

REVIEWS

EXTENSIVE READING IN THE SECOND LANGUAGE CLASSROOM. *Richard R. Day and Julian Bamford.* New York: Cambridge University Press, 1998. Pp. vii + 238. \$59.95 cloth, \$21.95 paper.

This book is delightful but needs to be approached with care.

Day and Bamford begin section 1 with justifications for extensive reading. They argue for simplified literature in order to develop automaticity (quick, effortless access to meaning) with the written L2. This method claims to foster speed of word recognition along with a gradual expansion of students' vocabulary knowledge as they enjoy reading in rich, imaginative contexts. The authors' strongest argument rests on motivation rather than cognitive theory, however: Extensive reading makes the most of student choice and enjoyment, nurturing positive affect toward reading and language learning. The authors report their own observations of student motivation and language growth as well as other research showing impressive gains.

In section 2 (debunking the "cult of authenticity" and celebrating simplified materials) and 3 (step-by-step considerations for launching a program), the authors give concrete advice. Clear explanations will help teachers with details of implementation, such as communicating the purposes of extensive reading to students who might look on this approach with suspicion, measuring students' and texts' reading level, providing ways to share reading, and assessing programs for various purposes and audiences. These sections present everything teachers need to know about day-to-day practicalities.

The authors' simplicity of style will communicate well to teachers around the world. The short length of chapters is welcome, as are the carefully annotated references at the end of each chapter. Most valuable of all is the 50-page appendix, which lists the 600 best books (from the Edinburgh Project on Extensive Reading [EPER]) along with genre, age appropriateness, cultural region represented, and gender of main character. Unfortunately, the appendix has poorly identified the language difficulty of the texts. I ended up using the EPER levels list on page 173 and marking each page of the chart with letter levels to keep track of the difficulty ratings of each book.

That slip-up was easy to fix, but the major problem with this book is not. The authors' central argument, that extensive reading is not just good, but the best of reading methods, leads them to misrepresent the reading process.

The authors privilege a top-down view of reading with many outdated citations, including one that has done serious damage to L2 teachers' understanding of reading by downplaying the all-important role of letter and word recognition (Carrell, Devine, & Eskey, 1988; see also Haynes, 1989). Although cognitive psychology gets a nod of recognition in chapter 2, developments of the 1990s remain nearly invisible, their implications for instruction thus overlooked. Day and Bamford gloss over special needs of readers from nonroman writing systems or noncognate languages. They ignore research show-

ing that writing-system differences affect word recognition, vocabulary learning, and reading (both L1 and L2) in important ways (Koda, 1996; Oney, Peter, & Katz, 1997).

One consequence of ignoring these issues is the portrayal of the dictionary as an enemy. Banning dictionaries might work for reading in cognate languages and scripts but not when so many words and the squiggles that represent them are challenging to learners. In fact, there is good evidence that dictionary use builds success, not failure, when Chinese readers are learning English (Gu & Johnson, 1996).

The authors' weak theoretical foundation also results in internal contradictions. Over the course of the book, they seem confused: Does reading practice alone develop automaticity or is vocabulary development necessary to greater fluency? In chapter 2 they emphasize the need for a large vocabulary, yet promote reading of simplified texts as the best way to get there. But in chapter 11 they state outright, "Students must realize that they are practicing reading, not learning vocabulary" (p. 122).

Therefore, use this book with care. As long as you start and end with the appendix, reading the rest just for practical ideas about materials and classroom organization, this is a great book to own—but please look elsewhere for reliable reading theory!

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FRENCH SECOND LANGUAGE EDUCATION IN CANADA: EMPIRICAL STUDIES. Sharon Lapkin (Ed.). Toronto: University of Toronto Press, 1998. Pp. xxx + 350. \$75.00 cloth.

This volume offers the reader a potpourri of papers relating to many different aspects of the teaching of French as a Second Language (FSL) in English Canada. The collection emerged from a course taught by Sharon Lapkin at the Ontario Institute of Studies in Education and makes accessible empirical studies that had previously existed only as unpublished manuscripts or research reports.

The book is organized into four parts: part 1 presents studies that focus on the French language outcomes in both regular (i.e., core) or immersion classrooms. Here we find two program evaluation studies examining the effect of varying the amount of instructional time; the first deals with compact core programs whereas the second is a comparison of early, delayed, and late immersion. The third paper addresses learning outcomes from the perspective of "life after graduation" by examining employers' per-

ceptions of the communicative competence of graduates from French immersion programs.

Part 2 highlights different aspects of the learning process. Three of the four studies make use of introspection as a research tool. The think-aloud protocol is shown to be a useful tool for probing learners' L2 listening strategies, their writing strategies in L1 and L2, and their understanding of French grammar. The fourth paper presents the findings of an experimental study of the impact of analytic teaching in immersion.

The group of papers in part 3 deals with different professional development issues in L2 teaching. This section begins with a discussion and illustration of Stern's multidimensional curriculum. This is followed by a trio of papers tied together by a focus on the personal transformations that result from involvement in professional development activities such as test development and reflective group discussion.

Finally, under the heading Social and Administrative Aspects, the reader is provided with a "board's eye view" of French language instruction in a detailed account of how one school board undertook to examine and evaluate the teaching of French in its schools. The last paper offers a much-needed empirical examination of the oft-repeated claim that French immersion programs are biased and serve the interests of the elite.

As a Canadian, I can't help but feel that this volume is testimony to what we might call "the Canadian advantage," that is, the fact that our federal policy of bilingualism translates into research funding for large-scale, data-rich studies of classroom L2 learning. Although the focus on the teaching of French in English Canada may limit the book's usefulness as a course text, I am sure that the individual papers will prove to be valuable readings in a variety of courses. It must be noted, however, that despite its recent publication date, some of the information is no longer current. For example, the literature review on compact core courses does not do justice to the relevant research from intensive ESL programs in Quebec, whereas the findings concerning job prospects from a study conducted more than 10 years ago are unlikely to reflect the present socioeconomic situation. That being said, the diversity of research approaches represented in this volume, both in conception and implementation, ensures its relevance for a wide audience of second language researchers and educators.

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CONTENT-BASED COLLEGE ESL INSTRUCTION. *Loretta F. Kasper.* Mahwah, NJ: Erlbaum, 2000. Pp. v + 227. \$24.50 paper.

Content-based college ESL instruction offers new insights in the implementation of content-based instruction (CBI). Divided into three parts, the collection opens with an overview of CBI theory and pedagogy and ends with the role of technology. In between are chapters on qualitative studies of novice teachers attempting to implement CBI in their classrooms and various disciplinary approaches to CBI. This new collection is a valuable addition to the CBI literature.

One of the strengths of the collection is the diversity of voices—teacher trainers, novice teachers, researchers, administrators—reflecting on the struggles and quiet victories in implementing CBI in the college ESL classroom. Kasper wisely includes the administrative perspective (Babbitt & Mlynarczyk), which is a critical component of suc-

cessful delivery of CBI. Brinton's contribution on novice-teacher insights offers some much-needed research on CBI teacher preparation, concluding with a call for CBI-specific training components in MA TESL programs. Rosenthal's contribution regarding content area faculty offers a fresh perspective from the sciences with specific suggestions for her colleagues in other disciplines; however, Rosenthal's extensive knowledge of L2 learners doesn't mirror the background knowledge that most content area faculty bring to the CBI classroom.

Part 2 of the collection focuses on implementation, outlining specific suggestions for classroom teachers. Master's piece on grammar in the CBI classroom makes a strong case for a systematic approach to grammar instruction with authentic materials. He finds that few CBI texts (except for the most recent publications) treat grammar comprehensively, relying on simplistic explanations or none at all. One of Kasper's own contributions to the collection on the use of the short story with lower level ESL classes provides compelling evidence for the case of CBI with students of limited English proficiency. Too often CBI targets the more advanced L2 learner. Kasper correctly argues that the road to fluency isn't simply a skills-based curriculum; indeed, what better way to acquire academic discourse than with authentic content materials?

The major weakness of this piece is the discussion of the assessment component. In the preface, Kasper maintains that one of the critical concerns in college ESL instruction is how to assess students' progress, particularly in a CBI classroom (p. ix). The promise of this collection is that it will specifically address this issue. It does, but not sufficiently. For example, in Kasper's piece on the use of the short story, she concludes that the pass rate on departmental measures of assessment has historically been "65% for students in skill-based lower level ESL courses" (p. 115). With the implementation of CBI, this rate has climbed to 95%. These are strong quantitative claims about the efficacy of CBI. No other data are given about the populations being compared or the methodology of the research. To a lesser extent, similar claims are made at the end of another article by Kasper on the use of the Internet in CBI. Although this article provides more information about the populations being compared, one would hope for a more detailed explanation of the actual research to substantiate the claims.

The final section in the collection examines the role of technology in the CBI classroom. This is an appropriate conclusion, given the ever-expanding use of the computer in the ESL classroom. Like the articles in the previous sections, these pieces focus on classroom implementation. From a content-based field experience approach to an e-mail exchange with an ESL and basic writing class to Internet research, this section explores the rich application of computers in the CBI classroom. The book ends where it began—with an emphasis on application in the classroom. For ESL teachers and program administrators interested in CBI, this book offers a wealth of ideas.

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AN INTRODUCTION TO CHILD LANGUAGE DEVELOPMENT. *Susan H. Foster-Cohen.* London: Longman, 1999. Pp. xv + 232. £13.99 paper.

This book is an excellent introduction to the field of child language development. It demonstrates the need for both a theory of language development and reliable speech

and comprehension data in child language research. As Foster-Cohen states in the preface to the book, the adoption of only a single approach, as opposed to a combination of different approaches, is unlikely to lead to a productive understanding of child language acquisition. The book successfully adopts the perspectives of both the empiricist and the rationalist traditions in its treatment of key issues.

The book consists of eight chapters and covers a range of issues. Chapter 1, "What Do Children Bring to the Language Acquisition Task?," addresses the question concerning children's innate knowledge of linguistic principles from the perspective of two different approaches: observational and logical. Chapter 2, "How Do Children Communicate Before They Use Language?," explores the nature of early prelinguistic communication and how it relates to later linguistic development. Chapter 3, "When Does Language Development Start?," analyzes children's early verbal communications (one-word and two-word utterances) and demonstrates that children's early utterances, though limited, are the product of a rich linguistic system and that there are multiple levels of linguistic analysis of even the simplest utterances. Chapter 4, "How Do Young Children Think Language Works?," discusses the major developments in language structure (phonology, morphology, and syntax) and function (semantics and pragmatics) through an examination of representative speech samples of children ranging in age from 2 to 5 years. Chapter 5, "What influences language development?," addresses the issue of nature versus nurture and examines the evidence for the role of external and internal influences on language development. Whereas chapters 1–5 focus on the similarities in language development among children, chapter 6, "Do all children learn language the same way?," examines variation in language development in both normal children and children with disorders. The focus of the first six chapters is on language developments in monolingual children and the emphasis is largely on the acquisition of English. Chapter 7, "Does It Matter Which Language(s) You Learn?," broadens the scope of inquiry to include monolingual first language acquisition of languages other than English, bilingual first language acquisition, and child second language acquisition. Chapter 8, "When Does Language Development Stop?," focuses on those aspects of language that are acquired beyond early childhood and that are still in the process of development during the teenage years, such as later oral language skills, reading and writing abilities, and metalinguistic abilities.

Each chapter begins with a brief and useful chapter summary. There are a number of in-text exercises. Solutions to the exercises are provided at the end of each chapter. Also included at the end of every chapter are questions for discussion, some suggested activities, and suggestions for further reading. Solutions to and comments on the questions for discussion and activities are provided where appropriate. In addition to the eight chapters, there are also two useful appendices. Appendix 1 provides information about the tools for studying children's language, including transcription, calculation of mean length of utterance, T-unit calculations, some dos and don'ts of research design, and the CHILDES database. As many of the suggested activities in each chapter entail collecting and analyzing data, the information that is provided in appendix 1 is valuable. Appendix 2 presents the phonetic symbols that appear in the book, along with a guide to their pronunciation. Following the two appendices is a useful bibliography and a subject index.

As Foster-Cohen acknowledges in the preface, there are relatively fewer references to the literature in the early chapters and there is a gradual increase in the number of references as the book progresses. This aspect, along with the very direct and accessible presentation of the key issues and ideas in child language research and largely non-

technical language, make the book an ideal text for use with undergraduate (and graduate) students in the fields of language development, linguistics, developmental psychology, educational linguistics, and speech pathology. In the concluding section of her preface, Foster-Cohen states that if the reader engages with the text sufficiently “to disagree and to go out and search for evidence” (p. xii) to support the reader’s position, then she will have accomplished the primary goal of the book: to make the reader “*think* about the issues involved in understanding children’s language development” (p. xii). There is no doubt at all about the book’s success in accomplishing this goal.

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OPTIMALITY THEORY. *René Kager.* New York: Cambridge University Press, 1999. Pp. xiii + 452. \$64.95 cloth, \$24.95 paper.

This volume is an excellent introduction to the principles and workings of optimality theory, a relatively new constraint-based framework. The focus is on phonology, which is where the theory thus far has had its greatest impact. A basic understanding of phonology and earlier rule-based derivational theories is assumed. At appropriate points, Kager distinguishes the different claims made by optimality theory and derivational theories. The exercises and suggested readings at the end of each chapter make the book highly suitable as a textbook. The conclusion of each chapter also provides a good summary of the main points. In addition to conventional subject and language indexes, a helpful index of constraints is included with page numbers for where the constraint is defined and used.

Concepts that are fundamental to optimality theory, such as “richness of the base,” “lexicon optimization,” “emergence of the unmarked,” “constraint demotion,” “ranking arguments,” and “generalization alignment,” receive a clear and thorough discussion. The first three chapters illustrate how some of the most basic phonological phenomena (e.g., restrictions on segmental inventories, phonemic contrasts, complementary distribution, positional neutralization, assimilation, and syllable structure) are handled within optimality theory. The early chapters also introduce the architecture of optimality theory and the conventions and notations of tableaux. Chapter 4 presents constraints and rankings relevant to the characterization of stress patterns. This chapter is perhaps the most reflective of Kager’s own work on stress. Chapters 5 and 6 illustrate output-to-output correspondence relations in the characterization of reduplication, truncation, and paradigm uniformity. Overapplication, underapplication, and normal application effects are exemplified.

Chapter 7 deals with acquisition issues, but only of a formal nature (e.g., a constraint demotion algorithm), with the intent of showing that optimality theoretic grammars are learnable. No empirical studies or findings are reviewed or considered from the perspective of optimality theory; for an introduction and illustrations along these lines, see Barlow (1997) and Barlow and Gierut (1999). Similarly, there is no mention of second language acquisition (e.g., Broselow, Chen, & Wang, 1998). Surprisingly, the comprehension/production dilemma, which confronts all acquisition work, is also ignored.

Chapter 8 seems somewhat out of place as the lone chapter on syntax. The concluding chapter considers some outstanding issues, including the challenges posed by opac-

ity effects (especially McCarthy's [in press] "sympathy" proposal), positional identity, and variability. A fundamental opacity effect not considered is that associated with non-derived environment blocking (e.g., Lubowicz's [1998] account, which provides for the local conjunction of markedness and faithfulness constraints).

Some striking omissions relate to optimality-theoretic accounts of vowel harmony and tonal phenomena; see Beckman (1997) and Pulleyblank (1997) for illustrative accounts. One unfortunate aspect of the book is its many (printing) errors. Some of these will be seriously misleading or confusing. For example, nearly all of the tableaux in chapter 6 erroneously show violation marks for input-output faithfulness constraints when output-output faithfulness is actually involved. The seriousness of these errors will only be evident for truncation phenomena involving the emergence of the unmarked (e.g., Benua's [1995, pp. 121–122] account of Japanese hypocoristics). Strangely, these decisive and well-attested cases were not discussed. Despite any of this book's limitations, its timeliness, clarity, and breadth of coverage make it a superior introduction to the most current version of optimality theory, which is very different from any derivational theory and which has itself undergone major revisions since its inception in the early 1990s.

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SECOND LANGUAGE DEVELOPMENT IN WRITING: MEASURES OF FLUENCY, ACCURACY, AND COMPLEXITY. *Kate Wolfe-Quintero, Shunji Inagaki, and Hae-Young Kim.* Honolulu: University of Hawai'i Press, 1998. Pp. viii + 187. \$20.00 paper.

Second language development in writing: Measures of fluency, accuracy, and complexity is a technical report that reviews 39 studies examining measures of writing development.

It is a comprehensive, lucid, and carefully researched piece of work analyzing an untidy body of literature. This volume is essential reading for anyone doing quantitative research in L2 writing. The studies included in this review are those that have attempted to correlate potential linguistic measures of writing development with writing proficiency, not simply studies that have used the various measures as dependent variables to examine the effects of some instructional treatment. Complicating the picture is the fact that indicators of writing proficiency are varied, as is the case with indicators of oral proficiency (Thomas, 1994). Each of these indicators, including standardized tests, levels in various language programs, and holistic measures, has its own set of problems. For example, of the 16 studies using holistic scales, only half reported interrater or intrarater reliability.

After an introduction laying out the purpose of the volume and criteria for the studies reviewed, this report is divided into four sections on each of the various categories of measures: fluency, accuracy, grammatical complexity, and lexical complexity. Each of these four chapters describes the measures that have been used and categorizes them as frequency measures (e.g., number of errors), ratio measures (e.g., number of error-free T-units divided by total number of T-units), or more complex measures called "indices" (e.g., number of error-free words minus number of errors divided by number of error-free words). For each of the specific measures, a table is given listing the studies that used that measure and stating how well that measure correlated with an indicator of writing proficiency. Each of these chapters ends with a conclusion about the measures. For example, in the chapter on grammatical complexity, the authors conclude:

Clauses appear to be an important component of language development. The T-unit complexity ratio (clauses per T-unit, or *C/T*) generally increased in a linear relationship to proficiency level across studies, regardless of task, target language, significance, or how proficiency was defined. (p. 98)

The last chapter, which is followed by six appendices, is a clear and fairly concise summary of what the best measures are and the issues and problems involved in drawing conclusions from the studies. Suggestions for further research are also given. One of the most interesting conclusions is that fluency, defined as "rapid production" (p. 117) and complexity, defined as "the use of varied and sophisticated structure and vocabulary" (p. 117) were most often related to program or school levels, whereas accuracy, defined as "error-free production" (p. 117) was more often related to short-term change or holistic judgments of essays. Thus, and probably not surprising to anyone who studies second language acquisition, given that many researchers are more concerned with syntactic structure than error when considering development (e.g., Pienmann, Johnston, & Brindley, 1988), the authors argue that error may be related not to development but to a different construct. Nevertheless, as evidenced by the relationship to holistic judgments, error is related to writing quality and should be of interest to L2 writing researchers (Polio, in press).

This report is an important investigation into L2 writing development. Summarizing a body of literature in which terms are defined differently, or not at all, and in which the reliability of measures is often not reported, is not an easy task. Anyone not doing L2 writing research may find it tedious to read, for example, about the different ways that "clause" has been defined in the literature, but anyone who has struggled while selecting and using these measures will be pleased to have this book as a reference. Further-

more, if we are to use any of these measures as dependent variables for studying the effects of some pedagogical treatment, we need to be using valid and reliable measures. For those who are interested in other components of L2 writing that are clearly part of writing proficiency, such as topic development, organization of ideas, cohesion, and register, these aspects of writing development are not addressed (cf. Shaw & Liu, 1998). As the authors state in their introduction, “. . . we are not interested in the ability to ‘write well’ in a second language (e.g., Cumming, 1989), but in measuring language development as it is manifest in a written modality” (p. 2).

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VOCABULARY IN LANGUAGE TEACHING. Norbert Schmitt. New York: Cambridge University Press, 2000. Pp. xv + 224. \$59.95 cloth, \$21.95 paper.

It has been more than a decade since the publication of Paul Nation's *Teaching and learning vocabulary* (1990), which brought together the findings in lexical acquisition and teaching at the time and has been an invaluable reference and guide to many in the field. However, after years of neglect, vocabulary acquisition has finally come into its own with an explosion of attention and new research, creating a need for an update. Just in time comes Norbert Schmitt's *Vocabulary in language teaching (VLT)* in the Cambridge Language Education Series.

VLT is a highly accessible volume that will be appreciated by both students and scholars. Schmitt takes a straightforward approach to his material, assuming little background on the part of the reader. He provides definitions of basic terms such as *lemma*, *word family*, and *lexical density* and gives brief summaries of complex research in areas such as sentence processing and prototype theory for those new to this area of the field. For those more familiar with this research, *VLT* is a useful review of the wide variety of recent research that relates to lexical acquisition: in psycholinguistics, first language and reading studies, as well as in second language learning and teaching. As he reviews each area of research, Schmitt explores implications and applications for teaching. For teacher educators, there are exercises for expansion, which prompt students to use and extend the material in each chapter. Students are asked, for instance, to estimate their own vocabulary size and to use word lists and sample concordances to explore word frequency and lexical patterning.

VLT begins with a history of vocabulary teaching and moves on to the crucial issue

of what it means to “know” a word. *VLT* also includes expected sections on teaching approaches and assessment of vocabulary knowledge. What makes the book a departure from past texts on vocabulary teaching is its emphasis on lexical patterning, multiword units, lexical chunking, and connections, both between vocabulary and grammar as well as vocabulary and discourse. In the last 10 years, computer-based resources and tools, such as huge corpora of spoken and written language and concordances, have made it clear that the line between the lexicon and grammar is not as clear as was once thought and that vocabulary learning is far more complex than the learning of individual words. Although we have traditionally thought of grammatical acquisition as occurring through system learning and lexical acquisition through item learning, Schmitt makes it clear that there is a great deal that is systematic in how vocabulary is used and that it is therefore likely that its acquisition and storage are also more systematic than once believed. In a chapter on vocabulary acquisition, he explores what is known about this topic, reviewing basic concepts like incidental and explicit vocabulary learning and the role of memory. Again, where it was once assumed that words are recalled one at a time as a sentence is constructed, Schmitt notes the importance of fixed and variable phrases and the role they may play in sentence processing. This chapter provides a solid theoretical foundation for the pedagogical chapters that follow.

Whereas Nation (1990) offered a skill-based organization for his discussion of vocabulary, the pedagogical chapters in *VLT* focus almost exclusively on the connection between lexical acquisition and reading because, as Schmitt notes, reading is considered key in vocabulary acquisition. However, though little is known about the process, it is clear that many language learners acquire vast amounts of vocabulary through oral input (Ellis, 1999), which makes its omission from *VLT* somewhat disappointing. The only other omission of note in this otherwise excellent contribution to the Cambridge series is the rather thin coverage of computer-mediated research and instruction. Multimedia and Web-based materials offer promising avenues for vocabulary instruction, and teachers could benefit from knowing about these resources and possibilities. These minor issues notwithstanding, if any textbook on vocabulary is to be included in a teacher preparation course, *VLT* should be it.

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LANGUAGE FORM AND LANGUAGE FUNCTION. *Frederick Newmeyer*. Cambridge, MA: MIT Press, 1998, Pp. xii + 428. \$40.00 cloth.

As a syntactician whose students include TESOL students, I found that many of the questions that Newmeyer addresses in *Language form and language function (LFLF)* are

almost identical to those I am often asked when teaching syntax to those whose goals differ from mine. For this reason alone, *LFLF* is an important book for anyone interested in the foundations of the linguistic framework they may subscribe to, whether functionalist or formalist.

Newmeyer uses the terms “formalist” and “functionalist” to characterize two broad orientations in linguistics, with a specific focus on syntax. The formalist “sees as a central task for linguistics characterizing the formal relationships among grammatical elements independently of any characterization of the semantic or pragmatic properties of those elements” (p. 7), whereas the functionalist “rejects that task on the grounds that the function of conveying meaning (in its broadest sense) has so affected grammatical form that it is senseless to compartmentalize it” (p. 7). Included in formalist approaches are most forms of generative grammar. Taken as a whole, formalist approaches have much in common with each other, despite claims to the contrary, and the differences between them are not significant for the form-function debate. Within the functionalist orientation, there is, in fact, a much wider range of views; Newmeyer follows Croft (1995) in characterizing three basic functionalist viewpoints: external, integrative, and extreme functionalism. The majority of current functionalist theories fall into the first category, which treats language as a semiotic system linking formal to semantic and pragmatic elements. The primary difference between these and generative approaches is in the links: Most functionalist theories assume them to be “natural” in that the formal properties arise as a result of the semantic and pragmatic properties.

In chapter 2, Newmeyer presents a series of argument in support of three autonomy hypotheses, which he argues are the center of the debate. Newmeyer does an excellent job of explaining problems with the common arguments against the autonomy of syntax—especially those based on the data sources of generative grammar and the relationship between speakers’ intuitions, frequency of use, and corpus data. He also provides arguments that grammaticalization of discourse-related properties cannot be taken as evidence against the autonomy of knowledge versus use and argues that there is no evidence that adults change their grammars (rather than their use of their grammars) and that second language acquisition provides interesting evidence in favor of knowledge independent of use so long as one denies the “full access to UG” approach. Finally, because autonomy of syntax entails autonomy of grammar versus cognition, this third hypothesis is also confirmed.

In chapter 3, Newmeyer takes on the foundational issue of what it means to “explain” linguistic phenomena. He argues that internal explanation, the common mode of explanation in generative grammar, although admittedly problematic, is not inherently unexplanatory as is often claimed. He follows Croft (1988) in raising a fundamental logical problem with most functionalist explanations, which appeal to competing external motivations. Typological distribution of grammatical properties is used to gauge the relative strength of an external motivation. But, unless independent motivation for the external principle is offered, one cannot explain typological generalizations using the external factors without circularity.

Newmeyer concludes, however, that there is real evidence to support the idea that syntax may be externally motivated. In a very interesting discussion of Hawkins’s (1994) work on parsing principles as a means of explaining crosslinguistic word-order facts, Newmeyer agrees that Hawkins’s proposals meet independent criteria for confirming a claim of external explanation: explicitness, link between cause and effect, and measurable topological effect. While accepting Hawkins’s external explanation, Newmeyer pro-

poses that such a view is compatible with the idea of an autonomous syntax provided that the external factors are not *part* of the speakers' competence, but have influenced the form of the syntactic component as an autonomous system.

Chapter 4 is devoted to arguments against treating syntactic categories in terms of fuzzy prototypes, and chapter 5 argues that grammaticalization, often touted as a significant problem for existing theories of grammar, is merely a collection of properties that can be independently accounted for by existing theories, either functionalist or formalist. Finally, chapter 6 argues that explaining existing language typologies, thought to be the core of both functionalist and principles and parameters theories, is fraught with problems on both sides of the issue. Typological research itself, however, is neither inherently functionalist nor formalist.

Although Newmeyer comes out in favor of formalist accounts of syntax, there is much to be learned in this book for both formalists and functionalists alike.

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STIMULATED RECALL METHODOLOGY IN SECOND LANGUAGE RESEARCH.

Susan M. Gass and Alison Mackey. Mahwah, NJ: Erlbaum, 2000. Pp. xiii + 177. \$39.95 cloth, \$18.50 paper.

Stimulated recall is an introspective data-collection procedure in which some “tangible . . . reminder of an event [stimulates] recall of the mental processes in operation during the event itself” (p. 17). The reminders may consist of audio or video recordings, transcriptions, an observer’s fieldnotes about the event, and so on.

This brief volume provides helpful definitions, a review of the literature, and numerous examples of how stimulated recall has been used and could be used in our field. It was written “so that those conducting research in L2 learning who decide to use the methodology can utilize the book as a comprehensive guide for how to go about conducting stimulated recalls” (p. xi).

Chapters 1 and 2 clearly situate stimulated recall in the context of introspective research in second language acquisition. Chapter 3 characterizes stimulated recall by reviewing its use in studies of oral interaction, acceptability judgments, reading and vocabulary, writing, and pragmatics. Chapter 4 is particularly helpful, as it provides a detailed review of data collection and analysis procedures, including clear examples of data layout and coding, how to compute rater reliability, sampling, preparing the data for coding, and procedural pitfalls that one is likely to encounter when working with stimulated recall.

Chapter 5 discusses the limitations of and some possible additional uses of stimulated recall. In this section the authors selected several recent studies that did not use

stimulated recall and discuss what might have been gained if they had. Far from being a carping critique, however, this interesting chapter offers clear illustrations of the value of the technique. The tone is positive and constructive throughout, and I found myself thinking back over research I had done, imagining the addition of a stimulated recall component to the design.

My one disappointment with the volume is the mismatch between the title and the focus. The title would more properly reflect the contents if it were *Stimulated recall in second language acquisition research*, given that the vast majority of studies discussed come from SLA. Classroom research is mentioned but not dealt with in much depth. Language-testing research only shows up in Table 2.2. The use of stimulated recall for teacher education and supervision is not discussed at all. In terms of teacher cognition research, the authors do cite the important L1 work of Clark and Peterson (1981) and a few similar studies in first language contexts. However, they do not discuss second language research on teacher cognition and decisionmaking (e.g., Johnson, 1992a, 1992b; Nunan, 1992, 1996) that has utilized the stimulated recall procedure. This is an unfortunate oversight, as much productive work has been done on this topic that would have been appropriate to include here.

Nevertheless, those working in language assessment and teacher development, as well as anyone interested in second language acquisition studies, can certainly benefit from reading about the uses of stimulated recall in SLA research. In my opinion, this is an excellent research methods volume—and one that should be in the library of any applied linguist who conducts second language acquisition research or trains graduate students to do so.

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THE SECOND TIME AROUND: MINIMALISM AND L2 ACQUISITION. *Julia Herschensohn*. Amsterdam: Benjamins, 2000. Pp. xiii + 287. \$65.00 cloth.

The author reviews the theoretical and empirical literature on L1 and L2 acquisition in light of the latest version of generative grammar, and uses the results of these studies

to formulate an approach to the acquisition of L2 grammatical competence. A certain background in generative grammar is necessary to follow her exposition.

The big contribution of generative grammar to L2 acquisition research lies in the concept of Universal Grammar (UG). Herschensohn clearly separates UG as the set of constraints human languages adhere to from UG as the engine that drives language acquisition. The former include a small number of universal principles (e.g., Subjacency) distributed within the few modules that make up the theoretical framework (e.g., government, binding, and X-bar theory), as well as a limited number of so-called parameters with respect to which particular languages differ in small, well-defined ways termed "settings." Parameters consist of clusters of superficially unrelated structures, the L1 acquisition of any one of which triggers the acquisition of them all. Examined in the book are the most well-researched parameters: null subject (*pro* drop), verb raising, and V2. Another component of the model, the mental lexicon, is made up of content words (lexical categories) and of function words (functional categories) that glue the content words together in discourse. The latter include so-called free morphemes (determiners, complementizers, etc.) and bound morphemes (case and tense endings, etc.).

In the newest, "minimalist," version of generative grammar, D(eep)-structure is eliminated and syntax (word order and movement) is limited to its nonlexical, universal manifestations. Parametric variation between languages is reduced to the presence or absence of (c)overt movement for purposes of so-called feature checking. In particular, already inflected affixes and categories are raised depending on the strength of the morphological features of functional categories. Thus, verb raising in languages like French, as opposed to English, is induced by the supposedly strong verb feature in Tense in French (whereas it is weak in English), and overt subject raising in languages like French and English, as opposed to Spanish or Italian, is induced by a strong noun feature in Tense in the former languages. Crosslinguistic variation is thus relegated to the morpho-lexicon, and language acquisition consists of learning the lexicon and the morphology, syntax being mostly acquired through the properties of the lexical and functional categories. Mostly studied by L2 acquisition researchers is whether UG is still accessible to older language learners and whether parameter resetting is still possible.

The literature on the critical period for language acquisition suggests that when the innate drive for language acquisition has been satisfied, around age 5, it disappears and there is a precipitous decline in the acquisition of L2 phonology but a much more progressive deterioration in the acquisition of grammar until well into adulthood and little loss in vocabulary acquisition. Herschensohn defines language acquisition as a process of grammar construction (hence, the name of her "constructionist" model). She outlines the different stages of L1 and L2 acquisition, stressing the similarities and differences. She argues that the initial stage for L2 acquisition is full access to UG via L1 parameter settings. The progressive loss of L1 feature values and parameter settings corresponds to a period of morphological underspecification (i.e., an underuse of inflection). This is followed by a progressive building of L2 values through the acquisition of core morpho-lexical constructions. The various constructions making up a parameter can thus be acquired, but without the clustering effect and the all-at-once acquisition seen in L1 acquisition. Instead, as suggested by empirical studies, resetting is viewed as progressive. The ultimate attainment is near-native fluency, with residual indeterminacy due to incomplete mastery of peripheral parts of the L2 lexicon and morphology.

The author further argues that the principles and parameters of UG are still fully accessible past the critical period but not its capacity as a language-acquisition driving

force. This makes it necessary for learners to use deliberate effort and work, to supplement with nonlinguistic cognitive learning strategies, and to have explicit instruction and a lot of positive input, as well as negative feedback (error correction) to help them move away from L1 transfer and foster L2 grammar construction.

The book is well researched, the exposition clear and effective. Time will tell how the L2 acquisition model presented survives future changes in generative theory and the results of future empirical studies. As it stands, some of its major claims are controversial. In particular, based on the results of the same empirical studies, some researchers claim that parameters are not reset during L2 acquisition but that the cognitive strategies used by L2 learners lead them to UG-constrained misanalyses and superficial structures that merely resemble L2 competence.

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LINGUISTICS: AN INTRODUCTION. *Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen, and Andrew Spencer.* New York: Cambridge University Press, 1999. Pp. xvi + 438. \$22.95 paper.

The authors begin this introductory text by posing four major questions for the study of language: what is the nature of language, how do we acquire it, how do we use it in speech production and comprehension, and how is it represented in the brain? These questions also define the orientation of the book, which aims to introduce the reader to the study of linguistics through four interrelated subfields: linguistics proper, developmental linguistics, psycholinguistics, and neurolinguistics. Conspicuously absent from the list, of course, is a fifth fundamental question about language: what is the relationship between language use and social structure? Sociolinguistics is only briefly defined and introduced, and discussion of sociolinguistics throughout the text is limited to the relationship between social structure and language variation and change.

The text is divided into three parts: sounds, words, and sentences. The authors acknowledge that larger units of language—discourse, conversation, narrative, and text—are also structured, and interesting in their own right, but they are not included because “sentences constitute the ‘largest’ objects which fall under the generativist approach to linguistics” and “to extend our considerations to include the study of conversations and other ‘larger’ units would rapidly involve us in trying to model the whole of human knowledge and not just knowledge of language” (p. 279). The focus of the text is thus squarely on the three traditional areas of language analysis—phonology, morphology, and syntax—as viewed from the perspective of generative grammar.

Each of the three parts is a self-contained unit, consisting of 7–10 chapters. An introductory chapter gives a general overview of the particular linguistic unit in focus, followed by chapters that introduce the core concepts and terminology, present recent theoretical research, discuss variation, and consider applications to language acquisition such as real-time language processing and language disorders. Each chapter concludes

with exercises to complement the theoretical material, as well as references for further reading. References to the exercises appear within the text itself so that the student can stop and work out the problems before moving on.

Part 1, "Sounds," deals with the description and transcription of speech sounds; linguistic, social, and stylistic variations in speech sound systems; child phonology; and the processing of speech sounds. The last chapter of this section also considers the role that phonology plays in slips of the tongue, poetry, and the development of writing systems.

Part 2, "Words," covers word classes, verb inflections in English and in the more inflected languages of Italian and Russian, morphological processes, morphology across languages, word meaning, a child's acquisition of words, lexical processing models, lexical disorders, and lexical variation and change.

Part 3, "Sentences," covers some of the basic terminology of grammar, the syntactic operations of merger and movement, empty categories, syntactic variation in English, parametric variation across languages (such as the null subject parameter and verb movement in German), Logical Form, children's acquisition of syntax, sentence processing, and syntactic disorders.

Written by a team of five distinguished linguistics, this text competently lays out the basic concepts and theoretical foundations of language structure, and it also introduces the reader to several very active areas of linguistic research: linguistics, child language acquisition, language processing, speech disorders, and language variation. However, although covering language structure from these different perspectives certainly presents a broader account of language, I feel that the details are not always clearly connected nor adequately explained for a beginner. For example, alongside familiar definitions of traditional grammatical terms such as subject, predicate, declarative, interrogative, and so forth, we find such operations and constructs as merger, checking, movement, specifies, empty Infl, and Logical Form. Not much space is devoted to explaining these concepts to a novice, so the reader should already be familiar with the basics of generative grammar to begin with. In fact, the authors mention that the book may be particularly suitable for students who have already had a more basic introductory course in linguistics, and could serve as a segue into more specialized courses of phonology, morphology, or syntax.

The core audience for this book would be upper division linguistics students, particularly if the students already have some background in generative grammar. This book would be valuable in bringing them up-to-date on selected linguistic issues and would provide a good introduction to the application of linguistics research to the areas of child language acquisition, language variation, language processing, and language disorders.

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SECOND LANGUAGE ATTRITION IN JAPANESE CONTEXTS. *Lynn Hansen (Ed.)*. Oxford: Oxford University Press, 1999. Pp. xi + 219. \$35.00 cloth.

Researchers interested in second language attrition have studied a wide variety of bilingual speakers, ranging from foreign language students who learned a language through

classroom study to those who have developed high proficiency during life abroad. What these studies have in common is their investigation of questions related to bilingual speakers' loss of L2 knowledge or proficiency. Hansen's collection of papers presents research on a range of bilingual speakers who have the Japanese language in common, whether that language is their L1 or L2. The book is divided into two major sections. The first section, consisting of three papers, presents studies of Japanese children of elementary school age who learned English while living abroad but who have returned to Japan. This section will be of interest to EFL teachers of children as well as to L2 researchers. The four papers in the second section of the book examine the attrition of Japanese by adults. Most of these adults became subjects while residing in the United States after working or studying in Japan. The adults studied in these chapters had a variety of different combinations of exposure and formal study and also a broad range of years away from Japan, from 9 months to 30+ years. Additionally, the subjects of one study never lived in Japan at all but learned Japanese during Japan's occupation of Micronesia.

The variety of individuals studied in this book makes for an interesting collection of papers. The papers themselves also represent a variety of approaches to the question of attrition. All have the same initial challenge to deal with—that of determining what was acquired in the first place. Additionally, all chapters have the common difficulty of measuring loss. In this sense, the book presents an interesting set of case studies in language measurement. Another difficulty faced by the chapters is similar to that of SLA research in general—how to understand general processes when faced with an array of individual diversity. Whereas some chapters focus on subjects with similar backgrounds, learner diversity is probed in others, enriching the particular studies as a result.

I found the qualitative studies to be particularly interesting. Tomiyama's chapter presented a detailed study of the attrition of one Japanese boy. The author provides useful details that give the reader a good overview of Ken's developmental processes. Her interviews with the child's mother show that, despite the dire stories one hears about the difficulty Japanese returnees have in readjusting to their homeland, Ken adjusted well to Japanese school life. Tomiyama's careful analysis includes consideration of the volume of Ken's utterances, allowing the readers a peek into Ken's cognitive processes. Although she doesn't raise the issue of how Ken's inner speech (Vygotsky, 1987) is impacted by his changing linguistic environment, Tomiyama's data suggest this as an interesting area of further inquiry.

Hansen's own study examines the attrition of Japanese negation by former missionaries who left Japan decades ago. Her study is followed up by Hayashi's replication study set in Micronesia. Hayashi's work provides support for Hansen's results; it is also important because it introduces the reader to a setting of Japanese language learning and loss that is little considered in the research literature.

In terms of their findings, the various chapters seemed to find less attrition than the writers expected. Much of this is likely due to the short periods examined by the longitudinal studies. However, Yoshitomi raises an interesting point that attrition, particularly in the early stages, is most visible when researchers examine "speakers' ability to utilize and coordinate their linguistic knowledge" (p. 93). In other words, the apparent attrition of productive skills prior to receptive skills is, in Yoshitomi's view, an artifact of the linguistic measures used. It is in the area of skill coordination where Yoshitomi finds the most compelling evidence of attrition in her one-year longitudinal study of four Japa-

nese children. Also important is Nagasawa's observation that studying the subjects' own views of their developmental processes can bring as much insight as examination of linguistic data.

Overall the volume is an interesting one. It would be useful as a supplementary text in graduate courses on L2 attrition, Japanese language learning, or language maintenance. The book will also interest teachers of Japanese who teach returnee adults, and English teachers who teach Japanese child returnees. Although grammatical errors and awkward prose in some chapters present a distraction, the papers' range and breadth make this volume a useful addition to the research literature in second language attrition.

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SECOND LANGUAGE ACQUISITION AND THE CRITICAL PERIOD HYPOTHESIS. *David Birdsong (Ed.)*. Mahwah, NJ: Erlbaum, 1999. Pp. x + 191. \$45.00 cloth.

Neuro-neophytes need not be deterred by “. . . in the somatosensory cortex of rats, the critical period for the reorganization of the barrel cells in response to haptic stimulation from the vibrissae is essentially coterminous with the period when LTP can be induced in those cells” (p. 70). The content of this volume more than compensates for any difficult passages, raising enough issues to generate discussion as well as fuel further research by those who know their ERPs from their ECPs.

Is there anything new to say about the critical period in second language acquisition (L2A-CP)? Many maintain that adults acquiring an L2 employ the same mechanisms as children, dismissing the idea that puberty demarcates a period beyond which native attainment is biologically impossible. Yet evidence continues to mount that something inevitable occurs around puberty that prevents L2 success. Given such disagreement, there is likely to be something new to say.

These seven chapters from the 1996 AILA L2A-CP symposium represent a range of views. As a recent recruit to the no L2A-CP camp, Birdsong includes his own work in his introduction. Noting the relatively high incidence of adult L2 success, he asks why the success rate isn't higher. A possible reason is the paucity of input adult L2 learners receive in comparison with children, who receive an estimated 9,100 hours of input by age 5. Although researchers (including authors in this volume) investigating age-of-arrival effects typically insist that subjects have at least five years' exposure, information on the amount of input is usually absent.

Also in the pro L2A-CP camp, Eubank and Gregg hold that Universal Grammar is in-

volved in adult L2A. In addressing a number of murky points on the operation of UG, they demonstrate why their position is not a contradictory one. Advice is also offered to guide L2A-CP research: Don't conclude that nativelike competence underlies nativelike performance without employing measures such as grammaticality judgments. In its consideration of numerous methodological and conceptual issues fundamental to the CP debate, this fourth chapter is logically read after Birdsong's introduction.

If a CP exists, there will be neurological correlates. Weber-Fox and Neville discuss studies using event-related potential (ERP) measurements as neurological evidence for a CP. Experiments with Chinese speakers exposed to English at varying pre- and postpuberty ages point to a different locus in the brain for closed-class elements and syntax, with increasing right hemispheric involvement as age of English exposure increases; differences become most marked around puberty.

Hurford and Kirby's chapter takes a giant step into the speculative. If a CP exists, capacity for language must have evolved to include it. Assuming human languages don't continue expanding in size (the sum of a language's complexities) throughout life, the authors explore the relationship between final language size and the CP. The authors refer to Elman's (1993) "starting small" to account for age differences in processing and use computer modeling to identify the age at which reproduction begins as the revolutionarily natural point in the life span for language acquisition to cease.

The first to challenge L2A-CP here is Flege. Questioning the CP on the most obvious evidence for a CP—foreign accent—Flege argues that the evidence does not point to a demarcation. Although Patkowski's (1990) results indicate distinct pre- and postpuberty populations, employing different research methodology yields instead a gradual decline. Flege connects this decline to increasing miscategorization of L2 sounds, with L1 use a contributory factor.

Even in phonology there exist highly successful adult L2 learners whose accents when subject to the scrutiny of judges are indistinguishable from native speakers'. Bongaerts goes beyond his original study of successful Dutch learners of English, who likely received prepuberty exposure to English from television and considers L2 French in his on-going project on L2 phonological achievement. Would different research methodology yield such compelling results?

Bialystok and Hakuta also reject the L2A-CP, raising issues not addressed elsewhere, including the notion of "native speaker" and the interaction of transfer and age. They argue that even if the brain undergoes neurological changes and age differences exist in L2 learners' approaches to learning, this doesn't necessarily point to a CP for language acquisition.

Regardless of where one sides on the issues, Birdsong's volume demonstrates that not only is there something new to say about the critical period, but that this will hardly be the final word.

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