense (p. ix)—is an understatement. Such broad coverage could be a bit disconcerting to the reader who is looking for focus and quick, concrete answers. But if one reads through the book reflectively, one can hardly miss the underlying message; namely, the importance of focusing on the personal identity of the student, as well as the need to increase social and intellectual interaction between teacher and student in all venues and at all
levels of ESL program development and instruction. In this sense, I believe that Smoke’s contribution to the profession goes a long way in convincing us of the need to transcend programs confined to proficiency-based English teaching in ABE programs and to move beyond the rhetoric casebook in postsecondary ESL programs. Readers are bound to appreciate the message in this volume and will more than likely find a number of kindred spirits there.

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FRENCH


This book addresses in detail the subject of anaphora and deixis, exploring the important differences between these two modes of reference in a variety of utterances. Cornish’s study distinguishes itself from previous work in this area, which tends to be purely theoretical in nature, in that it focuses on anaphora and deixis in discourse situations in real time. The author is particularly attentive to the cognitive processing of anaphora and deixis and to their exact function in creating coherent texts in the negotiation of meaning between speaker and interlocutor. Moreover, the fact that Cornish works with both French and English examples, often in parallel configurations, allows him to tease out factors, such as gender and number, that might interfere with our understanding of these two modes.

Cornish divides his study into five major chapters, excluding introductory and concluding chapters. In chapter 2, he defines anaphora and deixis in terms of their traditional conceptualization. Anaphora is defined as a purely linguistic reference device, often a proform replacing a longer already-mentioned expression in a text-internal dependent and parallel relationship with the antecedent. Within the discourse context, the referent is already in high focus; the function of the anaphora is to assure that the addressee maintains that focus and, in so doing, establishes textual coherence. According to its traditional definition, deixis, which can be linguistic and paralinguistic in nature and is often accompanied by a gesture, depends on the speaker’s assumption of presupposed knowledge on the part of the interlocutor. Deixis calls to the interlocutor’s immediate attention a less salient element of the discourse context, thus serving as a refocusing device. In deixis, the referent is found outside of the text. In anaphora, the referent is located inside the text.

Chapter 3 is devoted to what Cornish calls the “indexical segment,” that is, the phrase or clause that determines the existence of the anaphora and allows for its resolution. Chapter 4 builds on this work in its discussion of “exophora” as opposed to solely text-internal “endophora.” Exophora is defined as an indexical reference that exists in terms of the general context, but not the immediate context. In this section, Cornish demonstrates, contrary to the traditional interpretations of deixis and anaphora, which see deixis as essentially exophoric in nature and anaphora as endophoric, that exophora falls under the rubric of anaphora, not deixis. According to Cornish, the referent’s situational presence in terms of cotextuality is not a requirement for anaphora. What is crucial for anaphora is that the referent be cognitively accessible and salient.

In order to explore further the implications of his findings, Cornish calls on several theories of reference within different discourse models in chapter 5. He draws upon centering theory (developed by Grosz & Sidner, Attention, Intention and the Structure of Discourse, 1986), which provides a model of how the center of attention is determined in terms of inferential complexity and types of referential expressions used in a discourse segment. According to centering theory, the referent of the “backward-looking center” is the most salient object of discourse for both speaker and interlocutor. After examining the different types of centering shifts possible, Cornish then calls upon two other discourse models of reference, discourse representation theory (developed by Hans Kamp), and its modified version, segmented discourse representation theory (developed by Asher), in order to examine the use of anaphora in multisentence texts. Within discourse representation theory the textual scaffolding consists of a coherent succession of sentences built up incrementally on the basis of the successive interpretation of each sentence in the given text. Within this framework there is a constant interpretation and reinterpretation of discourse units. Accordingly, pronouns are seen as introducing their own referents, which then need
to be connected to the appropriate referent already contained within the text.

Cornish’s study of anaphora and deixis inevitably draws him into a discussion of the cognitive implications of these referencing modes and their implications for long- and short-term memory. He goes through five experiments, all constructed using English and French, in which the rates and accuracy of participants’ text processing are assessed to determine the effects of different types of anaphora. Due to the complexity and length of the experiments, it is unfortunate that the results are reported only in a highly attenuated fashion. Detailed research reports are to appear in a subsequent publication. Although this is understandable, it would have been interesting to examine the results in order to see more concretely the effects of anaphora on cognitive processing mechanisms. At the end of his study, Cornish concludes that deixis and anaphora involve different discourse units and that they require different degrees of cognitive effort. Because deixis draws the addressee’s attention to a new object of discourse or a new aspect of the object, it requires a significant degree of cognitive effort. In contrast, anaphora, whose referent must reside in the same discourse unit, requires little such effort.

Anaphora, Discourse, and Understanding is a sophisticated and thorough study of a complex topic designed for specialists. Cornish’s examples of deixis and anaphora are well chosen, and his explanations and the theoretical underpinnings for his work are presented clearly. His work has implications for second language learning, but not in the sense that theory can be immediately and directly applied to practice. In examining the cognitive processing of anaphora and deixis in actual discourse situations, this work sheds light on the complexities involved in the negotiation of meaning even on what would seem to be the most basic levels. In this sense, it contributes significantly to our knowledge of the intricacies of language.

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Professor Lambert-Drache’s manual aims to appropriate a particular niche within a fairly well-populated, although narrow, band of similar works. In her introduction, Lambert-Drache indicates that her objective is to provide a general background in the discipline of phonetics plus grounding in French phonetics specifically. This intent delimits the appeal of this book. The author acknowledges her debt to groups of past students who have guided the preparation of this work, which she has designed for students who are undertaking a phonetics course as part of the standard undergraduate college or university French curriculum. However, she also states that her book is appropriate for anyone who wishes to learn French phonetics.

In line with her wish to accommodate persons who might engage in independent study, Lambert-Drache has employed a modified “programmed text” format. The chapter discussions are interspersed with what she calls pratiques (activities in which students pronounce certain sounds or respond to questions inspired by the immediate discussion), and conclude with exercises. Answers to both the in-text pratiques and the chapter-final exercises are provided in the book’s end matter. The supporting apparatus is completed by a detailed table of contents, a bilingual glossary of linguistic terms used in the text, and a bibliography.

Sur le bout de la langue reads easily and agreeably, thanks to the author’s clear, direct, and harmonious style; to the book’s large print, good-quality paper, and layout; and to the smooth incorporation of illuminating details that support and embellish presentation of the standard linguistic facts. For example, in discussing accent or accentuation, Lambert-Drache says that “[l]a durée est jugée comme la marque essentielle de l’accentuation française” and then adds insightfully that “[e]n effet, en français standard, une syllabe accentuée est, en moyenne, deux fois plus longue qu’une syllabe inaccentuée (p. 19).”

The pratiques and exercises have been envisioned with the same care and intelligence as the textual presentation. Reinforcement of information through boxes labeled Récapitulons or Oui, vous avez bien lu and emphasis of new phenomena through boxes labeled Attention or Notez bien draw the reader’s attention to important points. This is particularly valuable to the independent reader, because the text must stand in place of an instructor’s voiced emphases.

Lambert-Drache makes good on her ambition to address basic concepts of general phonetics by giving attention to the physicality of all speech production and to comparative observations that consider the totality of languages. Perhaps most
noteworthy on this score is the inclusion of a full chapter devoted to *la phonétique combinatoire*, where the discussion is general, although all cited examples and exercise phrases are drawn from French.

The ultimate success of Lambert-Drache’s efforts necessarily rests upon her book’s value as a manual, that is, as a tool for practical mastery of its subject. Several conclusions related to the author’s multiple objectives may be drawn. Her hypothetical independent reader who wishes to grasp notions of general phonetics will find those notions presented in accessible fashion, although that reader will need to possess a solid mastery of French to extrapolate meaningfully from the few concrete examples offered for any given phenomenon. Native speakers of French may indeed be the implied audience, and will read here with profit.

The book will not suffice as base text in a standard phonetics course for nonfrancophones, however. Lambert-Drache’s chapter-final exercises are illustrative rather than comprehensive, not to speak of exhaustive. This absence of drill exercises, together with an absence of taped materials for listening practice, will cause many instructors to relegate the book to a place as one among a set of mutually supporting class texts, perhaps for use as a resource in conversation courses, in courses on the overall linguistic structure of French, or in phonetics courses where the instructor is able to provide students with drill exercises and listening practice from other sources. *Sur le bout de la langue*’s careful crafting, short length, and low price will contribute to filling just this sort of niche easily and well.

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**GERMAN**

JOHNSON, SALLY. *Exploring the German Language*. London: Arnold, 1998. Pp. x, 312. $60.00, cloth; $24.95, paper.

In *Exploring the German Language*, the author attempts to fulfill three needs of present-day students of Germanic linguistics by offering a text that (a) covers diverse content areas, (b) is written in an accessible style, and (c) contains self-paced problem sets. The text is positioned in relation to foreign language teaching at British universities. In this context, students are increasingly pursuing practical degrees with an emphasis on language. In Johnson’s opinion, however, this “focus on practical language teaching does not appear to be matched by the provision of linguistic and sociolinguistic approaches which see language as a meaningful and worthwhile object of study in its own right” (p. vii). In particular, Johnson claims that approaches to language teaching that incorporate the insights of discourse analysis and the notion of language as culture are lacking in the British context. Additional goals of Johnson’s text are, therefore, “to dismantle from the outset the notion that language and culture are somehow discrete objects of study” (p. viii) and to foster an appreciation in the language learner that “many fascinating cultural insights can be accessed by exploring the language used in [German-speaking] countries” (p. viii).

These latter goals seem to dovetail with the theory and content of curricular revisions in U.S. German Studies departments, where content-rich instruction begins in the first semester with the incorporation of English-language German cultural readings, such as Gordon Craig’s *The Germans*, that reflect a sociohistorical perspective. Johnson’s text could provide advanced learners with cultural readings from a linguistic perspective. Several sections, in particular, may be useful in illustrating for the language learner the concept of “the German language as culture” (p. viii). For example, the ideology-driven manipulation of the language under National Socialism is discussed in chapter 2; the social, cultural, and historical values attributed to German speakership in various parts of the world are highlighted in chapter 3; and the linguistic manifestation of formality is illustrated in the context of telephone conversations in chapter 10.

The text is divided into three parts: (a) “The History and Geography of German” (chapters 2–3); (b) “The Structures of German” (chapters 4–8); and (c) “Using German in the Real World” (chapters 9–10). Literature sources, a list of recommended readings, and problem sets are located at the end of every chapter; an answer key and an index that includes technical terms are found at the end of the book.

The first part includes a brief overview of the historical development of German from its Indo-European origins, through the rise of both a spoken and written standard, to its varied manifestation during the political division of Germany in 20th-century Europe. Chapters 4–8 are devoted
to a German–English contrastive introduction to phonetics, morphology, syntax, and lexical semantics, the traditional levels of linguistic inquiry (e.g., several sections in Part 2 may be of particular interest to the English-speaking learner of German). First, the phonetic articulation of consonants in German and English is explicitly compared in chapter 5 (e.g., the glottal stop, p. 90; laterals, p. 95); in some cases the English-speaking learner is provided with articulatory tips for the production of unfamiliar sounds (e.g., the German voiceless affricate, p. 93). This latter feature of the text appears to derive from the author’s view that learners of German should emulate native-like accuracy with respect to pronunciation: “Poor pronunciation can lead to all kinds of misunderstandings, and good pronunciation is one of the main means by which we create an impression on the people with whom we are conversing” (p. 4). Next, the discussion of sentential pragmatic ordering in chapter 7 may be beneficial to English-speaking learners of German in developing a more authentic written style. Specifically, an examination of the variability of sentence-initial position in German may foster learners’ awareness of the prevalence of subject-initial sentences in their own language. Finally, the elucidation of the category-internal structure of semantic fields in chapter 8 may provide advanced learners with conscious strategies for vocabulary acquisition.

Part 3 offers an introduction to speech act theory, textual cohesion and coherence, and variable-dependent variation in German. An understanding of the background, problem, solution, evaluation (BPSE) structure for thematic textual progression given in chapter 9 is arguably an indispensable tool for textual comprehension; however, the authentic text used to illustrate this structure, Weniger Drogentote. Grund zur Entwarnung? is perhaps too demanding for all but the most advanced learners. Its use, therefore, appears to contradict the author’s stated intention of providing a textbook that is “accessible, in particular, to first years” (p. vii). The analysis of the difficult Sozialdemokraten, on the other hand, nicely illustrates the crucial role of cultural presuppositions in the semantic coherence of a text; namely, that textual “coherence can only be achieved when the meanings of words have a context in which they can be understood” (p. 245). The role of cultural presupposition in textual comprehension could have been further solidified for American English-speaking learners of German had the exercise section included an analysis of a parallel English-language text, such as an excerpt from Time.

At times, the English–German contrastive approach of the text, as well as its orientation toward language learners, could have been enhanced by examples of learner discourse. For example, in the section on cohesive devices, English-speaking learners of German could have benefited from a comparison of the use of cohesive ties in learner-produced German-language texts with texts produced by native writers. Similarly, the section on speech act theory could have included authentic speech acts from spoken corpora; German language teachers interested in incorporating the findings of linguistic inquiry into the target language classroom would have appreciated the inclusion of linguistic terms in German (e.g., cohesive ties, textual coherence, presupposition).

In sum, Exploring the German Language is a welcome addition to the small number of comprehensive introductory English-language textbooks that focus on the linguistic study of German. It would be suitable as a primary text for beginning students of Germanic linguistics or even as a linguistically oriented cultural supplement in the language classroom.

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LINGUISTICS


This book begins with an overview of second language acquisition (SLA) research. Chapter 1 focuses on the properties of interlanguage grammars and the factors that affect SLA. Chapter 2 is an overview of second language (L2) phonology that addresses segmental and metrical issues, as well as a survey of approaches to the analysis of L2 speech. Chapter 3 discusses the types of evidence available in language data and the various aspects of a learning theory. Chapter 4 incorporates advances in phonological theory to investigate the acquisition of new segments. Chapter 5 studies the acquisition of syllable structure, focusing on onset clusters and coda consonants. In chapter 6, the author presents the results of his
own studies on the acquisition of lexical and phrasal metrical structures. He concludes that L2 learners have access to universal grammar (UG) and are capable of resetting their parameters to match the L2 settings. In chapter 7, the principle of lexical dependency is invoked to explain how interlanguage grammars change over time. Chapter 8 concludes that SLA requires the acquisition of complex mental representations consisting of several interacting levels. However, in addition to these representations, issues of production, perception, and lexical access also need be taken into consideration.

Although the author points out that child L2 learners usually attain native L2 proficiency, whereas adults rarely do, he does not distinguish between language acquisition and language learning. The former is a process of development of the human linguistic faculty that occurs during a critical period as a result of biological maturation that is triggered by exposure. The latter is a conscious and volitional process to retain linguistic knowledge. The differences between these processes are not only limited to the attainment of native-like proficiency and the existence of a critical period, but also to awareness of the process, capitalization on negative evidence, and the role of motivation. If we observe these differences, it follows that children may acquire a L2, whereas most adults have to learn it. My point is that although some exceptional adults may achieve L2 proficiency comparable to that of a native speaker, the path they follow is different. I find that a text on SLA should observe this distinction and go beyond the consideration of whether or not L2 learners have access to UG. Other than this objection, chapter 1 is successful in informing the reader of the achievements in SLA research and awakening interest in the topic.

Chapter 2 is intended as a historical overview of the field of L2 phonology, but lack of organization and gaps in the structure of the book become evident from this point on. Phonological concepts are introduced without motivation and with no connection to the immediate context. Sometimes the concept is discussed in a subsequent chapter, but even in these cases the earlier introduction is insufficient. An example is the feature geometry tree (p. 38), which precedes any explanation of nodes. There is some discussion later (p. 74), but no explanations or examples for feature grouping are provided. In other cases, phonological concepts are defined inaccurately, such as degenerate feet, which are said to be "feet that only have one syllable" (p. 41). This definition neglects the fact that a single heavy syllable may satisfy binarity and make a well-formed foot. Such important clarification could easily be made, given that the reader has already been acquainted with the concept of the mora; in addition, it would have the advantage of illustrating units of syllable weight.

Lack of organization also undermines chapter 4: Section 4.1 is missing; and the sections of the chapter lack coherence, and seem to participate in a sort of collage. Nonetheless, the chapter concludes with a superb presentation of prosodic constituents that shows how the segmental and prosodic levels of phonology interact, and also serves as background for the following chapter.

Problems in the phonological analyses are also disturbing. In chapter 5, the author provides a structural explanation for why Korean does not permit consonant clusters, that is, because a minimal sonority distance of 3 is required. The problem is that this distance is measured in terms of nodes that are stipulated, given that no evidence is provided for grouping sonority features like [approximant] and [vocalic] with manner features like [nasal] and [lateral] under a single node. I find that although sonority is the key to the problem, without any evidence to support this grouping of features, the structural solution offered here is no more than a visual effect without phonological reality. In a study reported in chapter 6, the author claims that errors made by Spanish-speaking learners of English provide evidence that the Spanish stress domain is the derivational stem. Such a claim is at odds with his conclusion that interlanguage grammars are a combination of UG principles, correct L2 parameter settings, and incorrect first language parameter settings, because the errors produced by L2 learners do not exclusively reflect their knowledge of the first language. Some minor inaccuracies should also be mentioned, like representing /p/ with a [dorsal] feature (p. 75) and specifying that Spanish feet are built from the left (p. 180).

Despite such problems, this book contributes to a better understanding of L2 phonology. One of its most valuable features is that it does not limit phonology to the segmental level, but also addresses autosegmental and prosodic phenomena, and highlights how these levels interact. It also has the merit of incorporating advances in modern linguistic theory into SLA and looking for ways in which the two disciplines can inform each other.

CARLOS-EDUARDO PIÑEROS

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Recent trends in syntactic theory have placed the morphological aspects of language as the locus of parametrization. Chomsky’s minimalist program proposes that language variation depends solely on the nature of formal features selected in a language. This volume explores several questions that arise for second language acquisition (SLA) from this proposal: What kind of relationship exists between syntactic and morphological developments? What is the nature of triggers in SLA? Where do learners’ representations of the functional structure of the target language originate? The volume starts with an excellent introduction by Beck, followed by 11 chapters that incorporate both corpus-based and experimental explorations of a variety of first language and second language combinations, including languages like English, German, Chinese, Spanish, Japanese, Russian, Danish, Swedish, and Malagasy. Learners of English as a Second Language comprise the population studied in most of the chapters.

Beck’s introduction to theoretical problems in syntax and acquisition makes this chapter highly valuable for both SLA professionals and graduate students. Her presentation of the questions of verb movement, the projection problem, and binding parameters combines a thorough view of technical issues on the morphology-syntax interface with an enjoyable style.

Sprouse’s critique of proposed correlations between inflectional paradigms and parameter setting creates a context for an interesting collection of empirical chapters. The contributions by Eubank and Thépaut, Vainikka and Young-Scholten, and Muller focus on the functional layers of the sentence and verb movement, whereas the contribution by Liceras and Díaz explores the role of person and number agreement features in the production of interlanguage null subjects. Zobl’s chapter examines the syntactic effects of tense at the stage in which it becomes a productive rule. Chapters by Yip and Tang, MacLaughlin, and Wells explore the acquisition of binding parameters in light of morphological identification of anaphor types. Finally, word syntax is examined in two studies, one on the acquisition of English compounding by Lardiere and another on the acquisition of psychological predicates by White, Montrul, Hirakawa, Chen, Bruhn de Garavito, and Brown.

An underlying theme in all these studies is the question of the trigger: What motivates specific aspects of interlanguage development? Lardiere explores the conditions under which learners acquire word order in English compounding. White and her colleagues study the association between zero-morphology and argument co-occurrence with psychological predicates, finding that learners are not sensitive to argument restrictions even when they know other relevant properties of object-experiencer verbs.

Most of the chapters focus directly on the interaction between morphological paradigms and syntax. The studies on verb movement, functional projections, and null subjects explicitly examine the acquisition of the verbal tense and agreement paradigms. In the chapter by Eubank and Thépaut, which follows an experimental approach, acquisition of verbal inflection did not appear to determine verb movement. The authors thus conclude that their results favor nonassociationist views of the morphology-syntax connection. In the corpus studies, results show a more complex picture. Muller finds longitudinal evidence to indicate item-by-item learning of word order patterns, with some distributional trends of association between inflection and verb raising. At the intermediate stages, her participant did not produce target verb raising with underspecified verb forms. Zobl’s study examined the transition between pure listing to computational knowledge of past tense marking, and his results suggest that evidence for IP and CP syntax is not present until the tense marking has become the result of a productive rule. In contrast, Vainikka and Young-Scholten find that optional raising precedes the presence of the agreement paradigm. Liceras and Díaz’s examination of interlanguage null subjects reveals a lack of consistency between formal features and the distribution of null and overt subjects. They suggest either that second language grammars are not sensitive to morphosyntactic triggers or that the strength of morphological values is impaired in adult acquisition.

The binding studies show that the morphological characteristics of anaphors (compound versus simple anaphors, their phi-features, as well as their triggering of overt morphological agreement) play a role on the range of interpretations given by learners. However, in these studies the morphological analysis that the learners give to anaphors is not evaluated per se, but rather inferred from their syntactic behavior. Therefore, the results elicited cannot be used to evaluate the effect of morphology in syntactic development.
Insofar as the generative study of language acquisition now centers on the nature of the triggering experience and how much of it depends on morphology, its potential application value increases substantially. Of particular interest in this regard is the interesting and controversial proposal by Vainikka and Young-Scholten that adult learners are better at attending to word-order differences than they are at extracting parameter-setting information from morphology.

In sum, the type of basic SLA research illustrated by these chapters yields important knowledge both for linguistic theory and for applied linguistics. It contributes both to our understanding of the relation between morphology and syntax and to our understanding of what linguistic conditions constitute triggers for grammatical development. The questions are important and the answers, although still tentative, have potentially far-reaching implications for the language-teaching profession.

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Dancygier’s analysis of English conditionals is the 87th volume in the Cambridge Studies in Linguistics series. The author proposes an account in terms of a prototypical conditional category and a number of exemplars of that category. Following Comrie (1986), she describes in chapter 1 the prototype in broad terms as a two-clause if p, q formal structure that receives a conventionally established interpretation of material implication (prediction). Good exemplars may involve a variety of formal structures including declarative, interrogative, or imperative main clauses, several possible tenses and mood, elliptical structures (e.g., if not today, then maybe tomorrow), conjunctions other than if (e.g., unless), or the if p, q formal structure with additional grammatical material (e.g., even/only if . . . , then . . . ), all of which influence the interpretation in ways made explicit by the author.

Building on Comrie, the analysis seeks to determine the ways in which various aspects of the conditional interpretation arise. The contribution of the verb forms, shown not to indicate unambiguously time or mood, are examined in greater detail in chapter 2. Future, present, and past tenses in the if-clause each have several possible formal expressions (e.g., future may be expressed by will, present tense, and even simple past and past perfect tense), depending on other aspects of the conditional interpretation, such as counterfactuality. Itself traditionally associated with specific modal or temporal expression, counterfactuality is claimed here instead to arise through implicature.

The essential determinant of the interpretation of conditional constructions is the type of relation obtaining between the two clauses. The three basic relations established between p and q by Sweetser (1990) are retained: a causal relation, a premise-conclusion relation, and a condition-relevance relation. To these relations, Dancygier adds a topic (q)–comment (p) relation in chapter 3. Thus, in a sentence such as If it gets colder, we’ll turn the heat on, what is asserted is the causal relation between the two clauses, not the content of the clauses themselves (it is not asserted that it will get colder or that the heat will be turned on, only that a change in temperature will result in turning the heat on). It is argued in chapter 6 that the conjunction if, as well as related conjunctions, serve as markers that instruct the hearer not to interpret the individual clauses as assertions.

The role of the context and the kinds of contextually acquired prior knowledge interpreted as conditional is examined in chapter 4 and related to the type of verb form and the relation between the two clauses. Chapter 5 examines further the form and order of the two clauses and their influence on interpretation.

Constructions that have conditional meaning, but a radically different form (e.g., coordinate constructions with imperatives as in Do this one more time and I’ll slap you), are excluded from the prototypical exemplars of the conditional category and are treated as separate constructions that share some formal and semantic features with conditionals.

A prototypical account allows the author to achieve in a convincing way what has eluded previous researchers, that is, to bring together under one category a whole range of conditional sentence types exhibiting a wide variety of interpretations, while at the same time to exclude some that have previously been claimed to be in some way derived from conditionals, such as the coordinate constructions with imperatives.

Because the book is not written as a textbook and assumes a background in linguistics, it would be suitable for graduate-level seminars on the
topic of conditional sentences in English and other languages.

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Language in Canada was conceived as a companion to the earlier Language in the USA (Ferguson & Heath, 1981), Language in the British Isles (Trudgill, 1984) and Language in Australia (Romaine, 1991). Like the previous volumes, it is intended primarily as a reference work for a broad audience that includes both linguists and nonspecialists. Unlike its predecessors, it largely avoids linguistic treatments of its subject, taking an approach that is more uniformly sociolinguistic. The result is “a comprehensive review of the social contexts in which languages in Canada have existed, now exist, and are likely to exist in the future” (p. 4). Given the centrality of issues of language and culture to the current debate over Canada’s political future, the present volume is particularly timely.

The design of Language in Canada mirrors the complexity of the question of Canadian federalism and highlights the difficulty of implementing its current “multi-cultural–within-a-bilingual framework” policy in a manner that is sensitive to all constituents. The volume is comprised of 15 thematically organized chapters, which are followed by 11 chapters that present sociolinguistic profiles of each province and the Yukon and Northwest Territories. (The work appeared just as a new territory, Nunavut, was established.)

Given the nature of the volume, readers are not obliged to proceed in a linear fashion, but can pick chapters to read as their interests dictate. Such an approach also helps to avoid some of the repetition that is the inevitable consequence of attempting to accommodate multiple points of view. Nonetheless, most readers should begin with chapters 1–3, which constitute an excellent general introduction and provide the context necessary to understand the more particularized material found elsewhere. This review comments principally on these introductory chapters because they are of most general interest.

In chapter 1, “The Foundations,” William Mackey provides an intriguing overview of Canada’s linguistic history. He begins with a description of America prior to the arrival of the Europeans and of the estimated 60 different languages belonging to 12 language families that were spoken in the area that was to become Canada.

Readers unfamiliar with the history of North American French may be surprised to learn that, following its implantation in New France, the language began a numerical and geographical expansion that continued even after the colony was ceded to Britain in 1763. Indeed, as late as 1839, French-Canadians were the majority population. Mackey suggests that fear that the numerically superior French would join with the American revolutionaries caused the British initially to adopt a policy of accommodation. The Quebec Act (1774) allowed the French to maintain their civil law and customs and guaranteed them freedom of religion and education. In the 19th century, fear of political uprising would have the opposite effect, encouraging legislation to restrict the use of French.

A second strategy adopted following the conquest was a restrictive immigration policy that favored British immigrants and strengthened the anglophone population, which, by 1860, outnumbered French speakers two to one. However, it also proved inadequate to sustain the rapidly expanding economy. As immigration policy evolved from one of the most selective to one of the most liberal in the world, the arrival of immigrants who were neither French nor English speaking began to alter the ethnic balance. By the mid-1930s, Canadians of British ancestry, although still the largest group linguistically, no longer constituted Canada’s ethnic majority.

In chapter 2, “The Fading Canadian Duality,” Charles Castonguay analyzes census data in order to provide a detailed account of current demographic trends. Although 92% of the population claims to use one of the two official languages, he demonstrates that their use has become increasingly territorialized between Quebec and the rest of Canada. Within Quebec, the anglophone population has decreased through a combination of out-migration and low fertility. Outside of Quebec, the decline of the francophone population has been caused by linguistic assimilation, a low birth rate, and decreasing out-migration from that province. The data on language shift indicate that, in Quebec, legislation has been largely ineffective at increasing assimilation to English by francophones, whereas the rate of allophone assimilation to French has increased significantly over the last 25 years. Outside of Quebec, the shift is almost universally from French or other
languages to English. Finally, Canadian bilingualism is characterized by its qualitative and quantitative asymmetries: Francophones report a higher level of competency in English than anglophones report for French, and, except in Quebec, they are considerably more likely to speak English than anglophones are to speak French. Castonguay concludes that the trend toward a more ethnically diversified, yet more broadly English-speaking, population is unlikely to change.

In chapter 3, Kenneth McRae traces the development of public policy on official bilingualism from its inception in 1963 to its realization through the Official Languages Act of 1969 and the revised Official Languages Act of 1988. He notes that official bilingualism evolved mostly as an internal matter inside the public service, where changes have taken place that have resulted in more balanced linguistic participation. However, by significantly enlarging the federal mandate to include the advancement of both English and French in Canadian society, the 1988 Act opts for a policy that may be neither realistic nor attainable and sets it at odds with provincial language policies everywhere except New Brunswick.

Although the overall structure of the book assures that all languages are represented and all voices are heard, the topics covered in the remaining thematic chapters favor those related to French. Five chapters (chapters 8–11, 15) specifically allotted to the language include “French: Canadian Varieties” (Robert A. Papen), “French in Quebec” (Philippe Barbaud), “French in New Brunswick” (Réal Allard & Rodrigue Landry), “French Outside New Brunswick and Quebec” (Raymond Mougeon), and “French Immersion in Canada” (Fred Genessee), respectively. In contrast, chapters 6 and 7 are devoted to aboriginal languages (Eung-Do Cook, “Aboriginal Languages: History” and Lynn Drapeau, “Aboriginal Languages: Current Status,” respectively), and chapter 14 deals with nonaboriginal languages other than French and English (Jim Cummins, “The Teaching of International Languages”). Indeed, although two chapters are assigned to English-language themes (J. K. Chambers on Canadian varieties of English and Gary Caldwell’s “English Quebec” in chapters 12 and 13, respectively), the choice of topics makes it clear that the central issues for Canada continue to arise from the debate over Quebec’s place within the federation.

The contributors to this volume are all scholars of international reputation. They have managed for the most part to eschew politics to provide a thoughtful, highly accessible account of Canada’s linguistic situation. Interesting in their own right, the questions surrounding language in Canada and the ways in which Canadians have tried to address them at both federal and provincial levels also provide useful lessons, both positive and negative, for those who seek to understand the interplay of language, culture, public policy, tradition, and change in modern multilingual and multiethnic societies.
Spanish learners’ acquisition of German verb movement outside IP and argues that even when they produce the same surface word order as in their native Spanish, the learners demonstrate successful acquisition of the finiteness parametric value. The study uses an innovative approach: Because the L2 settings of the finiteness parameter result in superficially similar word orders in the target language and the L1, Prévost investigates the finiteness setting through other L2 parameter settings that are easier to detect because they are reflected in different word orders. Montrul investigates the clustering of constructions purportedly related to the dative case in English and Spanish. After ensuring that all learners know the proposed trigger, Montrul finds lack of clustering and discusses several possible explanations for the situation.

Liceras, Díaz, and Maxwell take up null subjects in nonnative Spanish and come to an interesting conclusion. Null subjects, they argue, are a result of different grammatical representations not only across interlanguages, but within the same interlanguage. Based on L1 transfer and using syntactic restructurings licensed by universal grammar (UG) to achieve surface similarity to the target language, nonnative speakers are incapable of resetting the null subject parameter. Pérez-Leroux and Li examine the acquisition of wh-movement and show that learners have knowledge of locality principles (presumably universal, thus given by UG). Thus, this chapter reanalyzes a well-known discrepancy in L2 acquisition, the different treatment of noun complement clauses and relative clauses, and attributes it to the gradual development of lexical case knowledge.

The chapters in Part 3 constitute new directions in the field. The chapter by White, Brown, Bruhn-Garavito, Chen, Hirakawa, and Montrul is among the first studies to introduce the acquisition of argument structure in L2 research. They chose to study the acquisition of psychological verbs (e.g., fear, frighten), which exhibit argument structure alternations. The prediction supported by two of the three experiments in the study, involving Malagasy, Japanese, French, and Spanish learners of English, is that learners obey the canonical (universal) mapping of arguments to surface syntactic positions.

Klein’s review chapter on L2 processing discusses representative studies and highlights this area of investigation as one of the most important new developments in the field. She argues that better knowledge of the interaction between the parser and the grammar will shed light on how nonnative parsing routines may be impeding L2 competence, and on the controversial issue of ultimate attainment as well. Fernandez’s study, although limited in scope and design, is clearly a step in the right direction. She proposes that “UG may not be accessible to adult L2 learners as it is to child L1 learners because the processing strategies employed by adult learners of a given language may not be those best suited for developing the underlying grammar of the target language” (p. 219). The study’s results support that possibility.

Bhatia and Ritchie provide a discussion of code-switching studies, including some recent research within the generative framework. In their second contribution to the volume, the authors argue (contra Myers-Scotton) that code-switching is not explained purely by processing constraints, but also involves syntactic principles of derivational economy. Yusa’s contribution continues work on the acquisition of wh-movement in English by speakers of languages without overt wh-movement (Japanese, in this case). The author hypothesizes that apparent violations of subjacency, attested in the grammar of such learners, can be reanalyzed in terms of learners using multiple specifiers of CP, an option provided by UG but not utilized in English and Japanese. Yusa finds support for this hypothesis in a series of highly controlled experiments that are reminiscent of learners’ using neither L1 nor L2 but rather the (still UG-constrained) third language (L3) value of the binding parameter. The chapter by Robertson and Sorace takes up the theoretically intriguing problem of residual optionality in the speech of advanced learners. The area of grammar that they study is the V2 constraint in German: the necessity of the verb coming in second position when the first constituent is not a subject. German learners of English retain remnants of this constraint even at advanced stages of proficiency. Robertson and Sorace propose to explain the attested optionality with a learning principle stating that “the use of a feature reinforces its strength” (p. 354), and therefore optionality may exist with constructions that are rare in the input.

In the final chapter, Fodor discusses parameter-setting from a learnability point of view: what form triggers must take so that children acquiring a language can possibly set all parameters quickly and successfully, as we know they do. She argues that a syntactic parameter must be an ingredient on a syntactic tree. In order to ensure parallel testing of parameters while parsing input sentences, parameter values need to be structural triggers, utilized by the parser; thus, trigger and parameter value must be one and the same.
For a relatively expensive volume (Benjamins publications often require a substantial outlay to purchase), the book is embarrassingly fraught with typographical errors. It is an understatement to say that the book would have benefited from careful proofreading. A few examples should suffice. Starting from the table of contents, the book has part 1 and part 2, followed by part 2. On page 8, a sentence in the introduction finishes with the word and and a full stop. In chapter 14, I counted at least 13 typographical errors. Ironically, for a chapter on parsing, my own parsing abilities were challenged by sentences like “To mis-triggering is a real danger” (p. 367).

The careless proofreading does not reflect on the quality of the work collected in the book. Although uneven, especially in the plenary contributions, this collection’s strong side is the empirical studies, which attest to the theoretical vigor and expanding scope of the generative SLA endeavor.

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This substantial book aims to deal with the full range of language processes in normal individuals. Along with Language in Atypical Populations, it updates Language Processes (1986). This new two-volume work splits its predecessor into normal language processing and language processing in atypical populations, including animals. Are they atypical with respect to language processing? The first volume, reviewed here, gives, among other things, a comprehensive account of key themes in Chomskyan linguistics as revised and redirected in the last two decades by friendly amendments from such scholars as Fillmore and Jackendoff, and more radical ones from Lakoff and others. Tartter targets nonspecialists, that is, advanced undergraduates, beginning graduates, and “professionals schooled in some area(s) of psycholinguistics and interested in a broader perspective” (p. xiv). She intends to present a “comprehensive, interdisciplinary account of primary language processing” and to introduce themes in linguistics, cognitive psychology, artificial intelligence, and education. The rich potpourri that she serves up is salted with humor and peppered with controversy. She writes in the first person and presents her arguments in an easy, confident style.

In 549 pages (excluding preliminaries), Tartter gives some history and proceeds to explanations of meaning, syntax, sentence structure, surface forms of speech, speech perception and production, sociolinguistics, first language and second language acquisition, literacy, and much more. Chomskyan theory is heavily represented along with the brand of linguistics applied to literacy by Leonard Bloomfield and his successors. There is some excellent material on processing of surface forms of speech (e.g., acoustic features, noise bursts and formant transitions, voicing, place of articulation, phonetic segments, syllables), written letters, words, and sentences. Tartter also aims to deal with thought, listening comprehension, meaningful speech, reading, and writing.

She repeatedly reveals her partial acceptance of Chomsky’s notions about the autonomy of syntax, modularity, and the presupposition that the real world does not enjoy any special status. Evidently, Tartter does not believe all this completely, or else she would not assign special value to the saliency of referents in experience and, thus, to the real world. However, she says, “we fill gaps at least momentarily based on structure considerations alone” (p. 520). Here she alludes to the trace in a sentence such as The reporters knew which paper the terrorist called [t] this morning, which supposedly attests to the fact that the paper referred to is the one that the terrorist called. What Chomsky and his followers ignore, however, is that in ordinary true and appropriate uses of such linguistic forms, the referents (e.g., the paper that was called, the reporters, and the terrorist) are material entities with pragmatic status in the real world. In such cases, the trace does not correspond merely to surface form(s), but to one or more material entities in space-time context.

B. F. Skinner is given substantial space, whereas the relatively richer ideas of Piaget, Vygotsky, and Luria, not to mention George A. Miller, Charles E. Osgood, Colin Cherry, John Morton, T. G. R. Bower, and other giants of 20th-century psychology, are underdeveloped or are omitted. Jakobson is prominently cited, but his debt to Charles S. Peirce, the most prolific student of semiosis, is overlooked entirely. It is not surprising, therefore, that Tartter gives greater emphasis to superficial elements of language than to studies of intelligence and to deeper aspects of perceptual motor, and linguistic systems. Questions about the relation between thought and language are raised, but the pragmatic mapping relation between arguments of discourse and referents in
the real world of experience is not explored. Nor is there discussion of the empirical and public controversy about the measurement of language proficiency and intelligence. Studies reviewed are effectively limited (except for one about a mechanical robot, p. 167) to fictional discourse (i.e., surface forms with no real-world referents). In my opinion, such discourse is insufficiently determined with respect to its meaning in order to use it in sorting better from worse theories of grammar. As a result, Tartter’s supposition that fictional objects, such as a unicorn, can be imagined without “having had relevant nonlinguistic experience” (p. 518) is overstated. Although there are no living unicorns, to suppose an absence of relevant experience in imagining them is to ignore our experience with actual horses and horns through true representations (sensory, motor, and linguistic). From horses and horns, by syntactic manipulation, we can imagine a unicorn; that is, a horse with a single horn in its forehead. To suppose that such a fiction can be conjured without “relevant experience” is to go too far.

Although Tartter asserts that “thought precedes language with language mapping onto it” (p. 519), she says nothing about what the thought itself maps onto. If she had raised the latter issue, she would have been obliged to consider the process of pragmatic mapping. In that case, the subject matter of true narratives (sensory, motor, and linguistic) representations of the real world) would have come up along with their logical distinctness from fictions, errors, lies, and merely general representations. Nonetheless, Tartter’s 12 chapters provide a useful (although necessarily selective) sampling of modern studies of language processing. Subtle issues are comprehensively presented, making the book worthy of consideration for introductory courses on psycholinguistics and related topics.

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MUltICULTURAL EDUCATION


This slim, well-researched volume presents a perspective from the Pacific Rim on the nature of foreign language instruction and its relation to bilingual education, given that the editor and the authors of all the articles taught or studied at the University of Hawai‘i. Conclusions presented are based on results from that university’s Foreign Language Partnership Project (FLPP), which was “designed to capitalize on the resources of immigrant students to enhance foreign language learning” (p. xii). Part 1, “Social and Political Contexts for Language Partnerships,” opens as a clarion call to reform and to politicize the foreign language teaching profession. Several essays present the theoretical considerations behind the FLPP, including support from the fields of second language acquisition, anthropology, sociology, and foreign language (FL) pedagogy.

However, part 2, “Community Language as Resource,” does not carry through on the book’s promise to present a program with applicability to the larger foreign language teaching profession. This section details the workings of the FLPP, a two-year pilot project (1994–1996). The experimental model presented and the evidence derived from it do not support the conclusion that “there is a serious failure in language education to meet the needs of both majority and minority language-speaking students” (p. 119). Success or failure in FL education is judged here solely on the basis of the keyword “needs,” which is interpreted in a psychological sense related to students’ self-esteem, not in terms of their ability to communicate in the target language, or to comprehend the second language and culture.

Jasso-Aguilar’s “Language Planning and Policy in the US: Honoring Language Rights and Building Language Resources” presents a historical perspective on language education harking back to the beginnings of Western civilization. She affirms the “three societal and institutional orientations in language planning: language-as-problem, language-as-right, and language-as-resource” (p. 10), which have an impact on instruction and curriculum design. In “Rethinking Foreign Language Education: Political Dimensions of the Profession,” Ortega cites research to support her contention that most FL professionals are unaware of the political ramifications of FL policies or the lack thereof in educational and governmental administration. Traditional attitudes consider FL study to be the privilege of the elite. These attitudes are rightly criticized for discriminating against the participation of students who are recent immigrants or heritage speakers of languages other than English.

Syed and Burnett cover “Acculturation, Identity and Language: Implications for Language
Minority Education” with evidence from the social sciences. According to them, placing value on the acquisition of English language skills and cultural knowledge consequently devalues the native language and culture of minority students. In “Learning With Others: Collaboration and Partnership in Education,” Syed examines the concept of collaborative learning, again basing conclusions on the social sciences. He points out the problems inherent in partnerships between, for example, personnel in secondary and post-secondary institutions, because such partnerships inevitably contradict the traditional practice of transmitting information and training unidirectionally, from the top down.

All of the essays in part 1 are extensively researched, calling on data from the fields of education, second language acquisition (SLA), sociology, and psychology in support of the theoretical framework outlined in the various essays. With the many references to SLA, one expects a sound research design, including specific target language activities, for the project detailed in part 2. One also expects pretests and posttests to determine the success or failure of the language interactions, and a plethora of other quantitative assessments to provide a strong database derived from the pilot project. It is unfortunate that this is not the case.

To Shonle and Rolland falls the task of describing the actual mechanics of the FLPP in the opening chapter of part 2. Rather than provide college-age tutors for younger immigrant students, the FLPP used high school-level native speakers as tutors for heritage speakers with minimal proficiency in the heritage language who were enrolled in formal language classes at the university level. Most of the evidence cited here consists of anecdotal reports from tutors and tutees about their emotional reactions to the experience. There is little concrete information on the training of these nonprofessionals or on the kinds of language activities used in the tutorial sessions. The authors appear amazed that these high school students were resourceful enough to use culture-specific activities (e.g., traditional basket-weaving techniques, trips to ethnic restaurants) in order to stimulate conversation, apparently without direction from their trainers.

In “Emerging Identities and Heritage Language Education,” Burnett and Syed cite the connection between “immigrant students’ academic success and social well-being” (p. 105). This self-esteem issue becomes the crux of the study, not acquisition of the target language and target culture. All the substantive data (interviews, student essays and journals, observations) are interpreted in light of sociological concerns like student self-identity and the process of cross-cultural adjustment, not language proficiency. Most of Shonle and Syed’s conclusions set forth in the chapter “Conclusions: The Benefits and Promise of Language Partnerships,” then, remain unsupported by the mechanics of the FLPP. The project took place too recently to determine long-term benefits to participants, and the single two-year term of the pilot program affected less than a dozen students at each level, each year.

In conclusion, although the Pacific Rim perspective is refreshing, the multicultural situation in Hawai’i may not be replicable in other venues. Many school districts do not have the native speaker base to draw on either for less commonly taught languages or for those traditionally taught. Although an interesting concept, the FLPP may not be adaptable to mainland schools, particularly those located away from major urban areas or away from concentrations of immigrant populations. Certainly, the project would have to be repeated several times, with a much more coherent experimental design, before substantive conclusions could be drawn about the actual benefits of this kind of student interaction, particularly in terms more relevant to the field of foreign language education.

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Literacy is a complex subject, and scholars from many disciplines have engaged in the academic inquiry into its nature. The editors of this volume have brought together 14 studies describing and exploring literacy from anthropological (part 1), psychological (part 2), and educational (part 3) perspectives in order to present issues of literacy in multiple contexts and from multiple points of view.

In part 1, Pugh describes the acquisition and maintenance of L1 literacy by native Karelians in
Russia. From his description, a complex linguistic history of the Karelians emerges that leaves much speculation about the future of Karelian. Baker provides several case studies from her fieldwork in African and South and Southeast Asian settings, as well as from data collected in multilingual societies documented in the literature. By contrasting the literacy practices and attitudes towards the languages used in literacy instruction, she poignantly highlights the issues in the debate on native-language versus national-language literacy. In documenting the literacy practices outside of school of several young Gujarati speakers in an urban setting in Britain, Martin-Jones and Bhatt make a strong contribution to the question of the significance of literacies within an individual. Hardman observes members of a Cambodian community in a U.S. urban setting, showing in detail various patterns of language use within families.

The authors in part 2 take a cognitive perspective and experimentally investigate component processes in literacy development. Geva and Wade-Woolley look at word recognition, spelling, and reading fluency of bilingual English–Hebrew children in Canada. Verhoeven and Aarts examine performance on literacy tests in order to show the level of functional and school literacy of bilingual sixth-grade Turkish children in the Netherlands. Durgunoglu studies the language and literacy development of first-grade Spanish–English bilingual children in a suburban school context in the United States by focusing on measures such as word recognition, spelling, and phonological awareness. Hvenekilde investigates the spelling skills of Turkish and Vietnamese children in Norwegian, their second language.

Studies in part 3 focus on describing a number of educational contexts around the world and highlight aspects of the influence of educational systems on literacy training or development. Wagner revisits the question of first versus second language literacy training by investigating the literacy acquisition and development of monolingual Arabic- and Berber-speaking children in Morocco, and challenges what he sees as the accepted practice of favoring mother tongue instruction. Jørgensen and Kristjansdóttir describe the situation in Denmark by reporting on literacy instruction for bilingual children against the background of a decentralized school system that is conducive to seeking optimal forms of bilingual education and national sentiments advocating the assimilation of immigrants. Boyd and Arvidsson describe how reading and writing are taught, thus providing an account of schooling practices in contrast to home language and second language instruction for immigrant children in Sweden. Taylor focuses on the relevance and complexity of script learning in the acquisition of literacy by Chinese, Korean, and Japanese children and describes issues of written and oral language maintenance when these speakers emigrate. Farah details the contexts of learning for girls in religious and government primary schools in rural Pakistan and characterizes reading and writing instruction for Quranic and school literacy. In the last paper in part 3, Tolchinsky looks at the acquisition and development of writing in Catalonia and Israel.

In bringing together studies that address a number of facets of literacy, the editors underscore the complexities of the subject and emphasize the fact that a monolithic definition of literacy cannot be maintained. In this volume, multiple theoretical frameworks, multiple terminologies, and multiple methodologies are used to situate, talk about, and study questions of literacy acquisition and literacy practices of people in a number of situational contexts and circumstances.

The variety of studies is considerable. Readers who seek synthesis in a field that is characterized by a lack of comprehensive theory may find the variety overwhelming. The volume may be a challenge for those who select it as their first reference in the field of literacy. Although the editors provide a short synopsis of the focus of each perspective and group the chapters according to their research orientations, a more substantial discussion would have been helpful in providing a guiding framework within which to understand each study. A list of contributors and their disciplinary affiliations and some information on the history of the volume would have given additional structure, as well. The editors provide an epilogue, in which they synthesize the factors of literacy that emerge in the studies. A valuable part of the book, it points out similarities in the contexts of literacy around the world.

In summary, what may be a weakness of the volume if considered for a course textbook will not affect its value for the reader who wants to find a collection of studies representative of several research streams in the study of literacy.

GABRIELA APPEL
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This book expands and revises Wolfram and Christian’s now classic *Dialects and Education* (1989). It should be required reading for educators, for besides offering an empirically grounded theoretical approach to dialects in schools and communities, it clearly addresses practical issues that teachers face every day. In addition to its value to educators because of its theoretical sophistication and practical application, the book is extremely timely. At a time when the use of standard English, especially in writing, has become an important criterion in making educational decisions that often exclude minority students, this book offers the reader much food for thought.

Eight chapters, free of linguistic jargon and filled with linguistic detail, make up this book. In addition, the appendix of vernacular structures is highly useful for teachers without previous background in linguistics. With its informative and interesting sidebars, or boxes, for students and the lists of further readings that accompany each chapter, this book can be a useful text in college classrooms that prepare teachers, especially in urban areas. The book is clearly more than a basic text for the uninitiated, for it also offers the scholar a well-written and thoughtful synthesis of theoretical research and practical applications.

Wolfram, Temple Adger, and Christian have succeeded in presenting scholarly material while also grounding it in everyday life. For example, in explaining the different ways that speech communities carry on conversation, reference is made to the work of both Hymes and Tannen, but also to the sayings of Garrison Keillor. The deficit versus difference positions are explained in the context of the controversy raised by the 1996 Oakland Resolution that recognized students’ knowledge of Ebonics in teaching standard English.

Another valuable aspect of this book is that its scholarship rests on both classic and contemporary sources. The first student box contains the Linguistic Society of America Resolution on the Oakland Ebonics Issue (1997), but box 3.2 has excerpts from Labov’s (1969) classic “The Logic of Nonstandard English.”

The second chapter is perhaps the boldest and the most difficult. It stands apart from the rest for its attempt to provide the tools of dialect study for teacher-researchers. The chapter provides valuable details of variation in linguistic systems for someone exploring dialects, but it makes for less enjoyable reading than the other chapters.

Chapters 5–7, written specifically for the teacher, take instruction as the vantage point in developing oral language, writing, and reading. These chapters show deep familiarity with the instructional and assessment issues faced by teachers in the classroom. As always, the authors succeed in presenting the theoretical argument within a practical context. For example, in being critical of reading tests that assume that vocabulary items have the same meaning for all readers, the authors present a box with a vocabulary test that uses an isolated island dialect spoken on the Outer Banks. The box contains explicit data that make a compelling argument.

Overall, the most valuable aspect of this text is that it never loses sight of the potential for inequity in schools and society that dialect variation holds. It presents both its theoretical positions and its practical information as a hopeful antidote to the inequities that dialect variation continues to produce. As such, it is valuable not only for its pedagogical content, but also for its social message.

The authors become advocates for students who come from vernacular English-speaking backgrounds. As the move toward a single standard in education continues to hold our nation’s schools in its grip, this advocacy is much needed. The authors ask the readers to value and understand differences and to question results of standardized assessments for students who come from vernacular English-speaking backgrounds. It demands that readers be knowledgeable of dialect differences, of ways to teach vernacular dialect speakers, and of ways to assess their oral, reading, and writing proficiency.

This is an important book for teachers, as well as for students, especially those of vernacular English-speaking background who need to develop standard English. It is also important for policy makers who need to understand the complexity of the educational issues facing these students and of the difficulty in using a single standard English measure in assessing the competence of students of various linguistic backgrounds.

OFELEÍA GARCÍA
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This book is an edited version of Fernando Díaz-Plaja’s *La España que sobrevive*, first published in 1987, in which the eminent Spanish historian analyzed historical, political, social, and cultural issues in Spain during the first decade of democracy (1976–1986). It includes a preliminary lesson; 12 essays grouped by themes in 11 chapters (*La transición*, *Las autonomías*, *Los amigos dictados*, *La política exterior*, *El ejército*, *La cultura*, *La represión sexual*, *La historia*, *La monarquía*, *La Iglesia*, *Supervivencias*); a glossary; an onomastic index; and a supplementary bibliography. In order to increase accessibility, each reading is preceded by an introduction, a section in which key words are presented in context, and a grammar section with exercises. The readings are followed by content questions, a section on the organization of the essay, and topics for discussion. Cressey uses selections of Díaz-Plaja’s essays and organizes them in paragraphs with subtitles. He provides marginal glosses for low-frequency vocabulary and explanatory footnotes for important names and events.

The text is “intended for the advanced student of Spanish who wishes to know more about contemporary Spanish institutions” (p. vii) and, although the readings are 13 years old, they are a good introduction to the new democratic Spain. Nonetheless, given the importance of this particular moment in Spanish history, a more analytical introduction should have been provided in order to prepare students to understand the change that took place in Spain in 1976. The preliminary lesson (pp. 5–11) presents a brief historical synopsis that introduces students to the Second Republic, the Civil War, and Franco’s dictatorship. In such limited space, it is a challenge to explain properly the notion of *República* as opposed to *Monarquía*, an important distinction for American students. However, it is true that students have an opportunity to learn about these concepts and periods through Díaz-Plaja’s constant references to them. In addition, the introductions to the chapters are comprehensive and enlightening. In most cases, they constitute useful guides to the essays. The same can be said about the presentation of key words before each chapter, which are wisely selected and properly used. For example, in the chapter titled “Las autonomías,” this section (p. 32) includes, among others, *separatismo*, *autogobierno*, *centralismo castellano*, and *estatutos de autonomía*, all pertinent and necessary to understand the reading.

The grammar sections, which constitute a general review spread over the first eight chapters, are often confusing. The explanations do not always address basic grammatical concepts such as agreement, which was omitted in the explanation of both the *se pasivo* and the *identificación del sujeto*. Another problem is the terminology chosen, such as the use of *sujeto entendido* (p. 32) to refer to what is commonly known as *sujeto elíptico*. This is only one example of the anglicisms that, unfortunately, are not uncommon in the book. Some examples include *el exporte* (p. 68) instead of *la exportación*, and *las características familiares* (p. 6), rather than *características conocidas*. As an example of the many syntactic anglicisms, I quote two questions recurrently asked: ¿Cómo son similares? (28, 48), and ¿Cómo son diferentes? (pp. 28, 48), instead of the more idiomatic ¿En qué se parecen? and ¿En qué se diferencian? The use of prepositions is often incorrect as well: *actos de violencia de parte de* (p. 19) instead of ... *por parte de*; *si el sujeto es evidente del contexto* (p. 14), instead of ... *por el contexto*. These errors are serious lapses in a text that is designed, in part, to improve command of the language.

The sections on rhetorical structure (p. vii) are designed to show students how the thematic organization of the paragraphs works within the essays and to help them organize their own writing. Even though the idea is commendable, students would benefit from increased precision. Thus, the editor distinguishes between “la retórica anglosajón [sic] y la romance” (p. 47) by giving the following explanation: “En español es aceptable progresar de un tema a otro siguiendo un hilo de asociaciones que no forma necesariamente una parte importante del esquema global del ensayo. En inglés una secuencia de temas de este tipo no se vería bien, pero en español es parte de la elegancia del ensayo” (p. 47). What exactly does this mean? I intuitively deduce that in Spanish it is permissible, even elegant, to get off the point, but not in English.

This book is appropriate as a supplementary text in a culture and civilization course after the fourth semester. In spite of its problems, it represents a valuable contribution to the field of Spanish cultural studies, because multiple aspects of contemporary Spanish history and society are analyzed by a scholar who lived through the tran-
position to democracy. Students will also benefit from the study aids the text provides.

DOLORES PELÁEZ BENÍTEZ
Simmons College


This volume is one of a series of publications promoted by the American Association for Higher Education as part of its mission to extend the concept of service-learning to academic disciplinary areas. Endorsed by the American Association of Teachers of Spanish and Portuguese, the volume includes a number of articles written "to provide teachers and administrators with suggestions on how to connect students and teachers with communities to facilitate learning with each other rather than about each other" (p. 3). The editors emphasize the notion that "becoming proficient in second language cannot be separated from learning the culture of the people who speak that language" (p. 1). Culture is viewed as the connecting device between the language classroom and surrounding Hispanic communities. Thus, sustained interactions with members of Hispanic communities both in the United States and abroad can provide learners with direct, contextualized cultural experiences.

The 12 articles are grouped according to three major headings: (a) service-learning as theory, (b) service-learning from the classroom, and (c) service-learning in local and international communities. The articles in the first section discuss different concepts and implications of service-learning experiences in relation to critical pedagogy, second language acquisition theories, and cultural learning. Hale argues in her essay that "institutions that have taken the initiative to help their students acquire communicative competence in a second language through service-learning as a methodology have experienced remarkable success, not only in their students' acquisition of the language but also to their motivation for language learning and change in attitude toward native speakers of the language" (p. 9). Arries discusses the design and implementation of an introductory course about Hispanics in the United States, organized around a critical pedagogical perspective. Mullaney examines the theoretical underpinnings of a conversational partners course that “succeeded because it was compatible with prevailing second-Language acquisition theory and current educational theory” (p. 56). Varona describes a project designed for students in elementary language courses that offers learners “an opportunity to see the world through the perspective of the community” (p. 69) by enabling them to move from interpretive to critical knowledge, apparently an effective means to “develop a social conscience” (p. 71).

The articles in the second section provide guidelines for implementing specific service-learning projects in different classroom situations. Baldwin, Díaz-Greenberg, and Keatings report on the implementation of a practicum for secondary school teachers that offers opportunities to interact with community organizations that affect the high school students they are assigned to teach. Irizarry promotes linking advanced Hispanic literature courses with community service activities in order to foster altruism among students. She illustrates how particular Hispanic texts that deal with altruism can be used to prepare students for community service, which, in turn, will facilitate a greater understanding of complex literary works. Lizardi-Rivera describes the use of community service as a basis for real-life experiences for students in upper-division translation classes. She notes that service-learning projects that involve large Hispanic communities in the United States can “serve as empowerment tools for the community itself [and allow the community] to pursue a plan of action in collaboration with the university” (p. 17). The essay by Varas outlines a plan to raise cultural awareness among students in conversation and culture classes. The service-learning component involved working with Hispanic students participating in a federally funded migrant education program. The last article in the section, by Boyle and Overfield, summarizes how students enrolled in lower-level Spanish classes developed both linguistic and cultural competencies through interaction with a group of Cuban refugees.

The articles in the third section highlight how successful interaction between the community and the university “leads to empowerment” (p. 5). The first article, written by Darias, Gómez, Hellebrandt, Loomis, Orendain, and Quezada, details the dialectical process that occurred during the development of a community-driven video project. The interactive process forced members of the Hispanic community to formalize their own thinking about who they were,
whereas the college students had to expand their concept of teaching and learning. The essay by Smith describes an ongoing project in Oaxaca, Mexico, that connects teachers from the United States with indigenous Zapotec families and non-indigenous Mexican teachers. She presents a highly personal description of the project’s beginning and evolution, as well as comments from U.S. teachers, in which the teachers reflect on the powerful impact of literacy acquisition. The concluding essay by Strong expands the definition of service-learning by framing it as part of an ongoing collaborative social-ecological alliance in Ecuador. Residents of local communities and international students engage in efforts to preserve natural resources while advancing economic development in the region.

The articles in the volume present a broad range of service-learning options for Spanish programs. The editors insist that “this is not a handbook on service-learning with a how-to-do approach on the design, implementation, and evaluation of service-learning in the country and abroad” (p. 6). In any case, there are numerous challenges that have to be overcome in “reaching out to communities and inviting their collaboration” (p. 6). Reaching out to particular Hispanic groups such as migrants, refugees, or adults in basic education programs may present special problems associated with employment, immigration, health care, and mental health. It is not clear to what extent the “suggestions on how to connect students and teachers with communities” (p. 3) provide the necessary background and direction for those seeking to establish community-based language courses. Where does one start? How can administrators and Hispanic groups be convinced to participate in such an enterprise? Will members of the Hispanic community benefit as much as the college students who will develop linguistic and cultural skills and also receive course credit? The service-learning projects reported here are associated with Spanish programs in private universities, religious-affiliated institutions, or small liberal arts colleges. What type of community-based courses would be feasible in large universities or community colleges? A chapter addressing some of these issues would have been helpful.

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