

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/282589405>

# ELLIS, ROD, & NATSUKO SHINTANI. Exploring Language Pedagogy Through Second Language Acquisition Research. New York, NY and London, UK: Routledge, 2013. ....

Article in *Modern Language Journal* · September 2015

DOI: 10.1111/modl.12247

CITATIONS

0

READS

3,645

2 authors, including:



Marco Shappeck

University of North Texas at Dallas

29 PUBLICATIONS 17 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Aging in a Second Language [View project](#)

## MLJ Reviews

Edited by JUDITH E. LISKIN-GASPARRO

*University of Iowa*

### THEORY AND PRACTICE

DÖRNYEI, ZOLTÁN, PETER D. MACINTYRE, & ALASTAIR HENRY (Eds.). *Motivational Dynamics in Language Learning*. Bristol, UK: Multilingual Matters, 2015. Pp. xix, 429. \$64.95, paper. ISBN 978-1-78309-255-0.

A part of the Multilingual Matters Second Language Acquisition series that offers empirical studies and theoretical reflections on various aspects of second language acquisition (SLA), this volume includes a foreword, introduction, conclusion, and two parts. Part 1 consists of nine conceptual summaries; Part 2 includes twelve empirical studies. The theoretically oriented first section focuses on Dynamic Systems Theory (DST); the empirical studies focus on motivation in SLA, primarily on learner motivation, but occasionally on teacher motivation (e.g., Chapters 15 and 17).

Both the conceptual summaries and the empirical studies are interesting and well written. The empirical studies follow a similar, standard organization with a preliminary literature review and explanation of the theoretical foundation of the study, followed by sections on method or methodological design (participants, data collection, etc.), results, discussion, and a conclusion. All of the studies identify the purpose of their research and a few have a section that succinctly presents their research questions. The conceptual summaries are informative and thought-provoking. Like the empirical studies, most consider one or more aspects of DST introduced by Larsen-Freeman's "'Lessons' from Complex Dynamic Systems Theory" (Chapter 2), an excellent article that provides a framework for the entire volume.

The editors characterize this volume as a testing ground to address a paucity of empirical research based on DST. Their purpose is, in part, to determine whether or not DST can serve as the basis of empirical research in SLA; they state that they selected motivation as the unifying element of the empirical studies because they considered

it to be an "ideal content" for this objective (p. 5). The volume bears the marks of its origin, for both good and bad. The empirical studies in Part 2 can be repetitive, given that each one endeavors to explain DST and make the case that it offers an effective path for studying motivation. These explanations are, however, useful to readers who are less familiar with DST. Additionally, the studies do not entirely overcome some of the challenges of DST identified by the editors and other contributors to this volume, including variable terminology (some contributors refer to DST, others to Complex Dynamic Systems Theory or CDST, or to complexity theory). None of the contributors claims to rise to the level of the "big contributions" (p. xviii) described in the Foreword. While rightly asserting that their studies offer new insights into the nature and role of motivation in SLA, several of the empirical studies emphasize the potential or exploratory nature of their research (Chapters 12, 15, and 22) or refer to insufficient depth (Chapter 22) and methodological challenges (Chapter 16).

The empirical studies do not, then, issue a strong challenge to historical ideologies or force SLA researchers to rethink their understanding of cause and categories, as suggested in the Foreword. In fact, several make use of traditional approaches that include variables (see Chapters 13, 19, and 22) and recognized quantitative (Chapter 22) and qualitative approaches, such as grounded theory (Chapter 15) and phenomenology (Chapter 18). What the volume does offer, however, is significant. The studies strive to meet the challenges that, according to the editors, create uncertainty around DST. These researchers did find a way to systematically study particular aspects of the complex, dynamic, interdependent system of motivation (see Chapter 14), and the editors are correct when they maintain that this volume moves the field past the question of whether DST is a meaningful and useful approach for the study of motivation in SLA. The empirical studies in this volume develop and apply new methodologies, such as the use of MacIntyre and Legatto's idiodynamic method to examine the degree of

fluctuation between approach and avoidance over time (Chapter 11) or Dörnyei's retrodictive qualitative modeling to understand the motivation of different learner archetypes (Chapter 16). Other researchers offer fresh approaches through creative combinations of DST with methods from disciplines such as social or cultural psychology (see Chapters 17 and 18). The empirical studies also extend the application and deepen the understanding of concepts developed in previous SLA motivation research, in particular self-constructs such as the ideal L2 self, the L2 learning self, and the ought-to L2 self (see Chapters 12, 13, 17, and 22). Some of the studies seemed overly focused on demonstrating that motivation is characterized by the various traits of a dynamic system (Chapter 17) or on proving that DST concepts such as attractor states do, in fact, exist (Chapter 14). These same studies, however, also provide interesting insights on how motivation relies on soft assembly (Chapter 17) or the conglomerate of cognition, motivation, affect, and context (Chapter 14). All of the studies ask relevant questions and offer insights into why some learners continue with language study whereas others choose not to (e.g., Chapter 18). Perhaps the most significant contribution of these DST-based empirical studies lies in the research questions they pose. Looking at motivation in SLA through the lens of DST leads to the study of experiences that might have otherwise not been selected. DST allows researchers to focus on transitions and changes over time, on both short and long timescales.

On the whole, *Motivational Dynamics in Language Learning* proves to be a positive testing ground that shows both the usefulness of DST and its potential applications to SLA.

JULIE A. STORME  
Saint Mary's College

---

ELLIS, ROD, & NATSUKO SHINTANI. *Exploring Language Pedagogy Through Second Language Acquisition Research*. New York, NY and London, UK: Routledge, 2013. Pp. vii, 388. \$44.95, paper. ISBN 978-0-51973-415-1.

---

Although the applied linguistics market is certainly not saturated with introductory books about second language acquisition (SLA), enough are in wide circulation to be recognized as an identifiable genre. A typical table of contents of an

SLA textbook contains two or three chapters dedicated to the theoretical backstory, specifically the field's progression from behaviorism to Chomsky's universal grammar proposal as it relates to one's second language (L2), and finally a version of social-cultural theory that aligns roughly with contemporary tenets of social constructivism; SLA theories are then shown to inform some of the more well-known teaching techniques that have been employed in recent years: the audiolingual method, total physical response, the task-based approach, the direct method, and the communicative approach; finally, prevalent SLA research is referenced to support a particular pedagogical approach and address practical issues, such as instructional settings, teacher-to-student interactions, individual learner differences, and the role of student agency in teaching environments. Although adding a similar SLA textbook to the mix would not have been a terrible idea, given the recent influx in new topics, it would not have been newsworthy.

Fortunately, Ellis and Shintani have not followed the traditional mold. Instead, they have applied what the series editors call a *practice-to-theory approach* (p. xi), in which issues emerging among teacher educators in the field are discussed in light of current SLA theory and research. The new configuration places language pedagogical issues front and center, as evidenced in the number of pages dedicated to the topic: Two long sections on L2 pedagogy comprise 84% of the book—an external perspective (pp. 29–160) and an internal perspective (pp. 161–282). The external perspective refers to the overall approach to teaching and curriculum constructs, whereas the internal perspective addresses the series of teacher–student or student–student interactional events that unfold during a classroom meeting. The authors find value in both perspectives and succeed in portraying conflicting theories equitably and responsibly.

Each chapter topic throughout the volume is thoroughly examined, challenged, and ultimately discussed with a balanced and forward-thinking approach. For instance, the *methods construct* (Chapter 2) is a hot button issue, especially when communicative language teaching (CLT) is juxtaposed with the audiolingual method (ALM). As a form of pedagogy, CLT aligns with today's sensibility of what it means to teach an L2 effectively, yet empirical research has not proven the ALM to be any less effective than CLT. The rift between what we understand to be sensible language teaching and how we measure language outcomes from a particular method has led

several researchers to abandon method studies altogether. They find the methods construct inherently inadequate, given that a prescribed form of pedagogy may not work in all circumstances and with every student. Rather than take a stand—for or against CLT, for or against methods studies, or for or against theoretical research over empirical studies—Ellis and Shintani address the problems in each area and offer ways in which improvements can be achieved. Instead of rejecting method studies altogether, they advocate comparative method research that is designed to highlight similar instructional processes and minimize bias through integrated assessment formats.

And so go the rest of the chapters in the section on external pedagogic constructs. The authors impartially discuss the following topics: linguistic syllabuses (Chapter 3), explicit instruction (Chapter 4), comprehension-based versus production-based instruction (Chapter 5), and task-based language teaching (Chapter 6). The treatment of external, curricular, and many times prescriptive language teaching methods is appropriately cited and is followed with several useful discussion questions.

The other large section, the internal perspective on SLA pedagogy, demonstrates the various dimensions of instructional interactions, speech acts, and classroom activities. The authors highlight how talk in the target language may not always align with the intended outcomes or curricular design that are external to the classroom interactions. Similar to the previous section, they engage with problematic instructional issues and manage to carry the dialogue beyond a dichotomous recapitulation of competing research perspectives. In Chapter 7, “Teaching as Input,” several related concepts are reviewed, such as the use of authentic materials, the role of teacher talk, the applications of extensive reading, the influence of native speaker input, and the contextual dependency of simplified input. About two pages are dedicated to each topic along with related pedagogic issues that are reported from a teacher educator perspective. Toward the end of the chapter, Ellis and Shintani draw on theoretical and empirical research in SLA to list 10 straightforward conclusions about input in the language classroom. Following a similar structure, they examine teacher–student and student–student interactional styles (Chapter 8), the role of students’ first language in an L2 classroom (Chapter 9), and the application of corrective feedback in various contexts (Chapter 10). The section on the internal perspective is a standout contribution to the

volume as several relevant issues are discussed inclusively and candidly.

We would be remiss not to mention the other 16% percent of the volume: the chapters that bookend the sections on the internal and external perspectives on SLA pedagogy. The introductory chapter reviews the history of SLA as a formal field of study and outlines the general progression in research topics, theories, and methods. The survey of the field is concise, informative, and appropriate for the overall purpose of the book. The penultimate chapter offers an evenhanded review and update of how learner differences affect L2 learning and how language educators may develop instructional practices that accommodate various learner strategies and orientations. Finally, the concluding chapter touches on several points that were emphasized in each chapter and forwards a generally auspicious conviction: Teaching methods exist for learning. It may logically follow that research in SLA must never lose sight of what is truly effective in the classroom even if it requires us to mix methods or even abandon methods *in toto*.

Although some general background knowledge in linguistics may be necessary to fully benefit from *Exploring Language Pedagogy Through Second Language Acquisition Research*, the book is relatively accessible to the layperson and essential reading for language educators who are invested in improving both curricular design and face-to-face interactional methods in their classes or programs. As a textbook for undergraduate and graduate students, we find it to be wholly appropriate and fitting. The glossary of key terms is comprehensive and for the most part free of jargon, and the discussion questions are open ended and thought provoking. Their work merits a wide and extensive readership in applied linguistics and other fields related to language pedagogy.

ANGELINA VILLAGOMEZ

and MARCO SHAPPECK

*University of North Texas at Dallas*

---

GEESLIN, KIMBERLY L., & AVIZIA YIM LONG. *Sociolinguistics and Second Language Acquisition: Learning to Use Language in Context*. New York, NY and London, UK: Routledge, 2014. Pp. 320. \$49.95, paper. ISBN 978-0-52948-415-8.

---

This textbook covers the intersection between sociolinguistics and second language acquisition

(SLA) and the crucial role of social factors in acquiring an L2 in addition to grammatical competence. It is intended for an ample audience: L2 or sociolinguistics researchers; foreign language teachers; and advanced undergraduates or graduate students in linguistics, anthropology, or education.

The book is organized into three sections; every chapter in every section ends with a supplementary reading list and exercises for comprehension and application that readers, especially teachers, will find practical. There are excellent transitions between chapters where the authors explain what they did in the previous chapter to connect it with the current one. These brief summaries allow the reader to understand the coherence of the book and the purpose of each chapter, which facilitates reading and the use of this textbook for even an advanced undergraduate course.

Section 1 provides an extensive introduction of the principles of sociolinguistics and SLA that will benefit students or researchers in other fields, even those with no previous background in SLA. The authors argue for the importance of sociolinguistic competence for acquiring and producing an L2 effectively, as well as how this competence can be developed in the classroom.

Chapter 1 explains what sociolinguistics means for the L2 learner and what sociolinguistic research methods can be applied to incorporate social variables in SLA research.

Chapter 2 is an overview of sociolinguistic variation and, particularly, of variation in L2s. To explain linguistic variation, the authors present cases of phonological, morphological, syntactic, pragmatic, and lexical variation across languages. These examples are beneficial for an audience not expert in the field, such as students or non-linguist researchers.

Chapter 3 explores the social correlates of variation and how they can be applied to L2 learning. The authors present social factors, such as age, gender, ethnicity, socioeconomic factors, education, and discourse through examples of practical cases.

Section 2 offers an overview of SLA theoretical approaches that incorporate social factors. Chapter 4 provides examples of social approaches to SLA to examine the contribution of social theories to language learning and what they have in common as well as the importance they give to the role that social factors play in language learning. Each approach starts with an overview and concludes with a critical evaluation.

Chapter 5 introduces a selection of cognitive approaches that afford some role to social factors

in language learning. However, there is an evaluation of cognitive approaches, some of them with no sociolinguistic competence assessed. Since the scope of the book is the intersection between sociolinguistics and SLA, and the authors claim that the most effective theories are those that account for social and cognitive aspects in language learning, optimality theory and usage-based models may be the most significant approaches.

Chapter 6 focuses on the variationist approach, which works as a bridge among the theories presented in the previous chapters. Attempts are made to address language variation in L2 learning contexts: variation related to language acquisition (type 1) or two or more native-like forms, which is related to sociolinguistic competence (type 2). This seems to be a great contribution of this book. Nevertheless, as the authors claim, they seem limited because they do not address psycholinguistic variability in L2 speech.

Chapter 7 focuses on empirical investigations of the development of sociolinguistic competence in L2s using the variationist approach; that is, how this framework has been used in SLA research. Several research studies are included to explain the path of development of sociolinguistic competence and to understand how it is acquired.

Chapter 8 studies the role of study abroad exchanges in acquisition. Even though research on sociolinguistic variation in phonetics is limited, studies show that study abroad improves the development of type 2 variation. The authors provide us with ideas for future research wherever there are gaps in the literature, such as the role of dialect exposure in acquiring sociolinguistic competence. There is a section in this chapter dedicated to the importance of nonlinguistic factors, such as individual differences, on sociolinguistic competence.

Finally, Section 3 presents the implications of sociolinguistics for L2 learning, including the presence of heritage speakers in the L2 classroom, a common pattern in many institutions. Therefore, this section will be useful for an ample audience of teachers and students, in addition to researchers.

Chapter 9 discusses the meaning of *target* and *norm* in the L2 classroom. This chapter serves as a connection between research on SLA and its practical implications in the classroom. In the last part of this chapter, the authors explore the areas of instruction that are most closely related to the selection of a pedagogical norm and offer us a set of practical guidelines for developing classroom materials. This leads to Chapter 10, in which the authors propose practical suggestions for

implementation in the L2 classroom, specifically on how instructors can apply their knowledge of linguistic variation in planning activities that integrate authentic materials. In the summary, they provide us with a helpful chart that serves as a checklist for representing several speech communities. This last chapter seems to be the most useful for instructors who are interested in curriculum development and appreciate samples based on authentic contexts but are not specialists in SLA.

CLARA BURGO

Loyola University Chicago

---

JOAQUIN, ANNA DINA L. *Enculturation Processes in Primary Language Acquisition*. Sheffield, UK: Equinox Publishing, 2013. Pp. 228. \$95.00, cloth. ISBN 978-1-04999-908-5.

---

The book proposes a view of language acquisition based on studies of neurobiology and socio-cultural theory, including Vygotsky's theoretical framework, which views human development as a consequence of social interaction and biological factors. A wealth of research studies supply evidence describing the roles of biological and cultural factors at play in language acquisition. With an integrated approach, the author shows that language cannot occur without biology and without cultural practices for socialization, arguing that both culture and biology play a major role in how we acquire a language.

It is worth briefly pausing to marvel at this book's wide scope. Joaquin seeks connections among cross-cultural studies of language learning, explorations of parent-child interaction, the verbal growth of individuals with autism, and the conversational and behavioral norms of subjects with frontotemporal dementia. The book easily handles the diversity of social sciences, neurobiology, and applied linguistics as it persuasively works to create a comprehensive description of language acquisition.

Notably, Joaquin's first chapter hits upon language learning perspectives promoted by Skinner and Chomsky. Without mentioning the phrase, the work of these two individuals summons the basic conflict between nurture and nature, which is still a dialectic worldview some teachers use to help students develop critical thinking skills. This chapter quickly sets aside these concepts and claims a closer allegiance to Vygotsky's view that

each human develops through interactions between culture and biology. From here Joaquin emphasizes that the mix of enculturation and biology allows each of us to learn language according to our opportunities, motivations, and abilities.

In Chapter 2, Joaquin presents a variety of cultural internalization practices in order to create a learning model that reflects the broad spectrum of human diversity. The child-rearing practices of socialization vary among cultures, with some emphasizing explicit instruction and others tending to be implicit, encouraging enculturation primarily through observation, imitation, and gradual participation. These practices show that children follow no single path toward social competence while learning the norms, values, traditions, and language(s) of their community.

Chapter 3 argues that children are born with an interactional instinct, an inborn attentional and motivational mechanism that compels interaction with others they encounter. Newborn infants appear to strive for social interaction and human contact. Their keen sensory systems allow them to perceive the sights, sounds, and smell of their caregivers. Infants produce a variety of signals, such as facial expressions, vocalizations, and gestures, that facilitate communication with caregivers. These social cues play important roles in ensuring social bonding and affiliation.

Neurobiological processes underlie infant-mother development of affiliate behaviors. Endogenous opiates and neuropeptides play major roles in the affiliative behaviors of infants (Chapter 4). Neurochemicals released during social interaction with caregivers stimulate the brain, producing feelings of pleasure and calm. This rewarding aspect of social bonding becomes part of each child's memories and motivates the child to pursue other social interactions. Likewise, biological systems contribute to caregiving behavior, specifically through the oxytocinergic and dopaminergic systems (Chapter 5). The oxytocin enhances caregiving behavior by providing feedback about the pleasurable qualities of social interaction. The author argues that caregivers' natural inclination to nurture an infant is a manifestation of the interactional instinct.

Chapter 6 returns to the theme of informal enculturation, or eavesdropping on everyday interactions, exploring our capacities to process linguistic input and to acquire language via observation and imitation. Children's sensitivity to patterns facilitates the language acquisition process. They have powerful abilities to find patterns in the language, and also discriminate, recognize, and learn how language is used in their social

environment. This pattern of reflection and the empathy shown through interactional instincts receive help from mirror neuron systems (Chapter 7). When we watch an action or perform the same action, mirror neurons activate similar parts of our brains. Mirror neurons appear to allow us to understand other people's action, intentions, and emotions.

Significantly, the book includes studies of language and behavioral norms of people whose brains physically function differently from a majority of the population. If the human brain is fundamentally adapted to develop within a social world, the prefrontal cortex (PFC) seems to offer insights into the neurological underpinning of our social interaction. Studies suggest that the PFC is essential for the acquisition of social competence, and it is thought to be involved in behaviors of average people, such as perception, memory, and judgment (Chapter 8). In contrast, studies of patients with PFC damage or certain forms of dementia show impaired social behavior and a lack of emotional reactions, which leads to impaired abilities to appropriately use language and follow conversational rules (e.g., take turns, introduce topics, use nonverbal cues; Chapter 9). Another challenge of the book's model of enculturation comes from autism. When the interactional instinct is dysfunctional, it impairs the ability to socially interact, which is essential to acquire language. Still, some people on the autistic spectrum acquire language, sometimes with extreme competence (Chapter 10).

A quick glance at the broad range of topics used here may intimidate a casual reader. For some, the diversity of disciplines in this book may provoke challenge, inspiring them to question the inclusion of stories about Inuit children listening to grown-ups talking while drinking tea, or to be curious about the relevance of knowing how oxytocin inspires humans (and other animals) to care for babies. Still, those who open themselves to exploring all this book's details are rewarded; the multitude of perspectives this book contains work together to create a rich, meaningful whole.

*Enculturation Processes in Primary Language Acquisition* makes connections that stand when questioned, and it draws conclusions that easily undermine simplistic arguments about learning. Joaquin presents a perspective wherein nature and nurture work together, complementing and supporting each other through our biologically facilitated processes of enculturation. In the end, the author creates a poetry of her own, noting that all these perspectives work together to illuminate "a picture of an elegant dance between

biology and culture" (p. 165). It is this multifaceted approach to understanding language acquisition that makes Joaquin's book significant.

ISABEL PARRA

*University of Cincinnati, Clermont College*

---

LANTOLF, JAMES P., & MATTHEW E. POEHLNER. *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide*. New York, NY and London, UK: Routledge, 2014. Pp. xv, 252. \$48.95, paper. ISBN 978-0-89418-415-0.

---

This book takes as its point of departure a perceived gap between second language (L2) pedagogy and second language acquisition (SLA), the discipline that studies it. Its position is that the developmental psychology of Vygotsky provides a theory of learning that brings with it a gapless transition to instruction. Vygotsky's hypothesis, designated sociocultural theory (SCT), is that theory and practice "are inherently connected so that each is necessarily rooted in the other: Practice is the research laboratory where the theory is tested" (p. i). This is a general theory of cognitive development, and so it cannot be applied directly to language instruction without the mediation of a theory of language. In this capacity, the authors adopt the theoretical framework of cognitive linguistics (CL) because "it explains language development through the same processes that account for general cognitive development" (p. 71), although they acknowledge that other cognitively oriented theories might also serve. The authors designate the unity of theory and practice *praxis* (p. 6), and they label the result for L2 instruction the *pedagogical imperative* (p. i).

Following a preface, there are nine chapters. The first four describe the existing gap between theory and practice in applied linguistics, discussing in some detail Vygotsky's theory of developmental psychology. Using case studies (e.g., aspect in the past tense of Spanish), Chapters 5 and 6 demonstrate the theory in practice as it relates to L2 instruction. Chapters 7 and 8 discuss assessment, and the final chapter offers a summary. The book concludes with a list of references and an index. The relevant instructional concepts emerging from SCT in association with the zone of proximal development, a second Vygotskian concept, are systemic theoretical instruction (STI) and schema of a complete orienting

basis of an action (SCOBA), proposed by Gal'perin (1979), in conjunction with which we are introduced to the concept of dynamic assessment, proposed by Luria (1979). These are all contextualized in the case studies, which discuss and illustrate, in addition, Pienemann's (1998) processability theory together with the teachability hypothesis as a response to it.

The erudition of this book is evident. The authors write clearly, intelligently, and cogently. The research underlying their work is comprehensive, and their argument for the unity of theory and practice is made forcefully. It is a book that merits close and careful reading, and it belongs on the shelf of every SLA specialist and L2 pedagogue, all of whom, I believe, will find it enlightening and thought-provoking in regard to the relationship of theory to practice in L2 instruction. However, although the gap in question certainly exists, the authors do not, I think, put the relationship between psychology and linguistics into proper perspective vis-à-vis theory and instruction. The link between SLA and L2 pedagogy must, I would agree, be based on an interactive theory of developmental psychology like Vygotsky's. But I would suggest that such a praxis-oriented theory is not itself the link. It is only the foundation of the link, albeit a necessary foundation. Its necessity is a reflection of the fact that language, as a semiotic system contextualized societally, is behavior (i.e., purposive cognitive activity transforming meaning into symbolic expression), and so must be supported instructionally by a framework recognizing theory (i.e., conceptual apparatus) and practice (i.e., linguistic behavior) as a continuum. In effect, SLA as a discipline demands a Vygotskian-like underpinning, nor can any other type of underpinning assist L2 pedagogues in achieving their goal of developing nativelike proficiency, which we may see as the ability to behave linguistically like a native speaker. The view of language as behavior has been with us for decades as part of communicative competence, which subsumes, in addition, the linguistic system itself. Thus, I question the focus, and only the focus, of the book under review, which can be described as a discussion with instructional exemplification via CL of Vygotskian principles, rather than a discussion, or at least an overview, of CL, which I believe to be the actual link between SLA and L2 instruction and, in that context, a discussion of the relevance of Vygotskian and associated principles, both theoretical and instructional. The authors almost seem to acknowledge the priority, or at least the parity, of a theory of language in closing the

gap between SLA and L2 instruction when they write: "The shortcoming we perceive in applied CL, however, is that it does not have a sound theory of developmental education" (p. 72). As a result of their focus on psychology as opposed to language, the authors, although adopting CL as a suitable theory of language reflecting the importance it gives to the mind and the experiential nature of language, and thus to behavior, do not elaborate their understanding of the underlying principles and framework of the theory, nor mention the other components of communicative competence as elements of L2 instruction. There is at best minimal explication of their relevance in the case studies. These studies can be read and understood without knowledge of linguistic theory and communicative competence, because technical terms like *speaker perspective* (p. 120) are left undefined, leaving the reader uninformed regarding their position in theory and lessening, in my view, their significance as support for the Vygotskian underpinning of instruction proposed by the authors.

Whether or not other readers agree with my observations regarding the proper focus in the relationship between SLA and L2 instruction, they will all agree that the authors are concerned ultimately with the important goal of enhancing the relevance of SLA for L2 instruction and vice versa, and that they have contributed to it in a substantial work of scholarship. In this connection, it bears mention that the authors also justifiably mention L2 teacher training as an issue (pp. 210–224). No unification between theory and practice is possible if teacher training does not recognize that the theory—psychological as well as linguistic—is relevant to L2 instruction. At present, theory and its relevance to pedagogy are, all too often, not part of teacher training.

---

#### REFERENCES

---

- Gal'perin, P. Y. (1979). The role of orientation in thought. *Soviet Psychology*, 18, 19–45.
- Luria, A. R. (1979). The making of mind: A personal account of Soviet psychology. In M. Cole & S. Cole (Eds.). Cambridge, MA: Harvard University Press.
- Pienemann, M. (1998). *Language processing and second language development: Processability theory* (Vol. 15). Philadelphia/Amsterdam: John Benjamins.

MARK J. ELSON  
*University of Virginia*



---

LI WEI (Ed.). *Applied Linguistics*. Malden, MA: Wiley–Blackwell, 2014. Pp. x, 318. \$39.95. paper. ISBN 978–1–19359–405–7.

---

All of the linguists in this anthology are members of the Applied Linguistics team at Birkbeck College, University of London. As a result, the eight authors and co-authors of the introduction and the 12 core chapters enjoyed the luxury of close contact while producing this heterogeneous collection of excellent articles on this topic.

Each chapter follows a unified format: (a) chapter outline, (b) learning outcomes, (c) key terms, (d) introduction, (e) study activities interspersed throughout each chapter, and intended to engage the reader in significant learning-based tasks, (f) a summary, (g) a final set of study questions, and (h) recommended readings. This symmetrical presentation facilitates a highly desired presentational consistency for the user and thus enhances the overall quality of a volume intended to be a broad introduction to the field of applied linguistics.

The anthology editor, who is also the author or co-author of several chapters, offers a useful discussion of the term *applied linguistics* and its multiple meanings. In essence, it straddles multiple disciplines (first language [L1] and second language [L2] acquisition, neurolinguistics, interactive and intercultural communication, literacy, language contact, empowerment, language policy, assessment, media, and translation and interpretation). The four parts of the volume (three chapters each) will now be discussed briefly. Several of the linguists have made multiple contributions to this collection as authors and co-authors.

In the first chapter (“First Language Acquisition”) of Part 1 (“Language in Development”), Zhu Hua addresses the complex issues related to L1 monolingual, bilingual, and multilingual acquisition. Among the themes discussed are adult–child linguistic interaction, cross-linguistic research, and the impact of language socialization. The next chapter (“Second and Additional Language Acquisition”) by Jean–Marc Dewaele provides a useful overview about the traits of a good language learner. Moreover, it considers factors such as the critical age hypothesis, previously acquired languages, instructional environment, and authentic language use. The last chapter (“Language and the Brain”) by Marjorie Lorch reviews research on various language impairments (agrammatism, agraphia, anomia, aphasia, dyslexia, paraphrasia, pragmatic

impairment). Moreover, she deals with such factors as the interaction of language with other cognitive domains, the effect of maturation, speech versus reading and writing, and the effect of bilingualism and multilingualism.

Chapter 1 (“Language in Interaction”) of Part 2 (“Language in Use”) by María Elena Placencia reviews the literature on the role of context in meaning, indirectness, expressed versus implied meaning, (im)politeness in interpersonal relationships, and talk-in-interaction. In the second chapter (“Intercultural Communication”), Zhu Hua delimits the field of intercultural communication (cultural values, interpersonal and intergroup communication, discourse analysis, learning and communicative competence, language learning and teaching). In the third chapter (“Literacy and Multimodality”) of this section, Li Wei, Lisa J. McEntee–Atalianis, and Marjorie Lorch define the essential elements of literacy, the effects of sign language competence on literacy, and social literacy, and multimodality (multiple semiotic channels of literacy).

Part 3 (“Language in Society”) considers diverse sociolinguistic approaches to applied linguistics. Penelope Gardner–Chloros (“Language Diversity and Contact”) reviews the basic concepts of language varieties, appropriate target groups for speech sampling, language change and shift, codeswitching, and power in the choice of language selection. Chapter 2 (“Language, Identity and Power”) by Lisa J. McEntee–Atalianis asks if language identity is possession or performance. She also discusses linguistic identity through narratives, the construction of boundaries, and the creation of identity in and for the media. The third chapter (“Language Planning and Language Policy”) by Li Wei examines the need for language planning, including a discussion of status planning and corpus planning. Likewise, Li Wei considers the motivation for language policy and language planning and the consequences of the interaction of both.

Part 4 (“Language in Public Life”), the final three chapters of this anthology, considers three important dimensions of language. In his final contribution (“Language Assessment”), Li Wei discusses one of the most important topics in language instruction today; namely, a consideration of test construction and use and the concomitant significant sociopolitical and ethical consequences of language testing. The penultimate chapter (“Language in Media, Health and Law”) by Malcolm Edwards focuses on the linguistic construction of reality (media events, health and illness, etc.). Finally, he addresses the relationship

of language to the law. The final chapter ("Translation and Interpreting"), also by Malcolm Edwards, takes up the question of the burgeoning fields of translation and interpretation including a working definition, its procedures, the contentious issue of literal or free translation, subtitling, and the complex questions related to interpretation.

Li Wei and his colleagues have extended the territory of the traditional notion of applied linguistics beyond the use of linguistic principles and methodology to enhance L2 instruction in its various dimensions. In this volume, the authors delve into far-reaching realms frequently associated with neurolinguistics, sociolinguistics, language planning and policy, and the media. This welcome expansion of the boundaries is indeed appropriate in the 21st century when interdisciplinary and multidisciplinary approaches to many challenging research require reconsideration. The chapters have a sound theoretical base with appropriate supporting evidence (texts and transcriptions of conversation) to buttress the claims made.

The volume includes a number of important supplements that further enhance its value: a glossary of key terms, an updated resources list, references, and a comprehensive index. The study activities and the study questions in each chapter are meaningful exercises that engage the reader in focused and valuable learning pursuits. This assiduously edited anthology provides comprehensive and comprehensible information on a wide variety of topics in applied linguistics, and it would be an ideal introduction to the multiplicity of approaches to applied linguistics today.

FRANK NUESSEL

*University of Louisville*

---

MALOVRH, PAUL A., & JAMES F. LEE. *The Developmental Dimension in Instructed Second Language Learning: The L2 Acquisition of Object Pronouns in Spanish*. London, UK and New York, NY: Bloomsbury, 2013. Pp. v, 262. \$40.99, cloth. ISBN 978-1-19372-441-8.

---

Malovrh and Lee make a valuable contribution to the field of instructed second language learning with this book. The authors attempt not only to connect previous research in the field, but also to supplement and fill necessary gaps in earlier studies with their original research. The authors show

an extensive understanding of the research in this field and then use their comprehensive review of this research to develop their studies and conclusions. Although this book offers an extensive description of how object pronouns are acquired at both the production and the processing stages, it does not stop there; it addresses areas such as the overall value and effect of instruction in the acquisition of a second language (L2) and the impact of study abroad on the learners.

The book consists of nine chapters that are organized into four sections. After the initial introduction of instructed language and discussion of study abroad, the authors address the production aspect of learners and their use of the Spanish object pronouns. The authors highlight learners' struggles as well as the need for research looking at students' interlanguage in communicative settings regarding these pronouns. The authors then describe research on the role that input has on the acquisition of object pronouns, presenting much of this research within the theoretical framework of input processing. These initial two sections form the foundation for the rest of the text by establishing where further research is needed along with the weaknesses in the design of previous studies. The third section is based on what the authors found to be problematic in previous studies, including the lack of studies focusing on advanced language learners, the failure of many studies to include certain third-person pronouns, and the wide variety of methods and instruments that had been employed in these studies that make the drawing of conclusions difficult. This section is composed of several studies of over 100 participants investigating both form and function of the object pronouns. The book concludes with a detailed summary of the findings from the chapters where the original research was carried out.

There are several features of this text that highlight the significance of its contributions. In regard to study design, what is especially valuable about the inclusion of both production and processing data is that the authors use the same learners in their data analysis so as to have a more complete understanding of the acquisition process from its inception with novice learners with no previous exposure to Spanish to those who are more representative of native speaker competence. They are able to use a pool of participants to determine the interlanguage development of object pronouns by novice and advanced learners through several rigorous studies. Unlike many books that simply summarize the findings of previous studies, the authors critically review the previous research, recognize the gaps, and

address them through detailed studies of the acquisition of object pronouns. Several additional aspects separate this volume from previous research, such as the comprehensive nature of the learners studied, as well as the development of research instruments that captured all of the forms being investigated. The authors also choose not to include heritage learners of Spanish to focus on the learned aspect of the language. Future studies are needed to understand how these learners compare to the participants in this book and the other studies cited in this text.

Although this book is not a guide for instructors in search of better ways to teach object pronouns, a careful reading of the previous research as well as the original research would serve professionals interested in a detailed analysis of the progression of object pronouns as they are acquired by learners of varying levels of proficiency. There are these practical and applicable aspects that could be used in designing classroom activities and guiding instruction, but the reader would need to have some familiarity with a variety of second language acquisition (SLA) theories and an understanding of Spanish linguistics to extract this information from the text. Finally, the authors conclude by revisiting their research questions and summarizing their research findings. This is beneficial in helping readers solidify their understanding of the analyses in the chapters and to revisit the research questions in those chapters. It also provides readers with a clear view of how this new research into object pronouns has advanced the field by highlighting the key findings from the studies that the authors carried out.

In conclusion, this book accomplishes what it states in the title—a comprehensive description of instructed SLA as it relates to object pronouns. It describes the acquisition process while also analyzing features of the interlanguage of L2 learners of Spanish.

GREGORY L. THOMPSON

*Brigham Young University*

---

PÉREZ-VIDAL, CARMEN (Ed.). *Language Acquisition in Study Abroad and Formal Instruction Contexts*. Amsterdam, the Netherlands and Philadelphia, PA: John Benjamins, 2014. Pp. vi, 329. \$143.00, cloth. ISBN 978-9-20531-027-5.

---

language (L2) acquisition. It presents nine studies that apply a variety of modern data collection and analytical techniques to chart the L2 acquisition of English by adult Spanish/Catalan bilinguals. Three chapters that critically contextualize the results within L2 acquisition theory accompany the studies. The book is the result of a comprehensive and ambitious endeavor known as the Barcelona Study Abroad and Language Acquisition (SALA) project. Even so, the volume's perspective is not limited to the SA context. The volume details the learners' linguistic progression from formal classroom instruction through their SA experience in an English-speaking country, and then after their return. Additionally, the research documents changes in learners' motivation, attitudes, and beliefs (e.g., cultural awareness).

Sanz (Chapter 1) and Pérez-Vidal (Chapter 2) outline the SALA project's aims. Together they offer a comprehensive, critical overview of the key findings and open issues in the SA research to date. Sanz and Pérez-Vidal also give a thorough overview of the project's data collection procedures and its participants. Beattie (Chapter 3) details the project's institutional context.

Phonology and fluency are aspects of L2 acquisition on which SA research has focused since they depict both the limitations and potential of SA. Two phonology studies corroborate the thesis that, whatever the learning context, phonological gains are minimal beyond the critical period. Avello and Lara (Chapter 6) show that length of stay abroad (be it 3 or 6 months) has limited impact on L2 pronunciation. Mora (Chapter 7) shows that most improvements in learners' abilities to discriminate L2 sounds occur during the initial stages of language development (i.e., in the formal classroom context). Their abilities quickly level off during the study abroad phase. SA is particularly effective at promoting fluency. Valls-Ferrer and Mora (Chapter 5) present data indicating that SA promotes increased speech rate and fewer pauses. Pérez-Vidal and Barquin (Chapter 9) show that SA learners experience significant gains in how much they write per minute, in addition to producing more linguistic complexity. Their data also indicate that such improvements hold beyond the SA period.

Some studies focus on the learners' lexical and grammatical development over time, areas that have received much attention in the SA research. Juan-Garau (Chapter 4) examines oral accuracy during formal instruction, SA, and thereafter. Her data support the Threshold Hypothesis, which posits that learners need a solid linguistic base before they can fully benefit from

This edited volume provides an understanding of the effects of study abroad (SA) on second

SA. Juan–Garau, Salazar–Noguera, and Prieto–Arranz (Chapter 10) detail the long-term effects of study abroad on learners' lexico–grammatical abilities. Their data suggest that learners with integrative orientation toward the target culture experience most gains.

One study provides insights into an area of L2 development that has received scant attention in the SA literature. Beattie, Valls–Ferrer, and Pérez–Vidal (Chapter 8) show that listening comprehension abilities improve significantly during SA and that the gains are maintained in the long run.

Two studies focus on psychosocial issues. Trenchs–Parera and Juan–Garau (Chapter 11) describe the different effects that formal instruction and SA have on learners' motivations and beliefs. Formal instruction appears to promote self-confidence, whereas SA reduces foreign language anxiety and increases one's awareness of the importance of listening abilities. Merino and Avello (Chapter 12) report that SA promotes cultural awareness, such that learners come to comprehend the relativity of their own cultural values and understand better the cultural context of their first language. Merino and Avello nevertheless report that SA does not entirely eliminate stereotypes and ethnocentric views.

DeKeyser (Chapter 13) completes the volume with an assessment of SA research and an assessment of the SALA project. He reminds us that the primary finding of the past 25 years of SA research has been that linguistic improvements are nuanced and subtle, such as in fluency. He notes that the SALA research project shows that SA can affect overall L2 improvements when there is a tight relationship between the curriculum and the SA program. DeKeyser also offers guidance for future research in terms of methodological factors to consider and questions to ask.

Upon comparing the book's findings to other SA research, certain considerations are necessary. Papers comparing the learners' formal instruction and their SA periods differ greatly from much prior context-of-learning research. On the one hand, the data set as a whole has a high degree of ecological validity, being applicable to post-secondary institutional settings beyond European universities. The papers depict a realistic view of the classroom to study abroad interface in terms of linguistic and psychosocial development. On the other hand, although most SA studies to date have compared the at-home and SA periods simultaneously, these papers compare the two learning contexts consecutively. Indeed, some of the abstracts could have been better crafted since, even though they give the impression that their

studies entailed consecutive learning contexts, they give the impression that they entail simultaneous contexts.

The generalizability of the results to an American context will be difficult, given that most learners were Catalan–Spanish bilinguals, such that English is a third language (L3) for them, rather than an L2. Indeed, it would have been informative for the book to treat the L3 literature more in depth, scant as it is. Finally, although Sanz notes that cognitive processing issues have scarcely been studied in the SA literature, the book's overall conception of cognition is both its strength and a shortcoming. Cognition seems limited here to psychosocial factors, such as motivation and cultural awareness. And, although consideration of such factors is an innovation in SA research, the field still does not have a comprehensive research program giving insights into phenomena such as what learners attend to and how their processing strategies change during SA.

The studies provide a refreshingly hybrid perspective of the classroom to SA progression, examining linguistic changes alongside individual differences. All of the studies have a strong analytical design, which is testimony to the maturity of the SA/context-of-learning field. The analyses are backed by rigorous statistical scrutiny, and they detail valuable information, such as effect sizes, which are critical for future meta-analyses. The studies are also informative in the sense that both short-term and long-term effects are considered, increasing the generalizability of the claims.

JOSEPH COLLENTINE

*Northern Arizona University*

---

SKEHAN, PETER (Ed.). *Processing Perspectives on Task Performance*. Amsterdam, the Netherlands and Philadelphia, PA: John Benjamins, 2014. Pp. xii, 266. \$49.95, paper. ISBN 978–9–20725–027–8.

---

This book is volume 5 in a series that focuses on second language (L2) teaching in the task-based language teaching (TBLT) framework. It consists of two framing chapters by the editor, at the beginning and end, and six other chapters written individually or with Skehan by his students at the Chinese University of Hong Kong. These chapters report empirical studies testing Skehan's theory.

Skehan's chapters provide a current and complete overview of his theory and its source in psycholinguistic processing. The focal point of the theory is the trade-off hypothesis. Using Levelt's psycholinguistic model of first language (L1) production, the theory proposes that there is a "fundamental constraint" (p. 156) on performance, such that as tasks become more difficult, limitations on attention and memory increase and affect learners' performance. Factors such as complexity, accuracy, and fluency may all be affected, but there seems to be a particular interaction between complexity and accuracy. He notes limitations: Given that a full model of task performance is not yet available, the theory needs to draw on related disciplines, on understanding psycholinguistic constraints generally, and on findings about performance in areas other than L2 production. These studies explore the relationship between task characteristics (concreteness and familiarity) and what speakers actually do in their L2 performance (complexity, accuracy, and fluency). The research studies fall into two groups: a set on planning (2, 3, 4, 5)—including one on task condition—and a set (6 and 7) on task characteristics. Skehan summarizes the findings at the end along with a discussion of pedagogical relevance.

The opening chapter explores measurement issues, important to the whole book because studies of performance must make measurement strategies clear, a complex matter. There are two limitations on generalizability. First, all the studies involve Chinese learners of English; second, the measurement strategies were all built from L1 schemes, such as the CHILDES scoring system. In addition, not mentioned by Skehan, the focus here is exclusively on spoken performance, and not at all on the use of reading as a planning activity. Thus, there are important limitations on the findings.

The first group of chapters (2, 3, 4, and 5) begins with a study of 77 speakers who told a story after watching a video under various conditions, such as degree of planning and time (Wang). The findings show that more planning time and repetition of the task improved complexity, fluency, and accuracy in speech production. A second study examines task readiness (Gavin), where 80 speakers who were science students were asked to give a specialist presentation on different viruses. Whereas topic familiarity improves accuracy of speaking, planning has a similarly significant effect, but it also improves syntactic complexity. Overall proficiency affects accuracy and complexity regardless of topic

readiness. The third of these chapters (Pang & Skehan) examines planning through retrospective interviews with 48 learners of English in Macao. Participants were given 10 minutes to plan before telling a picture story to a partner. After the performance, the participants were asked what they did during the planning time. The interviews were coded for general planning (macro and micro, following Levelt's work), lexical, and grammatical planning. The results show that some kinds of planning have a more positive impact on accuracy, complexity, and fluency than others, such as building one's own structure, planning small, and avoiding too much attention to grammar; these should perhaps be taught explicitly to speakers if research confirms their pedagogic utility. The last study (Qian) involved a complex set of narrative and decision-making tasks requiring oral presentation and transcription, followed by revision of the transcript by 80 participants. In general, post-task transcription improved participants' performance, suggesting that this activity can be a useful teaching tool.

The second set of chapters (6 and 7) focus on task characteristics; the first contrasts the trade-off and cognition hypotheses. Wang and Skehan set out the two hypotheses, describing the cognition approach as proposing cognitive complexity as the driving force in tasks. They studied narrative retellings by varying the time, lexical demands, and task structure variables. Although the results are somewhat mixed, overall they appear to refute the main ideas of the cognition hypothesis and provide some support for the trade-off proposal. Vocabulary difficulty is especially important.

The last research chapter is Skehan and Shum's study using the same video retelling task used elsewhere. In this study, relatively more or less structured videos were presented, and the 28 participants had to provide a narrative account of the video story. The results show that more structure leads to greater accuracy and somewhat greater complexity. In addition, the more predictable the task (based on preview summary or allowed pauses in the video for processing), the better the performance overall.

In the final chapter, Skehan draws together the main themes, sums up the findings, and discusses the pedagogical implications. A helpful table (p. 243) presents the main influences on L2 performance. Finally, Skehan offers a list of six recommendations: choose a range of structures; choose useful tasks; sequence for complexity, monitoring, and related issues; enhance focus on form in various ways; follow up with

post-task reflection and analysis; and provide for accountability.

Skehan notes various limitations on the generalizability of the findings, such as the use of lower or intermediate level learners and the exclusive use of Chinese speakers. A few other limitations arise: the focus on English and the use of video retelling as an approach, a demanding and perhaps not very realistic kind of task for L2 learners. Other theories, in addition to Levelt's, should perhaps be considered. For instance, the role of implicit learning, mentioned only briefly, deserves more attention, since it surely plays a key role in the tasks discussed here. Similarly, as noted earlier, work with written language is largely ignored, even though reading could surely enhance planning and other aspects of performance. Finally, some of the insights here do seem simply consistent with common sense, limiting their usefulness. Nevertheless, the task-based approach surely warrants the further study that Skehan suggests.

ALICE S. HORNING  
Oakland University

---

STORCH, NEOMY. *Collaborative Writing in L2 Classrooms*. Bristol, UK: Multilingual Matters, 2013. Pp. ix, 202. \$37.95, paper. ISBN 978-1-69993-847-0.

---

In her new book, Neomy Storch, one of the most experienced collaborative writing (CW) researchers, advocates second language (L2) collaborative writing as a valuable language learning activity and a topic for further research. Her blending of theory, research, and practice; her clear thinking and writing; and her thorough and in-depth analyses of both the first language (L1) and L2 CW literatures will surely convince readers of CW's potential.

By collaborative writing, Storch means writers composing together, usually in pairs, and sharing decision-making power to create a single document. She does not mean pair or group activities at other stages of the writing process, such as peer planning or peer response. Nor does she mean group projects that involve a division of labor. She argues that CW's outcomes are not only the text produced, but also the "collective cognition" of writers arriving at insights that they could not have arrived at on their own (p. 3), for example, "new vocabulary, improved ways of expressing

ideas, [and] greater understanding of grammar" (p. 4).

Directed by her research question, "Does collaborative writing promote second language learning?" Storch organizes the book first according to the cognitive and sociocognitive rationales for CW (Chapter 2); a literature review focusing on language-related episodes (LREs), that is, when collaborators negotiate a language point (Chapter 3); factors that influence the number and quality of LREs: task type, learners' L2 proficiency, and the relationship the pairs form (Chapter 4); outcomes research on the nature of the text produced and on longer-term language learning (Chapter 5); learners' evaluations of collaborative writing activities (Chapter 6); computer-mediated collaborative writing (Chapter 7); and a summary of the book and suggestions for teaching and research (Chapter 8).

Researchers will find indispensable her four tables of research studies: (a) CW studies, their tasks and implementation, (b) LRE studies, their participants, tasks, and percentages of correctly resolved LREs, (c) studies on wiki-based CW in L1 contexts, and (d) the same for L2 contexts. Also indispensable as well as revelatory is her graph representing four types of relationships that pairs form according to equality and mutuality: dominant/dominant (equal but not mutual), dominant/passive (neither equal nor mutual), expert/novice (mutual but not equal), and collaborative (both mutual and equal). Only the latter two types are functional. Knowing about these relationship types enables teachers to design training materials, for example, videos showing writers sharing composing responsibilities, to promote truly collaborative relationships. As Storch points out throughout the book, merely assigning collaborative writing does not guarantee that students will collaborate.

Computer-mediated collaborative writing with wikis perhaps holds the most promise for L2 CW (Chapter 7). The wiki format is already potentially collaborative, and wiki-based projects supplement classroom learning. However, research has shown that such projects can involve more obstacles than face-to-face pairs or groups: Teachers form groups that are too large, and they do not adequately prepare their students to contribute; some students contribute late and infrequently, and because wikis operate asynchronously, there can be fewer LREs; for philosophical and interpersonal reasons, learners often refuse to revise or recommend revisions to one another's writing. Fortunately, wiki contributions leave a record, so

teachers can see who is contributing and who is a “social loafer” or “free rider” (p. 124).

Records make grading wiki projects easier, but Storch seems to recommend that face-to-face processes and products not be graded at all, based on her experience that students will do CW without a grade to motivate them. Leaving these activities ungraded, however, contradicts her argument about their value, especially from the student perspective. Another contradiction is that Storch never recommends that teachers attempt to compose collaboratively in their L1s, let alone in their L2s. Should they not also acquire CW experience if they are going to assign CW to their students, at least so they know its advantages and pitfalls and can see firsthand how relationships form?

Storch does acknowledge that CW is controversial and infrequent, but these acknowledgments tend to be weak and appear too late in the book. It is not until page 57 that she admits what some of her readers have been thinking all along—that many students are reluctant to write collaboratively because of the individualistic philosophy pervading most educational systems. This philosophical conflict between learning and writing as individual versus social processes best explains CW’s infrequency and controversy. That conflict briefly pops up throughout the book, but Storch never addresses it in a sustained way, except for recommending classroom practices to counter it, such as questionnaires to learn students’ beliefs. The conflict should be addressed at broader societal and ideological levels. Storch could have more fully delineated those much larger efforts necessary to change the fundamental beliefs of educators and students but that are perhaps beyond the scope of her book.

Storch qualifies and thus strengthens her pro-CW argument by pointing out that she does not mean for CW to replace individual writing, but only to complement it. She also advocates that students be given choices throughout the semester of whether to collaborate or write individually, and if they choose the former, that they be allowed to select their partners to increase the chances of forming functional writing relationships. Through her expertise and wisdom, Storch successfully demonstrates that L2 CW is not a passing fad, but a valuable and promising language learning tool destined to make a greater impact in classrooms and research journals.

CAROL SEVERINO  
University of Iowa

---

VAN COMPERNOLLE, RÉMI A. *Sociocultural Theory and L2 Instructional Pragmatics*. Bristol, UK: Multilingual Matters, 2014. Pp. 220. \$149.95, cloth. ISBN 978-1-09139-783-3.

---

Is pragmatics teachable? Or, put differently, can formal language instruction enhance pragmatic development? How can teachers design lessons and create materials that raise learners’ pragmatic awareness? To answer these theoretical and practical questions, this remarkable book recounts an empirical study of L2 instructional pragmatics from a Vygotskian perspective. Grounded in sociocultural theory (SCT), van Compernelle’s study frames language development as a fundamentally conceptual process. Following ethnographer Michael Agar’s (1994) groundbreaking work on *languaculture*, the interface between language and culture, the author claims that pragmatic concepts are culture specific and that language learning is inseparable from culture learning: “Instructed L2 pragmatic development may therefore be conceptualized as the appropriation of languacultural concepts and patterns of meaning. In other words, pragmatics is not simply about language in its cultural context—where culture is external to language and impacts upon it from the outside—but, instead, implies the union of the two where language-in-use is simultaneously an expression of culture and a resource for the reification and transformation of culture” (p. 8).

The book comprises seven chapters. Chapter 1 opens with a brief sketch of the main tenets of SCT in which various terms are cogently explained and exemplified. The goal is to help the reader understand instructional pragmatics in terms of the social and the semiotic; that is, in terms of a collaborative, meaning-making activity. Next, the reader is introduced to the study itself. Designed as a 6-week enrichment program that supplemented an intermediate French course, the study involved eight undergraduate students who met with the instructor outside of class for videotaped tutoring sessions. Each session focused on the relationship between socio-pragmatic concepts (e.g., indexicality, social distance, self-presentation, and status/power) and pragmalinguistic forms in French. At issue was the learners’ pragmatic interpretation of the choice of pronoun (*tu* vs. *vous*, *nous* vs. *on*) and the choice of negative construction (*ne . . . pas* vs. *ø . . . pas*).

In Chapter 2, van Compernelle rejects static approaches to linguistic appropriateness, which he describes as the matching of conventional meanings to a set of a priori social situations. According to the author, such a prepackaged approach to pragmatic meaning is poorly suited for capturing the dynamic nature of language as a situated semiotic activity. Therefore, van Compernelle argues instead for the explanatory power of sociopragmatic concepts. Such a concept-based approach to pragmatics requires a leading pedagogical concept that is sufficiently abstract and systematic to guide a learner's pragmalinguistic choices. For this, van Compernelle turns to the work of anthropological linguist Michael Silverstein who coined the term *indexical order*. In a nutshell, indexical order refers to how language forms gradually become paired with social meanings and how awareness of these form-meaning pairings spread within and beyond a speech community. For example, within a speech community, it is common for a specific way of speaking to become associated with a particular social group. Over time, as more people become aware of the association, the way of speaking is consciously performed by speakers outside the community to index the associated group, an example of linguistic stereotyping.

Chapter 3 explores how learners' personalities and subjectivities are related to the goals of instructional pragmatics. The main point is that indexical or social meanings are not fixed but are continually transformed by language users for personal reasons. Thus, the concept of indexicality is key to helping learners grasp the meaning potential of a linguistic system for themselves. In other words, one of the goals of a sociocultural approach is to empower language learners to create meanings that are not only perceived as appropriate by the members of the target languaculture, but by themselves as well. To make the rather abstract sociopragmatic concepts more accessible to learners, van Compernelle didacticizes each concept by turning it into an easy-to-interpret diagram that can be used as a cognitive tool during classroom activities.

Chapters 4, 5, and 6 focus on the learners' use of concepts and diagrams during pedagogical activities: verbalized reflections, appropriateness judgment tasks, and strategic interaction scenarios. Each chapter gives an in-depth description of a specific dialogic activity, complete with transcripts and photos taken from the videotaped tutorials. To increase pragmatic awareness, the sequence of activities obliges the learners to apply the relevant concepts and to

unpack increasingly complex communicative situations. Chapter 7 outlines the implications of the study for research, the classroom, and teacher education.

Combining rigorous scholarship and clever application, van Compernelle's study reflects SCT's commitment to praxis, understood as the unification of educational theory and practice. In brief, the book's theoretical import lies in its careful reconceptualization of instructional pragmatics in terms of SCT, while its practical significance derives from its insightful pedagogical recommendations for materials, teaching and assessment. The end result is a work that will be of great interest to many kinds of readers—researchers, teachers, and graduate students.

---

#### REFERENCE

---

Agar, M. (1994). *Language shock: Understanding the culture of conversation*. New York, NY: William Morrow.

CARL S. BLYTH  
*University of Texas at Austin*

---

#### ARABIC

---

SAWAIE, MOHAMMED. *Fundamentals of Arabic Grammar*. New York, NY and London, UK: Routledge, 2014. Pp. xxv, 457. \$51.95, paper. ISBN 978-0-71004-415-6.

---

*Fundamentals of Arabic Grammar* is intended for students of Modern Standard Arabic (MSA) as a foreign language at the university level. The book is conceived by its author primarily as a resource book that could accompany existing Arabic language textbooks, but also one that could be used as a textbook by itself in advanced Arabic grammar courses. The first eight chapters cover the different syntactic categories and their functions as part of sentence structure in Arabic, including verbs, nouns, adjectives, pronouns, prepositions, and adverbs. Each of the other remaining 30 chapters covers a different issue in Arabic grammar, including a thorough presentation of all verb types and their different forms, verbal nouns, and plural noun morphology, among many other topics. The publisher's website for the book offers free downloadable electronic



materials that contain a 38-page file with all verb paradigms and two extensive packets of exercises that will give students the opportunity to practice the structures presented in the book.

As a resource book, this volume covers everything that a student of MSA would need to know about Arabic grammar, even at the advanced level. It is not a linguistic introduction to Arabic, but it serves its purpose well as a volume that can be accessed easily for consultation in cases of doubt or for introduction to a particular topic. Indeed, the breadth of the issues covered makes for a comprehensive overview of Arabic grammar. For instance, the discussion of the equational sentence includes all possible types of subjects (common nouns, personal pronouns, and combinations of demonstrative pronouns and nouns) and also discusses subject–predicate inversion before addressing, in the following chapter, all uses of *kaana* and its sisters with this type of sentence. The same care is also taken when discussing the different verb tenses in Chapters 11–20. The indices at the end of the book, one of English grammatical terms and another of Arabic grammatical terms (in Arabic script), make consultation even easier. With a few exceptions, chapters are brief, usually containing fewer than a dozen pages, which means that students can read the whole chapter covering a certain issue without getting lost in too much material. Students can also easily access the verb forms, including a concise presentation of the augmented verb forms and their most common semantic value, without having to sift through cumbersome grammatical explanations. Verb paradigms are presented in tables, which also facilitates consultation. The examples are written in Arabic script with English translation; no transliteration is offered, but this should not be a problem given the target audience.

As a textbook for an advanced Arabic grammar course, the success of this book as a resource book may be the problem with its use as a standalone textbook: too many chapters focused on single themes that would need to be reorganized differently to allow the class to flow fluidly. Some instructors may have to plan the syllabus in such a way to cover more than one chapter from different parts of the book (e.g., adjectives are introduced in Chapter 4, but comparative adjectives are covered in Chapter 27). Nonetheless, for advanced students, this could be an excellent text for a review course that takes them through the different aspects of Arabic grammar without the

need to give each issue the same degree of attention. If used as a textbook, the instructors would have to supplement it with authentic materials and cultural components to make such a course more engaging.

A major positive aspect of the book is its style and clarity of presentation. The author states in the introduction that he intentionally left out “various grammar details and innumerable complex exceptions to rules” (p. xxii). This is a wise decision as it endows the book with considerable fluidity that does not in any way impede the full explanation of the target structure. Another good decision by the author is the use of Arabic terminology alongside Western terminology, which makes the book accessible to readers familiar with either one and prepares students to work with authentic materials directed at learners of MSA in the Arab world.

The book contains well-structured chapters and provides concise definitions of the terms used to discuss the issues at hand. This will be very helpful to students and will make the instructor’s task easier. Some students with limited familiarity with grammatical concepts in general will appreciate that the author defines every item in simple terms before describing the corresponding structures and their functions in Arabic. Some excellent examples of precise and brief definitions are those of tense (pp. 1–2), mood (p. 14), case (p. 26), and conditionals (p. 254). The use of short sentences in these definitions, in contrast to the often convoluted definitions in some other reference books, gives this volume an enviable sense of clarity.

It soon becomes clear to the reader that the author’s teaching experience is palpable throughout the book. This volume is inspired by first-hand classroom experience and should be recommended to students of MSA from early on. It is a resource to which they surely will keep coming back to resolve doubts that may rise as they advance in their studies of Arabic. I would also recommend this book to Arabic instructors; the clarity of presentation should provide a good starting point as they prepare to teach any grammatical element, regardless of the textbook they may be using. Overall, this is an excellent book and one of the most accessible Arabic grammar references that I have seen in any language, including those directed at Arabic speakers.

LOTFI SAYAHI

*The University at Albany, SUNY*

## CHINESE

JIAO, LIWEI, & BENJAMIN STONE. *500 Common Chinese Proverbs and Colloquial Expressions: An Annotated Frequency Dictionary*. New York, NY and London, UK: Routledge, 2014. Pp. xx, 425. \$56.95, paper. ISBN 978-0-41550-149-1.

*500 Common Chinese Proverbs and Colloquial Expressions: An Annotated Frequency Dictionary* (hereafter, the dictionary) covers a wide range of the most popular and frequently used Chinese proverbs and colloquial expressions. It is designed primarily for Chinese learners whose first language is English and who have reached the intermediate level or above so that they are able to learn Chinese colloquial expressions independently. It can also serve as a reference book for instructors of Chinese. The accompanying website provides downloadable audio files, which allows for convenient audio access to the dictionary.

The dictionary has a number of unique features. First, the 500 entries were selected from a large corpus of authentic language data using sociolinguistic methods, in which 902 Chinese university students from different regions of China were surveyed to gauge their familiarity with hundreds of Chinese proverbs and colloquial expressions. This approach ensures that the proverbs and colloquial expressions included in the dictionary are broadly used today, and it guarantees that learning colloquial expressions will be part of an authentic Chinese language and culture learning experience. Second, the entries in the dictionary are arranged by frequency. Each entry consists of simplified and traditional Chinese characters; an English translation and English equivalents; two illustrative uses of the expression in dialogues written in Chinese characters, *pinyin* (the Romanized alphabetical system of Mandarin Chinese), and English; plus explanation and usage notes. The author uses plain language to present the information. All of these factors allow lower-level learners to access the sound and meaning of an individual item in a manageable and progressive manner. The dictionary also provides cultural annotations and a chart indicating the tone of each colloquial expression at four levels: humorous, neutral, slightly derogatory, and derogatory. This feature is particularly helpful for English-speaking learners to understand how an expression may be used in linguistic situations.

Another unique feature of the dictionary is its index, which enables readers to search by word,

as well as by *pinyin* and stroke. That is, users can look up the meaning of a particular expression by searching the core character or meaning category of the item without the trouble of going through the *pinyin* or stroke index. To cite an example, Entry 341 坐冷板凳 (lit. 'sitting on a cold bench'; idiomatically, 'to be ignored in an unimportant position') is indexed by its component word 板凳 'bench.' Entry 41 脚踩两只船 'to have a foot in both camps' can also be searched under the meaning category of 爱情 'love' because this expression is often used to refer to a person who is involved in more than one romantic relationship.

This dictionary also includes some Internet buzzwords and student slang, such as 打酱油 'I couldn't care less' or 'that's above my pay grade' and 给力 'awesome.' It would have been helpful, however, had the author identified expressions that are associated with specific groups of speakers, so that readers could have a better understanding of their scope of use.

The dictionary would be more beneficial to nonnative speakers if more cultural notes had been provided for some items. For example, in Entry 4, 说曹操曹操就到 'a person appears right after you have mentioned him/her,' 曹操 'Cao Cao' is an important figure of the Three Kingdoms Period (AD 220–280). There are several accounts regarding the origin of this idiom. In modern Chinese, it is widely accepted that this idiom imparts at least two figurative meanings. One is that when you need a person, the person appears; and the other is that if you speak of the devil, he is sure to appear. The use of 曹操 rather than another name in this idiom is significant because, as a controversial figure, 曹操 was portrayed as a merciless tyrant and also a brilliant ruler. So the presence of 曹操 could indicate either a good or bad situation. Likewise, for Entry 5, 乌鸦嘴 'jinx,' 乌鸦 means 'crow.' In most regions of China, the crow is regarded as an unlucky bird. If one hears the call of a crow, it would be considered a bad omen. This is the reason the crow is used in this expression. If the dictionary had provided brief historical information for idioms with allusions or culturally specific references, it would help users to understand how a particular idiom or expression is rooted in Chinese history and culture. It would also be beneficial to users if the authors had explained the unusual use of a particular idiom in a certain context. For instance, in Entry 1, 好马不吃回头草 'a smart person does not dwell on past actions,' the authors provided an example for using this idiom: "A: I've heard they want to remarry. B: A good man doesn't backtrack. They've already turned over a new leaf" (p. 3). Usually, if one hears the news that a couple is going to remarry,

a natural reaction would be to approve, rather than to oppose it by saying 好马不吃回头草. Therefore, an explanation of B's intention in using this idiom in this context would help readers to comprehend the sentence.

Despite its minor imperfections, the dictionary is an important addition to the libraries of those who teach or learn Chinese as a second language. The authors deserve praise for making this excellent reference book available to Chinese learners and teachers.

YU LI and HELEN H. SHEN  
*The University of Iowa*

---

SHEN, HELEN H., YUNHONG ZHOU, & XIAOYUAN ZHAO. *The Routledge Intermediate Chinese Reader*. New York, NY and London, UK: Routledge, 2013. Pp. xxi, 242. \$53.95, paper. ISBN 978-0-63636-415-0.

---

This reader is a timely addition for the teaching community and learners of Chinese as a foreign language (CFL) who wish to focus on language knowledge, reading skills, and cultural awareness through extensive reading from the intermediate level. Specifically, it is intended for U.S. college or high school learners who have completed 15–18 credit hours of Chinese courses. Apart from class use, it is suitable for independent study. The textbook is the main learning tool, accompanied by a website with additional learning resources that are free to users.

The organization of this textbook is theme based, with 20 chapters covering a variety of up-to-date topics, such as study abroad and overseas returnees, new ways of celebrating traditional festivals, and the post-90s generation in China. Each chapter includes two reading sections (A and B) that are structured similarly. Within each reading section, there are six parts: introduction, warm-up, reading (one single text), culture/idiom notes, grammar/language points, and post-reading exercises, all written in simplified characters accompanied by English translations when necessary. In Section A, there are two types of post-reading exercises for comprehension and discussion, whereas in Section B only comprehension exercises are included. Answer keys to exercises are posted toward the end of the textbook. Also, a Pinyin–English glossary list is provided at the end. As to the companion website, it provides additional assistance for preview/review and independent study, including

pop-up links for vocabulary, audio files of written texts used in the textbook (supplemented with both simplified and traditional characters), video clips related to the readings, and exercises.

Because this extensive reading textbook is designed for intermediate-level learners who need to gain linguistic and content knowledge simultaneously through reading, it is important to draw attention to the degree of linguistic difficulty and appropriateness of content of the selected texts. Notable efforts have been devoted to these two aspects in the textbook. First, vocabulary is limited to the most frequently used 5,000 words, which is controlled and assessed by the *Chinese TA* software. Second, scaffolding is provided by incorporating new word annotations alongside the text. Third, the selection of text topics is based on a survey of students in U.S. universities at the equivalent instructional level and reference to intensive reading textbooks at the intermediate level, which should be of interest to the target cohort. Finally, the texts used in each reading section are semi-authentic, because all are adapted from Chinese online newspapers with linguistic modifications.

Another notable feature of the textbook is that it specifies five instructional goals: (a) accelerating automatic word recognition and expanding vocabulary knowledge, (b) fostering reading interests, positive reading attitudes, and good reading habits, (c) improving global reading comprehension of the reading lessons, (d) developing and reinforcing good reading skills and strategies, and (e) broadening knowledge of Chinese society and increasing cultural awareness. What follows reflects on the way in which the five goals have been achieved in the textbook and what kind of improvement might be needed.

First, vocabulary learning is implemented purposefully throughout the textbook. Encountering the same words with different episodic experiences may be especially helpful for learners to build automatic word recognition. It encompasses an important set of lower-level skills that will gauge learners' higher-level processing in reading comprehension. However, it seems that the methods are limited to translation, use of an online dictionary, and utilization of word-external and contextual information. Automatic word recognition necessitates learners' ability to extract intraword (e.g., orthographic and morphological) information. It would have been beneficial if exercises had been tailored to promoting word recognition skills; for example, asking learners to infer unknown word meanings in the main texts or post-reading exercises that incorporated using word-internal and word-external information.

Second, it is impressive for the textbook designers to include such a variety of topics based on authentic and up-to-date materials and that are fine-tuned to American learners' interests. It should promote positive attitudes among learners. Third, one of the goals of this extensive reading textbook is to help learners achieve reading fluency at the passage level; therefore, scaffolding is offered in various formats, such as word annotations and culture and grammar notes, which should avoid frustration caused by linguistic difficulty and lack of background knowledge. It is noteworthy that the length of the reading texts ranges between 400 and 900 characters, mostly 600–700 characters. It would have been helpful if a rationale had been provided for the decision on text length. Fourth, although the authors explain that the textbook is aimed at reinforcing reading skills and strategies, there is no similar indication regarding what kinds of skills or strategies should be developed. Also, further attention is needed to how higher-level comprehension can be integrated with lower-level skills. Finally, the authors have done a good job of discussing how cultural awareness could be increased through reading by allowing learners to relate to their own experience, to apply learned knowledge to real life situations, and to think critically. Nevertheless, other than the comprehension and discussion exercises, a greater variety of exercises might need to be constructed to guide learners to be analytical and to reflect upon what they read constantly.

Overall, this intermediate extensive reading textbook is superior to its competitors in its integration of language and culture learning through reading in the target language. It is a valuable teaching and learning package for CFL programs with a dual-focused approach.

SIHUI KE

Carnegie Mellon University

---

## FRENCH

---

LINDQVIST, CHRISTINE, & CAMILLA BARDEL (Eds.). *The Acquisition of French as a Second Language: New Developmental Perspectives*. Amsterdam, the Netherlands and Philadelphia, PA: John Benjamins, 2014. Pp. v, 168. \$128.00, cloth. ISBN 978-9-24250-027-1.

---

This volume aims to provide an examination of the current state of research on the acquisition of

French in Sweden and in other European countries, from novices to near-native speakers with different linguistic backgrounds. It consists of seven core chapters, written in English or French.

The volume opens with a brief introductory article by the editors that orients the reader to the topic of interest. However, this piece may leave the reader unsatisfied. The chapter would have benefited from greater focus on the research questions addressed in the contributions and how these questions relate to the current issues in French second language acquisition (SLA). It should also have provided a theoretical backbone for the volume and an argument for the approaches adopted.

Chapter 1 by Bartning gives an overview of past and current research conducted at the University of Stockholm, with special interest on the advanced learner variety. The first part of the paper is important because it sets the stage for the three following contributions (Hancock, Engel, and Lundell & Lindqvist), both empirically by presenting the *InterFra* corpus used in these studies (a collection of recordings and interviews collected over several decades from French native speakers and L1 Swedish/French foreign and second language learners), and theoretically by introducing the framework proposed by Bartning and Schlyter (2004; a six-stage continuum model for the acquisition of French under which the hypothesis of three advanced levels is posited). This section is quite cursory, however, and could have been developed to allow novice readers to better grasp the relevance of Bartning's work with respect to the theme of the volume. The chapter ends by reporting on results from an ongoing program of research on high-proficiency speakers that aims to characterize their distinctive features by investigating three domains: formulaic language, information structure, and morphosyntax. Unfortunately, the results are rather descriptive, failing to provide, for instance, any mathematical support for claimed differences between groups. The applicability of the conclusions can thus be difficult to gauge.

In Chapter 2, Hancock explores how temporal adverbs develop into discourse markers in the speech of first language (L1) Swedish advanced second language (L2) learners of French. The data, drawn from semi-formal interviews, are compared to a native speaker baseline. The hypotheses that the use of temporal adverbs as textual markers is characteristic of the highly advanced learner variety and that progressing L2 pragmaticalization is correlated with syntactic isolation, are

partially supported by the results despite the limited tokens analyzed.

Chapter 3 by Engel presents a semi-longitudinal corpus study that investigates the formal and functional development of dislocations in the speech of L1 Swedish advanced L2 learners of French, as well as the relationship between the use of these constructions and the task at hand. Results largely confirm those of previous studies on dislocations, showing that these structures are produced early on and do not seem to present any difficulty for near-native speakers, despite some marked uses. The major drawback of this article resides in its literature review; it fails to cite some important work that has explored similar questions. It does, however, analyze the influence of the task on dislocation use quantitatively, which had not been done before. Finally, the author could have discussed the implications of the results for a theory of SLA such as the Interface Hypothesis, which assumes L2 grammars to be vulnerable at interfaces between multiple types of linguistic knowledge.

Chapter 4 by Lundell and Lindqvist also focuses on the advanced learner variety, comparing the development of lexical richness and formulaic sequences in foreign language learners to second language learners. Results suggest that the acquisition of these two traits is neither linear nor correlated, but continues over time with the possibility to attain native-like levels. This leads the author to tentatively argue for a stage beyond the most advanced stage.

Chapter 5 by Towell is a bit out of place in this volume in that it offers a generative theoretical account, couched in Towell and Hawkins's model of SLA, of the acquisition of formulaic language in early and advanced learners. Although the theory is well described and contextualized, the empirical data quoted as support unfortunately do not stem from original research, but are taken from previous studies.

In Chapter 6, Véronique offers a contrastive analysis of how French scope particles such as *aussi* 'also' emerge and are used by L1 Moroccan Arabic speakers who are adult learners of French. Results from a corpus study suggest that the integration of scope particles is rather slow and that the sequence of development favors semantically less complex particles first.

Finally, Chapter 7 by Granfeldt compares the development of object clitics in L2 French of Swedish children with different ages of acquisition (from 3;0 to 6;5) to that of bilinguals, L2 adult speakers, and monolingual French speakers. Analyzing data from recordings of free conversations and elicitation tasks, the author seeks to answer

the question as to whether the early L2 children pattern with the bilinguals, and the late L2 children with the L2 adults. Results are interpreted within a generative approach, arguing that the initial stages of L2 children acquisition are guided, similarly to L2 adults, by the principle of Categorical Uniformity, which does not seem to hold for bilinguals.

Overall, despite the common focus on the L2 acquisition of French, the variety of theoretical approaches adopted in the volume results in an unfortunate lack of coherence and an inequality of chapters in terms of strength. Certain studies remain quite descriptive and would have benefited from more detailed discussion about the implications of the results—whose robustness is often limited by small sample size—for theories of SLA. This commentary aside, the volume will be of interest to researchers and graduate students who are already versed in the topic.

---

#### REFERENCE

- Bartning, I., & Schlyter, S. (2004). Itinéraires acquisitionnels et stades de développement en français L2 [Acquisitional routes and stages of development in L2 French]. *Journal of French Language Studies, 14*, 281–299.

ÉMILIE DESTRUDEL

*University of Iowa*

---

#### HINDI

- PIEN, JOSHUA H., & FAUZIYA FAROOQUIE. *Beginning Hindi: A Complete Course*. Washington, DC: Georgetown University Press, 2014. Pp. 696. \$69.95, paper. ISBN 978–1–16022–626–4.

---

*Beginning Hindi* fills the need for an introductory Hindi textbook that is based on current pedagogical approaches. It adopts the principles of communicative language teaching and task-based instruction. Keeping in mind the intended users' goal of Hindi language proficiency, the authors successfully craft learner-centered activities that guide learners to use Hindi inside and outside the classroom. The authors offer a systematic approach in which small building blocks of grammatical items are put together in a unit to enable students to achieve the goals of each unit. Unlike other widely used Hindi textbooks,

this one seems to provide a bridge between traditional grammar translation approaches and the more contemporary communicative approach. It adopts task-based and learner-centered activities and also includes audiovisual methods and materials. It is gratifying to see a grammar-based textbook that uses creative approaches such as games and role plays in its practice exercises.

*Beginning Hindi* has a well-conceived structure. It starts with an introduction in which the authors articulate their goals and lay out the plan of the textbook. It aims to lead beginning Hindi students to the Intermediate Mid or Intermediate High proficiency level in all four skills. The introduction is followed by a section on "How to Use This Book." The authors direct language instructors to use meaning-focused activities in the classroom. Grammar, vocabulary, and listening activities are to be used outside the classroom. For students, the authors suggest focusing on three key aspects of language learning: preparation, participation, and review.

Two additional introductory sections precede the core of the textbook: Part 1 introduces the Hindi sound system, and Part 2 presents the Hindi script. The core of the book is organized into 8 units and 41 chapters. Each unit is based on a theme that addresses a pragmatic communicative goal: describing oneself and one's school, one's home and family, one's daily routine, and so forth. Each unit consists of four or five chapters and an extra review chapter, the goal of which is to revisit the grammatical items introduced in the unit and to offer additional exercises. Each chapter of the book introduces grammatical items and provides sufficient examples of their uses, while skillfully revisiting grammatical items introduced in preceding chapters and units. This design enables learners to form constructions based on new grammatical items while also ensuring that they do not forget items introduced earlier. The core section of the book is followed by appendices: numbers, a grammar supplement, additional information for teachers, and glossaries (Hindi-English and English-Hindi). The third appendix will be especially helpful to instructors in planning a syllabus for two semesters or three quarters of instruction.

Particularly notable is the organization of each chapter and unit, which introduces its goals through a culturally relevant picture that can lead to discussion resulting in cultural knowledge. Each chapter also states its goals at the outset, followed by the relevant grammatical item, description, and examples. The items are summa-

rized in tables that draw learners' attention to morphological and syntactic information and relevant forms. Grammatical explanation is followed by exercises, and one of the best features of the book is the wide variety and creativity of the latter, ranging from simple translation to role plays and to game activities. These exercises not only create a communicative language learning environment, but they also focus on reading, writing, listening, and speaking skills, each of which is signaled by a distinctive icon. These icons help learners focus on the goals of the exercises. Another admirable feature of the exercises is that each one focuses on more than one skill. For instance, a reading exercise is generally accompanied by a grammar icon that helps bring grammatical items to learners' attention. Sometimes writing, interpersonal communication, or listening icons accompany such passages, which are further supplemented by pre- and post-reading activities. Each chapter also provides a set of vocabulary words, and in keeping with recent research in linguistics (semantics), second language acquisition, and second language pedagogy, the authors introduce lists of words that belong to a single category. Thus vocabulary lists focus on chapter themes, such as places in the city, rooms in the home, and classroom items, and the exercises in that chapter encourage students to use that vocabulary. Each chapter of each unit follows a similar pattern and contributes equally to achieving the overall goals of the unit.

In its visual presentation and layout, this large-format textbook is a welcome innovation. Unlike other widely used texts, which use black-and-white photos or may even be devoid of illustrations, this one uses color, culturally relevant pictures, and icons. The incorporation of such materials as well as the space provided for completing exercises make this both a textbook and a workbook. The accompanying audio CD, although not an innovative feature, is unique in including exercises that require learners to use the CD, which thus becomes an integral part of the book.

Any work of such ambitious scope may yet have potential for improvement. If a second edition is planned, the authors should consider several additions and modifications: for example, including, in the pre-core section, a comprehensive chart of half consonants and also a discussion of the conjugation of two half consonants followed by vowel letters. The translation of Hindi examples into English (p. 344) uses simple past verb tense, instead of used to/would. This may confuse the students when they learn a sentence like *mai-ne bacpan me bahut cricket khelaa*, 'I played a

lot of cricket as a child,' an example of perfect tense because they see the same translation given for *mai bacapan me bahut cricket kheltaa thaa* (imperfective past). The description of compound verbs (p. 530) is not as clear as it could be. There are also a few typographical errors (not surprisingly, and not many for a book of this size), for example: On page xii, in the title of Appendix 3, *information* appears as *informational* (p. 372), महत्वपूर्ण (p. 372), प्रकाशजी (p. 381), and अपन (p. 498). One issue that may concern some teachers is the authors' decision to use both Devanagari script and accompanying Roman transliteration for many (though not all) passages throughout the book—and not just in early chapters, when students are first getting acquainted with the Hindi alphabet. Unfortunately, some students will rely on these Roman-alphabet glosses, which may thus delay their acquiring a firm grasp of the relatively easy and phonetic Hindi script. However, instructors can work around this issue in adapting this otherwise excellent textbook to their own teaching styles.

In summary, this textbook's communicative approach, clear structure, integrated use of a CD-based audio component, attractive and culturally appropriate pictures, and multitude of task-based, fun, engaging, and creative exercises make this a potentially valuable new tool for the Hindi language instructor. It offers an instructor the potential to significantly update pedagogical approaches to teaching Hindi as a second/foreign language in the United States and elsewhere. It deserves recognition for successfully synchronizing the presentation of basic Hindi grammar with a communicative and task-based approach to language teaching.

RAJIV RANJAN and PHILIP LUTGENDORF

*University of Iowa*

### MULTILINGUAL TURN IN THEORY AND PRACTICE

---

CONTEH, JEAN, & GABRIELA MEIER (Eds). *The Multilingual Turn in Languages Education: Opportunities and Challenges*. Bristol, UK: Multilingual Matters, 2014. Pp. xvi, 311. \$44.95, paper. ISBN 978-1-09222-783-2.

---

This volume consists of studies that reflect as well as explore the existence, possibilities, and challenges of multilingualism in multi-layered world

communities and languages education. The book addresses issues for the 21st century, which is confronting profound linguistic, cultural, and societal changes due to globalization, transnational population flows, and the spread of new technology. It comprises three parts with four chapters in each part. Eighteen contributors from five continents conducted their studies grounded in multilingualism and social constructivist perspectives and embraced the research approach of literature review, critical and discourse analysis, interviews, and classroom observations. The topics in three parts of the book are arranged from general to specific: "Language Ideologies and Identity in Society," "Language Education in Schools and Communities," and "Pedagogies and Classroom Practice."

Each part starts with an introduction and general questions by one of the editors, and each chapter begins with guiding questions. The book's 12 chapters challenge monolingual perspectives and practices and a language hierarchy that have been historically and currently stipulated in most mainstream education all over the world. It promotes multilingualism in practice and equality of all languages, which will, as the studies have demonstrated, benefit not only multilingual but also monolingual individuals, as well as society as a whole.

Part 1 consists of four studies conducted in Mauritius, Australia, China, and France, respectively. These studies examined language socialization and identity construction in a preschool in Mauritius and four complementary schools in Australia, a critique with multilingual lenses and social discourses of a widely adopted English textbook in China, and the teachers' opinions pertaining to multilingual issues in Alsace, a region in France.

Part 2 presents reviews and studies on languages education in general conducted in the United Kingdom and European countries. Of its four chapters, one provides the reviews of social trends and language research in Francophone contexts, one presents a review of a framework of orientations for multilingual curriculum development, one is a study of teachers' perspectives on their language practices in multilingual classrooms in Greece and the United Kingdom, and one reports a study of youth participants in a two-way language immersion program in Berlin. The findings reveal possibilities and social benefits in promoting multilingualism.

Part 3 focuses on classroom practices. The four studies were conducted in England, New York City, France, and London, and most of the

research focuses on teaching and learning in complementary schools. Of these four studies, one reported a study of a Saturday class for primary school children where children's home language and culture were recognized and used in their learning, two discussed and demonstrated the values of drama- and art-based activities that enhanced community and foreign language learning, and one presented a case study of how translanguaging strategies were adopted in helping bilingual Japanese-American students develop their academic writing competence for college entrance exam in a weekend school in New York City. The authors of all of the studies argue for multilingual potentials and possibilities in mainstream learning, and they promote language learning linked with identity affirmation and empowerment.

What makes this book stand out are the diverse backgrounds of the authors: All the authors, including the editors, are multilingual individuals and have multilingual teaching, learning, and working experience. Their backgrounds and experiences have enabled them to present their views and studies with first-hand knowledge, research data, and passion. In addition, their collaborative partnerships not only reveal their ideologies and values on multilingualism but also demonstrate their effort of working in multilingual research teams, made up of researchers, teacher educators, practitioners, doctoral students, principals, and teachers in mainstream and complementary schools. Their partnerships, like their studies, challenge language and academic hierarchy in our society.

Even though the contributors of the book are from five continents, most are from the United Kingdom and European countries and conducted their studies in those settings. Only 4 of the 12 studies were conducted outside of Europe: one in Mauritius, one in Australia, one about textbook use in China, and one in the United States. What is missing in the book can speak volumes of possible limitations in research on language education.

Most of the studies reported in this book were conducted in complementary classes or schools. Rather than an indication of the weakness of the book, this demonstrates the weakness of mainstream school education worldwide. It makes us ponder: If community-sponsored or self-supported complementary schools can, as these studies have shown, take the multilingual turn to meet the needs of multilinguals in their language teaching and learning, why can government-sponsored and better funded mainstream schools not do the same, rather

than hold onto language ideologies of bygone days such as concepts of *one nation, one language, language separation*, and *99% target language teaching*? One of the studies (Chapter 4) reveals that many teachers have internalized the dominant monolingual perspectives, which is reflected in their teaching practice. I wonder who should be held responsible: teachers or teacher educators.

In our education research, we tend to focus on K-12 classrooms, teachers, and students more than on our teaching or ourselves at the college level. As teacher educators, we should ask: Are we also teaching our pre-service and in-service teachers through language lenses dominated by monolingual perspectives inherited from a bygone age? I recommend more studies on our college teaching and college educators for pre-service and in-service teachers to examine our beliefs and practice. As education researchers, it is time for us to shift the focus to ourselves to examine our language awareness and ideologies in our teaching. Rather than blame the symptoms, we should examine the roots and causes for the continued monolingual orientation of our mainstream schools that cause them to lag behind the 21st-century multilingual world.

DANLING FU  
*University of Florida*

---

MAY, STEPHEN (Ed.). *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education*. New York, NY and London, UK: Routledge, 2014. Pp. 229. \$47.95, paper. ISBN 978-0-53432-415-1.

---

In 1994, Yamuna Kachru wrote, "it is time now to reevaluate the dominant paradigms in SLA research from a bi-/multilingual perspective" (p. 796), questioning the use of concepts such as *native speaker* and *competence* and *fossilization* based on a monolingual bias that has since been criticized by a number of colleagues without bringing about major changes in second language acquisition (SLA). In this edited volume, the editor and the authors add to this criticism in nine chapters, providing theoretical and empirical evidence and calling again for a reconceptualization in applied linguistics. I strongly recommend the volume to all current and future language educators and researchers, although the authors do not explicitly mention foreign or world language education when they argue for more interdisciplinarity between SLA, teaching English to



speakers of other languages (TESOL), and bilingual education and a more prominent role of multilingualism in SLA. I will return to this argument at the end of this review, after a short overview of chapters. However, I hope to plant the seed for an even more interdisciplinary reading of the ensuing discussion of chapters.

In Chapter 1, Stephen May addresses the already mentioned critique of an underlying monolingual bias and the concept of the native speaker as the norm for SLA. He poses the question, "How might we reconceptualize the apparent impasse reached in SLA and TESOL with respect to developing a more additive, even dynamic, bilingual approach to second language learners?" (p. 16). He asserts that the emphasis should be on a higher level of interdisciplinarity. In Chapter 2, Lourdes Ortega confirms the problems connected to concepts such as nativeness and monolingualism in linguistic-cognitive SLA research, arguing for the need to understand the underlying beliefs and their ideological roots. As a way to avoid a monolingual bias, she recommends usage-based linguistics (UBL), which she claims has the following three advantages: Rather than explore language development based on the notion of "native language speaker," UBL theories explain language development through experience with the language, thereby "shifting the burden from birth to history" (p. 40). Second, there is an emphasis on language input related to learning success. Finally, this leads to a more dynamic view of language, preventing the problem of presenting language development from a static perspective. In Chapter 3, David Block adds a further layer to the discussion, pointing out that investigations of embodiment and multimodality have been largely and erroneously missing in SLA research. Positioning SLA as embodied and multimodal, he appeals to researchers to pay attention to the wide range of modes, including, for example, clothing and accessorizing that play a role in multilingual communication.

The practical examples given in the following chapters shed light on the affordances of a multilingual turn in SLA research. I would like to highlight again the wider applicability of the topics raised. With a practice-based view of language, Suresh Canagarajah (Chapter 4) investigates the translingual practices of adult skilled African migrants in Australia, Britain, South Africa, and the United States. His examples illustrate that multilinguals have what he calls performative competence, which also includes their strong skills of cooperation. By way of analysis of powerful data from Canada, Pakistan, South Africa, and

Uganda, Bonny Norton (Chapter 5) raises the important issue of learner identity and investment and the need to understand the relationship between literacy and identity, including imagined identity, in multilingual classrooms. In Chapter 6, Constant Leung embarks on a reexamination of the efficacy of communicative competence as the main indicator of multilingual students' ability to communicate by taking a closer look at influential curriculum documents, such as the Common European Framework of Reference for Languages, international textbooks of English, and English in the National Curriculum in England. Analyses of spoken interactions from linguistically diverse classrooms in London illustrate that participatory engagement or involvement, together with the ability to communicate, should be taken into consideration in evaluations of multilinguals. Ofelia García and Nelson Flores (Chapter 7) provide an exploration of the Common Core State Standards (CCSS), which describe what U.S. K–12 students are supposed to know and be able to do and which have been adopted by almost all of the states. The authors ask how these standards serve the growing population of emergent bilinguals. They conclude that although there is no reference to bilingual students in the CCSS, the standards reflect a more complex view of the relationship of literacy, language, and content, focusing on language in use, thereby offering the opportunity to support bilingual education in the United States, albeit only if practices of bilingual students, such as languaging as well as their specific language developments, are taken into consideration. Colearning of language and identity are the subject of Chapter 8, in which Li Wei analyses interactions in Mandarin and Cantonese classrooms in complementary schools in three British cities. In the last chapter, Adrian Blackedge, Angela Creese, and Jaspreet Kaur Takhi adopt the concept of heteroglossia and point out the importance of incorporating all students' circumstances and histories.

Taken together, the contributions offer the reader the opportunity to become sensitized to prior misconceptions while they also provide examples of how researchers and educators can actively counteract deficit approaches to multilingualism by crossing linguistic and disciplinary boundaries. Regardless of whether the language is a second, third, or foreign language, teachers and researchers need to understand their own "implicitly held beliefs about the nature of language" (Ortega, p. 34) as researchers in critical pedagogy in foreign language education have also argued. A recent publication, *Words and Actions: Teaching*

*Languages Through the Lens of Social Justice*, by Cassandra Glynn, Pamela Wesely, and Beth Wassell (2014), and published by the American Council on the Teaching of Foreign Languages, shows that we may be ready to engage in this important conversation across disciplines, languages, and levels of education.

---

## REFERENCES

- Glynn, C., Wesely, P. M., & Wassell, B. (2014). *Words and actions: Teaching languages through the lens of social justice*. Alexandria, VA: American Council on the Teaching of Foreign Languages.
- Kachru, Y. (1994). Monolingual bias in SLA research. *TESOL Quarterly*, 28, 795–800.

MANUELA WAGNER  
University of Connecticut

---

## PORTUGUESE

BERBER SARDINHA, TONY, & TELMA DE LURDES SÃO BENTO FERREIRA (Eds.). *Working with Portuguese Corpora*. London, UK and New York, NY: Bloomsbury, 2014. Pp. xvi, 328. \$138.00, cloth. ISBN 978-1-19050-441-5.

As the title indicates, *Working with Portuguese Corpora* informs the reader about several Portuguese language corpora available and how they can be used. The book contains a total of 15 chapters, grouped into six parts: (a) “Lexis and Grammar,” (b) “Lexicography,” (c) “Language Teaching and Terminology,” (d) “Translation,” (e) “Corpus Building and Sharing,” and (f) “Parsing and Annotation.” Each section focuses on a different aspect of corpus linguistics, from corpus design to real-world uses of corpora, in both Brazilian and European Portuguese, making this book an interesting read for a wide audience. Due to space limitations, this review highlights only some of the chapters.

The book opens with “Looking at Collocations in Brazilian Portuguese through the Brazilian Corpus,” in which Tony Berber Sardinha explores the use of collocation in newspaper texts using the Brazilian Register Variation Corpus. Using two different calculations, the author finds that about 61% of the word combinations in the texts are typical associations in Brazilian Portuguese (BP), and there is at least one collocation near 90% of the words in the texts. These results indicate

that newspaper texts in BP are crafted to give the reader an impression of fluency.

In Chapter 4 (Part 2), “The *Corpus do Português* and the Frequency Dictionary of Portuguese,” Mark Davies, cocreator of the corpus, provides not only a description of the impressive Corpus do Português, but also several examples of how to explore it to its full potential. Davies also discusses the *Frequency Dictionary of Portuguese*, coauthored with Ana Maria Preto-Bay, which is a valuable resource for language learners, instructors, and material developers alike.

Part 3 contains two chapters. The first one, “Idiomaticity in a Coursebook for Teaching Brazilian Portuguese as a Foreign Language” by Telma de Lurdes São Bento Ferreira (Chapter 6), reports on the use of corpora for the analysis of a Portuguese as a foreign language textbook. The results reveal that the conversations found in the book, which were all nonauthentic, “sound more like written texts” (p. 138). This conclusion is to be expected, given that the textbook dialogues are not spontaneous linguistic productions. Textbook writers need to be aware of the evidence of low idiomaticity in the textbook analyzed, which can surely be extrapolated to other language textbooks. In light of this evidence, language textbook authors should strive to provide texts that resemble spoken language more closely.

In Part 4, Chapter 9 (by José João Almeida, Sílvia Araújo, Nuno Carvalho, Idaete Dias, Ana Oliveira, André Santos, and Alberto Simões) discusses the Per-Fide corpus, based at the University of Minho (Portugal). The Per-Fide is a multilingual corpus that presents Portuguese in parallel with six languages, namely English, Russian, French, Italian, German, and Spanish. The authors describe the corpus and provide examples of searches conducted, highlighting the fact that different contrastive studies can be performed using the corpus. The corpus seems to be very powerful and interesting indeed. Unfortunately, this reviewer has not been able to use it, since an error message appeared every time a query was attempted.

Part 5 contains three chapters, including Chapter 12, by Maria Fernanda Bacelar do Nascimento, Amália Mendes, Sandra Antunes, and Luísa Pereira, who describe the Reference Corpus of Contemporary Portuguese. The CRPC (the corpus acronym in Portuguese), under development since 1988, now contains different registers and modes as well as examples from different varieties of Portuguese (although about 93% of the tokens are from Portugal). In their chapter, the authors outline recent enhancements to the

CRPC and report on projects based on the corpus, including the Africa Corpus. The importance of this project cannot be overstated, given the scant availability of resources on African varieties of Portuguese, especially because the corpus allows for searches within each of the five varieties as well as for inter-corpora studies.

Finally, Part 6, on parsing and annotation, includes "PALAVRAS: A Constraint Grammar-Based Parsing System for Portuguese" by Eckhard Bick (Chapter 14). The PALAVRAS parser, which now has over 6,000 linguistic rules, has been widely utilized in Portuguese language corpora, including those that are available through the Linguateca portal (for details on Linguateca, the reader is referred to Chapter 11, by Diana Santos, who chronicles the evolution of the portal). The parser covers text, speech, and historical data. The description provided by Bick is of special interest to computational linguists and corpus linguists; corpus users who do not specialize in either field may find the description a little technical, if still interesting.

This section and the book close with Chapter 15, by Sandra Maria Aluísio, Thiago Alexandre Salgueiro Pardo, and Magali Sanches Duran. The authors review the role of annotation in corpus-based research, especially in natural language processing, and how parsing and annotation tools can be used to automate tasks that help the general public.

As suggested in this noncomprehensive review, *Working with Portuguese Corpora* contains chapters that are very accessible to anyone interested in using corpora, as well as texts that are better understood by computational and/or corpus linguists. This blend makes the book accessible to a wide audience and valuable to linguists who utilize Portuguese language corpora for any purpose, from annotating corpora to developing language teaching materials.

GLÁUCIA V. SILVA

*University of Massachusetts Dartmouth*

## RESEARCH METHODS

---

PHAKITI, AEK. *Experimental Research Methods in Language Learning*. London, UK and New York, NY: Bloomsbury, 2014. Pp. x, 384. \$42.95, paper. ISBN 978-1-18911-441-0.

---

applied linguistics, including those specifically targeting researchers in the field of second language acquisition (SLA). Phakiti's book is a useful, introductory-level addition to this body of work.

The first eight chapters cover the basics of quantitative research, addressing such topics as the characteristics of good researchers (Chapter 1), the major characteristics of experimental research, with definitions of key constructs (e.g., independent and dependent variables; Chapter 2), and the general processes involved in writing a research paper (Chapter 3). Of these introductory chapters, Chapter 4 (on experimental research designs) and Chapter 5 (on validity) are particularly valuable, as they provide a depth of coverage that is typically not found in introductory texts for novice linguistics researchers. Chapter 4, for example, defines experimental and quasi-experimental designs in detail (and with ample examples), and it provides useful resources for students interested in randomization. Chapter 5 provides a thorough discussion of various types of validity (internal, external, construct, content, criterion-referenced, statistical, predictive, and face validity), again with good examples to help students better understand these crucial concepts. Chapter 6 addresses ethical considerations in experimental research, with a user-friendly discussion of informed consent, anonymity, and confidentiality. Examples of informed consent forms are also provided. Chapter 7 focuses on common ways of assessing language learners, including language proficiency tests, achievement tests, researcher-made tests, and peer evaluation. Finally, Chapter 8 covers mixed-methods research, a welcome addition given the increased attention to this type of research in recent years.

Chapters 9 through 15 focus on common statistical procedures in language learning studies, again geared toward the novice researcher (but one with some background in statistics). Chapter 9 addresses descriptive statistics, with information on organizing and coding data, as well as a discussion of measures of central tendency and dispersion. The basics of inferential statistics are covered in Chapter 10. Topics include hypothesis testing, statistical significance, Type I and Type II errors, and effect sizes. Chapter 11 provides information on various types of correlational analyses, including the Pearson correlation, point-biserial correlation, Spearman's rho, Kendall's tau-b, and the Phi correlation. Although these different types of analyses are not discussed in detail, examples

The past few years have witnessed a surge of books on research methods and statistics in

are provided, along with instructions on how to conduct the tests using SPSS. A similar approach is taken in Chapter 12 (reliability measures), Chapter 13 (paired-samples and independent-samples *t*-tests), Chapter 14 (ANOVAs, ANCOVAs, repeated-measures ANOVAs), and Chapter 15 (nonparametric tests). All of these chapters on statistical procedures contain screenshots of SPSS and sample output, allowing students to better understand how to conduct these procedures. Sample SPSS data files are also available at <http://www.bloomsbury.com/cw/experimental-research-methods-in-language-learning>. The final chapter of the book, Chapter 16, provides information on the typical organization and content of research proposals.

Overall, the text is a handy go-to reference for students. Although the information in Chapters 1 through 8 can be found in similar textbooks, the author of this volume is to be commended for its clarity of coverage and for its user-friendly approach. Discussion questions and a list of additional resources are provided at the end of every chapter, and instructors can find exercises and PowerPoint slides at the website referenced above. Given the increasing emphasis on the statistical training of novice researchers, as well as on the appropriate use and reporting of statistics in general in the field, it is heartening that the text covers as much statistical ground as it does, with discussions of concepts and procedures not commonly found in introductory-level textbooks (e.g., effect sizes, point-biserial correlations, split-half reliability coefficients, and ANCOVAs) in addition to the more common correlations, *t*-tests, and ANOVAs. The text could benefit from a more in-depth discussion of statistical power, as low statistical power has been pointed out as a concern in the field. Overall, this is a helpful resource and one worthy of consideration by students and instructors alike.

REBEKHA ABBUHL

*California State University Long Beach*

---

WOODROW, LINDY. *Writing about Quantitative Research in Applied Linguistics*. New York, NY: Palgrave Macmillan, 2014. Pp. v, 199. \$35.45, paper. ISBN 978-0-36997-230-9.

---

tative research in applied linguistics. Although it does not teach statistics, the book does explain how to decide what statistical test to use and how to display the results. Woodrow groups the content of the book into three sections. The first offers general considerations pertaining to quantitative research, including research design, reliability, validity, and ethics, and how to present descriptive statistics and information about the participants in research studies. Part 2 covers the most common statistical methods, such as *t*-tests, ANOVAs, regressions, correlations, factor analysis, and structural equation modeling. The third part focuses on publishing quantitative research in applied linguistics venues. The volume is a largely self-contained and accessible guide for graduate students and other beginning researchers.

Woodrow writes with an easily digestible and didactic style, with each chapter organized meticulously into the same format. For example, each chapter in Part 2 is devoted to a particular statistical test. It begins with technical information regarding precisely what the test measures and what it assumes. Then the types of research questions associated with the specific test are discussed, along with brief explanations of why that test is more appropriate than other tests in those circumstances (e.g., p. 74 on ANOVA). This information is followed by authentic examples illustrating how the results of the test should be reported, which is to some extent dependent on the type of text (MA thesis, research proposal, journal article, etc.) and on the intended audience. Similarly, each chapter of the book concludes with an identical structure of subsections: common shortcomings of writing about the chapter topic, guidelines for writing about that topic, relevant questions to consider when writing about that topic, a chapter summary, suggestions for further reading, and citations for the abundant examples. Woodrow also provides two links to web calculators: One uses anticipated size effect, power level, number of predictors, and desired probability level to calculate a satisfactory sample size for regression analysis (p. 94), and the other computes confidence levels for Pearson correlations (p. 100).

Part 3, which focuses on publishing quantitative research, will be particularly helpful for novice researchers. The author offers solid advice on how to begin publishing in applied linguistics, giving clear guidance on the relative merits of different types of publications (e.g., book reviews, co-authored book chapters, refereed conference proceedings), as well as on the careful selection of

This book is a highly readable reference text devoted to the writing and presenting of quanti-

journals to which to submit one's work. The discussion is direct and persuasive, with the primary message of building toward peer-reviewed articles in appropriate journals.

Nonetheless, there are a few weaknesses. Although the book is accessible and tries to be self-contained, readers should be familiar with a statistics software package (preferably SPSS, which is the one most frequently cited in the text) and have some previous knowledge of basic statistical techniques. A more substantial glossary would have been helpful here. Some terms ("interquartile range" is one example, p. 58) are not included in the glossary, and among the terms that are, the depth of the definitions varies widely. Compare, for example, the entries for *descriptive statistics* and *inferential statistics*. In addition, despite the clear writing style, the identical format for each chapter is monotonous, and much of the wording is repetitive. Given the brevity of the chapter subsections, repetition is unnecessary. There is also too much overlap between the shortcomings and guidelines sections at the end of each chapter (e.g., p. 144). Moreover, Woodrow too often relies on examples to make points that are insufficiently emphasized in the text. Readers could be forgiven, for example, for not grasping the distinction between the appropriate levels of detail for journal articles and MA theses (p. 118). Also missing are scatter diagrams and box plots, which would have been a welcome addition to the discussions of data presentation. Finally, Part 3, which addresses publishing quantitative research and is quite valuable as it stands, would have been even more useful if it had included advice about how to cope with the inevitably challenging, and sometimes downright contradictory, feedback from peer reviewers. Surely this is one of the most difficult issues facing the target audience for this book, and perhaps the problem for which they are least prepared.

Overall, Woodrow's book is an excellent reference on how to write quantitative research in applied linguistics. It is highly recommended for graduate students who are just setting out on the publishing path. The book will be particularly helpful for those students who have had some exposure to elementary statistical analysis but who continue to struggle with some of the fundamental concepts. They will benefit substantially from the focused and accessible descriptions of the most common statistical tests used in applied linguistics, the wide variety of examples on how to write about them, and the list of additional

resources regarding research techniques and analytical tools.

IRMA ALARCÓN

Wake Forest University

---

## TECHNOLOGY

---

GONZÁLEZ-LLORET, MARTA, & LOURDES ORTEGA (Eds.). *Technology-Mediated TBLT: Researching Technology and Tasks*. Amsterdam, the Netherlands and Philadelphia, PA: John Benjamins, 2014. Pp. vi, 336. \$49.95, paper. ISBN 978-9-20728-027-9.

---

From social media to mobile apps to video production to role-playing games, technology has become so intertwined with the daily lives of teachers and students that the question of whether to incorporate technology into language instruction is virtually obsolete. Furthermore, the question of how the affordances of technology may be harnessed in the service of language learning has been addressed extensively, although certainly not yet exhaustively. This edited volume takes an important step forward in that it constitutes a call for research that describes, analyzes, and evaluates the integration of technology and task-based language teaching (TBLT). In the introductory chapter, González-Lloret and Ortega advocate for this emerging area of inquiry on the basis of three key assertions: first, that TBLT offers a logical structure for incorporating technology into pedagogy, though technology-mediated tasks may stretch current conceptualizations of TBLT; second, that the increasing use of technology outside the classroom suggests a range of new goals for language learners that will drive course content and task design; and third, that technology-mediated TBLT should consider the role of technology throughout the planning process and strive to ensure that it supports curricular goals.

The subsequent 10 chapters provide a combination of theoretical and empirical work seeking to demonstrate how these priorities can be combined and evaluated. Among the theoretical chapters, González-Lloret (Chapter 2) highlights the importance of multipronged needs analysis for technology-mediated TBLT that considers learners' intended language use as well as their existing digital literacy. Gánem-Gutiérrez

(Chapter 8) seeks to articulate how sociocultural theory (SCT) can be used to guide the design of tasks in the virtual world of Second Life. Sauro (Chapter 9) focuses on existing technology-mediated practices generated and undertaken by international fan communities as they engage with their favorite works. She proposes TBLT approaches that would imitate these practices in classroom-based settings or guide learners to interact with these real-world communities.

Among the empirical chapters, Adams and Nik (Chapter 3) consider the role of task complexity in a study involving Malaysian students interacting via text-based chat. Solares (Chapter 4) compares the benefits of a technology-mediated TBLT approach with a TBLT approach lacking technology and a more traditional nontechnology, non-TBLT approach. Although all three yielded similar outcomes in terms of the linguistic forms Solares targeted, the technology-mediated TBLT condition seemed superior in terms of students' perception of the tasks and increased competencies with the technological tools involved.

Oskoz and Elola (Chapter 5) provide a detailed analysis of students' collaborative writing in Spanish using text-based and video chat and a wiki, comparing the process in two genres. Describing learner performance in a digital game that was designed to support the learning of second language pragmatics in Spanish, Sykes (Chapter 6) demonstrates that learners' game behavior does not always fit the intentions of the designers. Canto, de Graaff, and Jauregi (Chapter 7) provide an intriguing pedagogical model involving tasks that bring geographically distant native and nonnative speakers together in Second Life or through video-conferencing to improve their intercultural competence.

Winke (Chapter 10) and Nielson (Chapter 11) share a focus on assessment and the learning of Chinese. Nielson offers evidence that an optional online course successfully maintained and extended the proficiency that high school learners had gained in a summer intensive STARTALK course, whereas Winke's chapter shows that learners who participated in two task-based sequences in a university course were able to improve their ability to self-evaluate their performances, thanks to web-based recordings and comparisons with external raters. Like many of the studies presented here, Winke's findings did not prove that the technology used in the study led to proficiency gains, but technology made her task design and research procedure possible. The volume concludes with Chapelle's (Chapter 12) reminder that educators

and researchers should maintain a critical stance toward the inclusion and use of technology in language instruction and with her very useful framework for evaluating technology-mediated TBLT approaches.

On the whole, the contributions to this volume are consistently strong in their pedagogical approaches, their research design, their articulation of the principles that have driven their incorporation of technology, and their exploration of the possibilities that the tools they discuss may bring to language learning. Although the range of technological tools discussed is fairly broad, the empirical chapters are somewhat limited in their range of contexts in that almost all of them describe pedagogical approaches in university foreign language courses and the only target languages involved are English, Spanish, and Chinese. In fact, many of these studies would be well worth replicating using different languages, contexts, or task details.

The efforts presented here offer intriguing forays into the emerging area that the editors have outlined. Nevertheless, virtually all of the chapters address variations on the same few research questions: What happens when we try a particular technology-mediated TBLT approach? How do students feel about these approaches? Does using a particular technology-mediated approach lead to increases in language proficiency? Does it lead to increases in digital literacy?

Although the accounts thus generated are intriguing and insightful, and the evidence that students respond well to these approaches certainly makes it more likely that they will be adopted again, a number of questions remain if we want to move from exploration and description to arguments about best practices in technology-mediated TBLT. Further studies need to compare technology-mediated TBLT to approaches without technology, draw comparisons across technology-mediated approaches, and further explore how the learning that takes place using technology-mediated TBLT differs from what would occur with no technology or different technology. Only Solares (Chapter 4) explicitly compares technology-mediated TBLT with other choices, although the reader will certainly be able to compare other contributors' findings with other studies that address similar theories and instructional objectives.

This volume and individual chapters will be valuable for a range of educators and scholars, from graduate students to seasoned researchers. Although much remains to be

explored, González-Lloret and Ortega and their collaborators have not only put forward a convincing argument that technology-mediated TBLT is an advisable framework for language instruction, but they have also laid a foundation for

thorough analysis and evaluation of its nature and benefits.

AMANDA LANIER TEMPLES  
*Michigan State University*