MLJ Reviews
Edited by JUDITH E. LISKIN–GASPARRO
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THEORY AND PRACTICE


Contemporary Applied Linguistics covers research and theory related both to second language acquisition (SLA) and to real-world problems centered on language. In the introductions to the texts, the editors provide a brief historical overview of the field of applied linguistics, signaling its gradual evolution from a broad focus to a narrowed primary concern with SLA, despite its recourse to multiple disciplines for appropriate research and philosophical contributions. Volume 1 intends to renew the significant role of applied linguistics in language teaching, even as it recognizes the strong orientation of applied linguistics to theory rather than to research that supports particular practices and choices in the second-language (L2) classroom.

Of the 12 chapters in volume 1, however, only three target concerns related to the classroom. Even these three address the decision-making process to organize courses, which favors content-based, task-oriented instruction rather than classroom techniques. Other authors advocate for further research to prioritize the functions, notions, and skills to be included in texts as well as for the development of an additional level of graded readers to assist students whose vocabulary levels fall within the 3,000–4,000 words of basic graded readers and the 8,000–9,000 words required to read nonsimplified texts.

In four additional chapters, the authors discuss the nature of L2 users and learners; others address varied theoretical perspectives, such as intercultural citizenship and language identity. They debate the value of nonnative speakers as language teachers in a global society and the applications of strategies research to language teaching. Another author details the hierarchy of local, central, supercentral, and hypercentral languages.

The more theoretical chapters discuss the role of universal grammar in interlanguage and fossilization, the need to move beyond Gardner’s positions in research on attitude and motivation, the politics of L2 education and how countries decide how to orient their language curricula, and the importance of a third culture and the development of the intercultural person.

The text is essentially an anthology of essays on somewhat random, albeit significant issues with an emphasis on the nature of teaching contexts and philosophical principles and policies related to languages in the world. The editors’ closing statement in the introduction to volume 1 highlights the aim of the text. The range of topics and source disciplines is very broad, but the breadth is appropriate to a volume emphasizing “the importance of multilingualism to individuals and societies” (p. 9).

The second volume strives to underline the value of applied linguistics in social life. The first four chapters address the role of language in economy, globalization, poverty, and religion,
Reviews


This edited volume in the Second Language Acquisition (SLA) series provides an overview of the background of, and research into, content and language integrated learning (CLIL), “a dual-focused ‘bilingual’ educational approach in which an additional language is used for the learning and teaching of both content and language” (p. vii). CLIL integrates the second (L2) or third language (L3) into the teaching of content such as social science, music, art, or biology. Although CLIL had been accepted as being effective in teaching an L2 or L3, little research had provided data to support this perception. Before CLIL could be accepted as a sound method of teaching and learning and be generalized to various settings, evidence was needed to support that CLIL methodologies were effective. De Zarobe and Catalán have edited the work of 18 contributors into an anthology of critical research studies of L2 acquisition in CLIL and non-CLIL settings that provide data to support some aspects of CLIL, challenge others, and suggest ideas for future studies.

Part 1 includes three chapters devoted to characteristics, theories, and implementation of CLIL programs. In part 2 contributors present summaries of studies on the effect of CLIL on other nations. These authors do not address the issues of heritage languages to any great extent but otherwise treat vital themes on language and society in ways that will be insightful for the U.S. reader. In short, then, although the texts offer little regarding techniques for the L2 classroom, they offer much in the areas of languages in the world, contexts for language teaching and learning, and theories for further research and inquiry, and they do so in a broad but sound manner. Although it is hard to discern a clear focus or theme in these volumes, one can find great value in this opportunity to explore cogently the breadth of the professional endeavor in which we are all engaged.

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This edited volume in the Second Language Acquisition (SLA) series provides an overview of the background of, and research into, content and language integrated learning (CLIL), “a dual-focused ‘bilingual’ educational approach in which an additional language is used for the learning and teaching of both content and language” (p. vii). CLIL integrates the second (L2) or third language (L3) into the teaching of content such as social science, music, art, or biology. Although CLIL had been accepted as being effective in teaching an L2 or L3, little research had provided data to support this perception. Before CLIL could be accepted as a sound method of teaching and learning and be generalized to various settings, evidence was needed to support that CLIL methodologies were effective. De Zarobe and Catalán have edited the work of 18 contributors into an anthology of critical research studies of L2 acquisition in CLIL and non-CLIL settings that provide data to support some aspects of CLIL, challenge others, and suggest ideas for future studies.

Part 1 includes three chapters devoted to characteristics, theories, and implementation of CLIL programs. In part 2 contributors present summaries of studies on the effect of CLIL on
English pronunciation, receptive vocabulary, word association, tense and agreement, English syntax, foreign accent, communicative competence, and teacher training. Chapters 4–12 are arranged in standard empirical research format, including tables or figures that provide summaries of collected data and lists of works referenced in the chapters. Although the book’s title indicates a broad setting of research conducted in Europe, most studies were conducted primarily in CLIL programs in Spain with students speaking English as an L2 or L3. Several studies in Spain included learners who spoke Spanish or Basque as their native language or L2 and English as their L2 or L3. In Austria, another CLIL study mostly involved students whose native language was German. All studies investigated English as the target language (TL) in CLIL programs. Thus, a narrow geographical setting resulted from studies being conducted in areas where CLIL programs were located.

De Zarobe and Catalán introduce the book with an overview of the two parts and of the chapters within each part. Thus, a reader seeking research related to specific issues in CLIL can easily find a related chapter. Because the book contains no index with key terms to help navigate the text, the introduction is particularly useful. The book also contains a number of acronyms in each chapter, as is common in reports of research studies in linguistics. However, a glossary of these terms would have been a valuable addition to this volume. Sometimes a great number of acronyms appear in a single chapter. As a result, the reader must return to previous pages to refresh his or her memory of the definitions of acronyms. Most of the terms are familiar to professionals in the field of SLA. However, a problem arises for the reader when the terms referring to various methodologies are used interchangeably in different chapters. One example is the inconsistent use of content-based learning (CBL), content learning (CL), and CLIL to refer to learning an L2 or L3 in a content setting. Sometimes, the reader must pause to consider what an acronym means in a particular chapter. In defense of the contributors, these terms are often used to refer to the same approach. Even this small element of inconsistency points to the need for standardization in the CLIL subfield of SLA.

Results of the studies reported in this volume are well constructed and generally support the efficiency of CLIL over non-CLIL programs. However, one study’s choice of settings and participants was questionable. In chapter 12, Whittaker and Llinares analyze spoken and written language in CLIL geography and history classrooms in Madrid. Learner participants were carefully stratified according to the ability to obtain a seemingly nonbiased sampling. However, schools in the study were located in “different socio-economic areas” (p. 218) and the backgrounds of teacher participants were more different than similar. One teacher had a degree in history and English and had taught English as a foreign language (EFL), whereas the other had a degree in history and experience speaking English. Thus, experience and degrees, as well as socioeconomic levels of students, may have given an advantage to one teacher and her students. However, researchers studied CLIL programs where they could locate them and tried to create as little bias as possible.

The length of time of students’ exposure to the TL was cited as a factor in the success of some CLIL learners over other non-CLIL learners. Studies indicating experience with the context and its rules of dialogue in CLIL programs fostered greater integration in student learning, increased exposure to learning EFL, and resulted in less anxiety when learners used the TL (Dalton-Puffer, p. 197). Increased exposure in CLIL programs was cited as one reason CLIL learners exhibited less noticeable foreign accents than non-CLIL learners (Del Puerto, Lacabex, & Lecumberri, p. 74). In chapter 10 Mangado and Adrián suggest that increased exposure in CLIL classrooms could have resulted in students using fewer placeholders or repeated first-person pronoun subjects when retelling a story (p. 176). In spite of these positive attributes of CLIL, Dalton-Puffer warns that time in CLIL classrooms is structured in ways that prohibit students from transferring their learning to new situations (p. 212).

Most studies reported in this book indicate that extended foreign language (FL) instruction is not efficient unless the teaching is effective. Macken-Horakí states that teachers of FLs need training and “linguistic support” (cited in Whittaker & Llinares, p. 232). Content and FL teachers can support each other when they collaborate “for cross-curricular work” (Wiesemes, p. 48) and rethink classroom strategies. For these reasons, Content and Language Integrated Learning: Evidence from Research in Europe, which provides an “evidence-base for CLIL” (p. vii), is a resource for people interested in planning, implementing, studying, or revising CLIL programs to achieve effective teaching and learning of the L2 and L3 in content subjects.

LINDA KAY DAVIS
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As the title indicates, this collection of first-language (L1) developmental studies of seven tongues originating on the Iberian Peninsula is a prototypical volume from the John Benjamins series on Language Acquisition and Language Disorders. The relative narrowness of the languages under consideration is counterbalanced by the breadth of domains, methodologies, and participant populations. The contributors, who hail from the United States, Canada, Spain, and Mexico, deal with the following tongues: Peninsular Spanish, Catalan, Galician, Basque, Chilean Spanish, Mexican Spanish, and U.S. Midwestern Spanish. Several interesting themes of typical development (TD) and atypical development crosscut throughout the volume, enriching individual chapters by providing various points of comparison. Four of the 12 chapters treat children with specific language impairment (SLI), 4 present longitudinal data, and 3 look at bilingual populations. Two of the chapters present diagnostic criteria for SLI and for cognitive aptitude.

Although somewhat arbitrarily organized into four sections—“Diverse Learning Conditions,” “Developing DP (determiners),” “Developing VP,” and “Development of Inflectional Morphology”—the volume comprises one chapter on phonology, one on semantics, nine on morphosyntax, and one on the relation of linguistic and cognitive (theory of mind, TOM) development. The opening chapter on final /s/ lenition in Chilean and Mexican child Spanish (Miller & Schmitt) provides not only a fascinating description of how children respond to variable versus invariable input (adult Chileans often omit /s/) but is also informative for models of diachronic change. For example, Lightfoot has argued that children are the vehicles of language change in that they may modify the input they receive in creating what turn out to be new grammars of their native language. The study in question shows the Mexican children to have similar production and interpretation to adults, whereas the Chilean children often omit the plural and have variable interpretation. The semantic chapter (Vargas-Tokuda, Grinstead, & Gutiérrez-Rexach) also looks at interpretive knowledge of Mexican children with respect to implicatures of two quantifiers: unos and algunos “some.” The TOM chapter (Pérez-Pereria & Resches) is a longitudinal (18–48 months) study of Spanish–Galician bilinguals whose early lexical development in Galician is tracked in their later development of TOM; there is a correlation, so the early MacArthur–Bates vocabulary scales are deemed a good diagnostic for later cognitive development.

Several of the morphosyntax chapters deal with determiners in TD populations—Ezeizabarrena, codeswitching in Basque–Spanish; Pérez-Leroux and Battersby, Peninsular Spanish—and in SLI populations—Anderson and Márquez, Midwest Spanish–English; Torens and Escobar, Spanish–Catalan; and Morgan, Restrepo, and Auza, Mexican Spanish. The other morphosyntax chapters deal with VP syntax, as do a few of the preceding ones, in TD populations—Rojas-Nieto, Mexican Spanish; Gavarró and Cabré-Sans, Catalan; Bel and Rosado, Catalan—and in SLI subjects—Torrens and Escobar, Spanish–Catalan; Grinstead, De la Mora, Pratt, and Flores, Mexican Spanish; and Morgan et al., Mexican Spanish. These chapters will be of interest, not only to scholars of TD and SLI development but also to syntacticians in general, because most are framed in solid theoretical frameworks and contribute to debates on syntactic theory. For example, the developmental phenomenon known as the Root Infinitive, described by Guasti and others, has been considered a stage on the path from one word to VP syntax (root infinitives) to TP (inflected verb) syntax; they are rare in null subject languages but prevalent in overt subject ones. Grinstead et al. present data showing that for Mexican Spanish both TD and SLI children accept these verb forms to some degree, casting doubt on their presumed absence in null subject languages. In a similar vein and using the framework of minimalism, two chapters test theoretical claims with respect to L1 development. Gavarró and Cabré-Sans present evidence from Catalan unaccusatives that corroborates Wexler’s proposal that children’s sensitivity to defective constructions (e.g., unaccusative, passive) must undergo maturation. Bel and Rosado look at verbal agreement in Catalan and Spanish, relating it to the raising of subjects from postverbal to preverbal positions, with varying agreement patterns related to each position.

This collection will be of interest to scholars of language development and to linguists, especially syntacticians working within a minimalist framework. Although not all of the chapters adopt this theoretical stance, a majority of the chapters consider theoretical questions that do require specialized knowledge. Beyond the theory, however, there is a wealth of empirical data in every single
chapter that expands our knowledge of the acquisition of Basque and the Iberian-derived dialects.

JULIA HERSCHENSOHN
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Multidisciplinary Approaches to Code Switching originated in a 2007 workshop at The Ohio State University. The collection contains an introduction followed by 13 chapters, presented in two sections, entitled “Psycholinguistic Studies” and “Sociolinguistic and Linguistic Studies.” Each chapter includes an abstract, keywords, and references. The volume ends with author and term indexes.

In the introduction, Isurin, Winford, and de Bot signal the benefits of combining structural, social, and psycholinguistic perspectives in research on codeswitching (CS). The editors emphasize that despite the volume’s organization into three subject areas, each author has striven to incorporate one or both of the other two disciplines.

In chapter 1, “Empirical Approaches to the Study of Code-Switching in Sentential Contexts,” Altarriba and Basnight-Brown provide a literature review focusing on crosslinguistic processing of words within a sentence, using data from the reading of codeswitched sentences rather than from spontaneous oral production. In chapter 2, “Language Selection and Performance Optimisation in Multilinguals,” Meuter focuses on multilinguals’ ability to alternate between keeping their languages distinct and using them within the same sentence. Although the first language (L1) will be easier to activate and more difficult to deactivate, contextual demands may influence a given language’s state of readiness. In chapter 3, “The Neurocognition of Switching between Languages,” van Hell and Witteman make the important observation that “although language switching is often perceived by bilinguals as requiring little or no cognitive effort, experimental studies indicate that there is a measurable cost associated with switching between languages” (p. 62). The authors review electrophysiological studies on the production and perception of language switches between single words and within sentences.

In chapter 4, “Sources of Triggering in Code Switching,” de Bot, Broersma, and Isurin consider triggering through the lens of self-organized criticality, a concept borrowed from dynamic systems theory, which is used to explain sudden changes in systems. Continuing with the subject of triggering in chapter 5, Broersma, Isurin, Bultena, and de Bot examine evidence form Dutch–English and Russian–English bilinguals—in particular, the effect of cognates and typological (dis)similarity. The authors exploit the analogy introduced in the previous chapter of a random grain of sand triggering an avalanche when conditions are propitious. Under this analogy, a bilingual’s speech production is already in a critical state, in which a word from or merely similar to one from another language can trigger a switch.

Kootstra, van Hell, and Dijkstra propose the interactive alignment model in chapter 6, “Two Speakers, One Dialogue: An Interactive Alignment Perspective on Code-Switching in Bilingual Speakers.” This model “assumes a completely interactive system in which all levels of processing interact with each other and in which there is no fixed direction of information flow” (p. 145). In chapter 7, the final one in the first section, Marian examines CS and transfer behavior from a psycholinguistic perspective, finding that language architecture and language environment exert different influences.

Opening the second section, in chapter 8, “Trying to Hit a Moving Target: On the Sociophonetics of Code Switching,” Bullock and Toribio offer a fascinating account of the possibilities for CS to influence speakers’ production of phonemes that are shared by two languages but that present subtle phonetic differences. This study suggests that metalinguistic awareness may affect the degree to which speakers maintain a clear distinction between their languages.

In chapter 9, “Which Language? Participation Potentials across Lexical Categories in Code-Switching,” Jake and Myers-Scotton use corpora from various language pairs to demonstrate principles of the Matrix Language Frame model, the 4–M model of morpheme classification, and subsequent theoretical constructs to account for the distribution of certain types of morphemes in CS. In chapter 10 Cantone and MacSwan focus on adjectives and word order in Italian–German CS. Their approach is grounded in generative grammar and, in contrast to Jake and Myers-Scotton, they argue that there should be no need to posit CS-specific mechanisms or constraints.

In chapter 11, “On the Unity of Contact Phenomena and Their Underlying Mechanisms: The
Case of Borrowing," Winford proposes that the same mechanisms are at work in CS as in the creation of mixed languages. He explores the concepts of borrowing versus imposition. In chapter 12, "Codeswitching as One Piece of the Puzzle of Language Change," Backus emphasizes the need to take diachronic as well as synchronic processes into account in research on language change. He illustrates this position with the ongoing grammaticalization of the Immigrant Turkish verb yapmak ‘do.’ In the final paper, chapter 13, Odlin examines differences between transfer and CS.

This book succeeds partially in bringing together the three disciplines of psycholinguistics, linguistics, and sociolinguistics. Several of the contributors discuss how scholars in the first two fields could work together to complement their respective research. Both psycholinguistic and linguistic perspectives are well represented in the individual contributions and, hence, the volume as a whole does have a somewhat multidisciplinary flavor. Sociolinguistic perspectives are a bit more sparse. Likewise, the volume’s accessibility to a multidisciplinary readership is slightly uneven. A few of the chapters would benefit from additional examples to help the reader understand the results of the studies outlined.

These criticisms aside, which highlight the challenges inherent to achieving full interdisciplinarity, Multidisciplinary Approaches to Code Switching will be of great interest and utility to students and scholars of language contact in general and CS, in particular. The volume contains a wealth of data and comprehensive literature reviews, and there is a good balance between experimental and naturalistic data, sometimes within the same chapter. Finally, several of the contributions contain well-crafted research questions and intriguing suggestions with the potential for theory-building in language processing, particularly in the area of using corpora of naturalistic data to test experimental hypotheses.

LAURA CALLAHAN
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As the subtitle suggests, Second Language Teacher Education examines second-language (L2) teacher education from a sociocultural perspective, with some important goals in mind that target traditional views of the field and that have significant political implications for education in general. In her preface, Johnson specifies that she seeks to change current views regarding the professional development of L2 teachers and how they learn to teach, language itself and the teaching thereof, and the evolving social and cultural contexts in which L2 learning and teaching take place. The target audience for the volume is teacher educators, but it will be of interest to anyone involved in L2 teaching and will encourage all readers to rethink their profession.

Second Language Teacher Education is divided into eight chapters: (a) "Defining a Sociocultural Perspective," (b) "Shifting Epistemologies in Teacher Education," (c) "Teachers as Learners of Teaching," (d) "Language as Social Practice," (e) "Teaching as Dialogic Mediation," (f) "Macro-Structures and the Second Language Teaching Profession," (g) "Inquiry-Based Approaches to Professional Development," and (h) "Future Challenges for Second Language Teacher Education." The chapter titles indicate the scope of the volume, which discusses the language teaching profession from multiple points of view. The first two chapters are particularly useful in providing a firm, historically grounded understanding of the field of teacher education by contrasting a sociocultural perspective with the still more pervasive cognitive positivist view, which sees teacher education as consisting of an identifiable body of knowledge composed of pedagogical techniques about effective practice that can be transmitted to teacher-learners before they have classroom experience. In principle, mastery of these techniques should lead to effective student learning outcomes. Essentially, a positivist view leads to frontloading in teacher training. Johnson points out, however, that this approach has had little effect on improvement in teaching and learning. Moreover, it divorces pedagogical theory from the reality of the individual classroom and removes the activity of teaching from its cultural contexts.

In contrast, a sociocultural perspective views higher level cognition and, implicitly, teacher education as grounded in social interaction. Intellectual development occurs as individuals react and interact with those around them and with their cultural and social milieus. This view extended to L2 teacher education intersects well with sociocultural perspectives of language itself. Meaning does not exist independently as a fixed entity. Rather, the meaning of words exists within
a particular social group’s use of those words. By recasting teacher education within a sociocultural perspective, the focus shifts from what teachers do to why they do it. Approaches to specific teaching issues must thus necessarily shift and adapt depending on the contexts within which they take place. Sociocultural teacher research focuses on teacher cognition, on how teachers learn to teach, on clarifying their specific challenges, and on helping them to become experts in adapting to the needs of their environments and students. According to Johnson, a sociocultural perspective applied to L2 teacher education goes far in combating the public’s ill-informed notion that if you can speak a language, you can teach it.

In subsequent chapters, Johnson couches her discussion of the implications of a sociocultural perspective for L2 teacher education within its various theoretical frameworks. She reviews, for example, Vygotsky’s ideas regarding the role of internalization, the Zone of Proximal Development, and thinking in concepts for the promotion of higher level cognitive development. She addresses the disconnect between knowledge about language and actual classroom practice by reviewing the theories of Bourdieu, Foucault, Gee, and Halliday to make her case that language must be conceived of as a semiotic system of social practice in which meaning is made through language use and interpretation within its social or textual contexts. Johnson’s use of an activity theory paradigm to analyze the misaligned desired outcomes in the English language program in South Korea is particularly provocative. Despite ongoing curricular reform that shifts the emphasis in English language teaching from methods based on grammar translation and an audiolingual approach to one of communicative language teaching, the need to score well on tests and the failure to take into account the contexts within which English language teaching takes place have undermined the goal of increased communicative competence. Essentially, the teachers’ goal of communicative competence for students conflicts with the overriding curricular goal of high test scores on language exams.

The above example is only one of many that belie the political urgency with which Johnson writes. By embedding L2 teacher education within a sociocultural perspective and by analyzing the benefits of such a perspective through a number of case studies, Johnson provides educators with the theoretical grounding, discourse, and intellectual tools to make compelling arguments that counteract the current call for teacher account-ability through standardized testing as the sole measure of effective teaching divorced from its individual contexts.

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The Multilingual Subject offers a paradigm for applied linguistics and language pedagogy that can be called postmodern in the broadest sense, in part because it is a paradigm that refuses to be boxed in by paradigms or dogmas. This important book will serve as an example of what is possible when language learning is taken in all its subjective complexity, where the only overt rejection appears to be of reducing complexity, and where the imperative is on embracing the profound significance of becoming a multilingual subject.

Kramsch’s book also brings sophisticated analysis and a close reading of many personal stories of language learners in touch with the essence of why we teach and why language learners learn and use new languages. A chief complaint that Kramsch meets head on is that second language acquisition (SLA) research “has traditionally given more attention to the process of acquisition than to the flesh-and-blood individuals who are doing the learning” (p. 2). It has divided learners’ “minds, bodies, and social behaviors into separate domains of inquiry and studied how language intersects with each of them” (p. 2). Kramsch thus takes a critical stance to both psycholinguistic and sociocultural approaches to language and language learning, but she does not dismiss or undermine that research. Rather, she shows us how our research models must also account for language learners as real people with their emotional, mental, and physical beings at stake.

What is a multilingual subject? The term includes more than a polyglot—someone who knows more than one language. To be sure, it is about what learners know or learn, like vocabulary or grammar or facts about the new culture, but it is also about how they position themselves in and through interactions in their languages, how the new culture is embodied within them, and how they become new people through the process of learning a new language and culture.
The introductory chapter, “The Subjective Dimensions of Language,” defines terms and places language as a symbolic system within the frame of the ways humans make meaning. Kramsch gathers the threads of several seminal works of social and critical theory as frameworks for the analyses in the seven subsequent chapters. These include the ideas of Austin, Bakhtin, Barthes, Bourdieu, Derrida, Halliday, and Kristeva, among others. The reader unfamiliar with these theorists will not feel excluded from their discourses, as Kramsch conveys the central ideas in a jargon-free manner, engaging notions of the symbolic power of language, ritual, myth, and subjectivities toward real-world understanding and application in language learning and teaching.

Chapter 1, entitled “The Signifying Self,” is about the role of perception and sensation in learning and using a new language. Drawing from semiotics, cognitive linguistics, and blended-space theory, Kramsch analyzes apprentice learner data, testimonies in language memoirs by professional authors, as well as foreign language learner journal entries. Analysis of perceptions and sensations of the language learner as signifying self means exploring “the ways in which learners experience the ‘magic’ of acting and being acted upon through symbolic forms, in particular the new worlds opened up by learning a new language” (p. 27). Learners do not just acquire new words or structures for conveying and receiving information, nor are they simply intermediaries between cultures. Instead, they are affected intellectually, emotionally, and even physically as they draw on new metaphors and ways of conceiving not just language but life and the world.

In chapter 2, “The Embodied Self,” Kramsch focuses on the body: the physical and emotional effects of becoming and being a multilingual subject. In addition to further close reading of language memoirs, Kramsch analyzes the metaphors used by language learners in a survey study. Apart from the intriguing insights the reader gains from the examples, such as that learning a language is like “walking on a frozen lake without being able to see where the ice is thin” (p. 62) or “my eyesight blurred most of my life and finally receiving glasses” (p. 63), Kramsch shows how learners’ experiences are fundamentally self-centered and physical in nature: “Learning a foreign language makes these students more conscious of their bodies . . . and of the language’s body” (p. 66). Kramsch then links the analysis to somatic theory, which considers the self as the relation of body and mind, and to ecological theories of the self. Here, Kramsch again makes the theoretical ideas under consideration accessible to the reader, an introduction to the key arguments for regarding the mind and body as inseparable, giving teachers and SLA researchers a way out of viewing the language learner primarily “from the neck up” (p. 28).

Eschewing a fixed definition of the self in the complex process of becoming a multilingual subject, in chapter 3 Kramsch analyzes “The Subject-in-Process.” This chapter is about the transition toward a new language and culture—in particular, the pain and emotional dangers of loving, hating, and pursuing the Other. After a close reading of several such transitions from authors such as Elias Canetti, Ariel Dorfman, Jean Paul Sartre, and Nathalie Sarraute, Kramsch brings in the voices of students through linguistic autobiographies. They reveal that the experiences of these students are not different from those of the intellectuals Kramsch analyzes. Issues of alienation, desire (or repulsion), and the feeling that one’s identity is on trial come to the fore. Kramsch then employs psychoanalytic and semiotic theories of self and Other in language to unpack the conflicting transitions involved in learning and using a new language, concluding that the learner is always becoming something or someone else. This leads to a crucial paradox for language learners: They experience the pain of using a symbolic system that “irremediably belongs to others” (p. 101), and yet by gaining access to that symbolic order, they become subjects who can choose to reproduce or subvert that order.

The social as well as political dimensions of this paradox are taken up in chapter 4, “The Multilingual Social Actor,” based on sociolinguistic data. Kramsch offers four case studies of language learners, in which she moves beyond extant SLA research to focus on the subjective dimension of the learners’ experiences. Kramsch shows us that “there can be no single truth regarding the multilingual subject as social actor” (p. 124) and no irreducible social or cultural dimension of language learning; the learner constantly positions herself or himself in response to shared histories, perceived boundaries or commonalities between the first and second languages and cultures, to the momentary needs and desires to position oneself in particular ways. In a word, the learner uses multiple linguistic resources to negotiate dynamic subject positions. The emerging multilingual subject is a moving target for the researcher, the teacher, and for the subject herself or himself.

In chapter 5 Kramsch narrows the scope of inquiry to “The Multilingual Narrator,” discussing how learners create new meaning through
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metaphor and establish intertextualities with prior discourses, resignifying and recontextualizing them in the process. Kramsch again analyzes both professional authors’ writings and university students’ accounts of how they “construct themselves as multilingual narrators” (p. 127). The students under consideration read multilingual author autobiographies and fiction texts and wrote their own linguistic autobiographies. Through a detailed unpacking of “exterior and interior landscapes of the heart” of the ways the students access texts in different ways, the reader is brought deep into the subjective experiences of these students. The analysis is followed by a discussion of the themes, genres, and metaphors the students chose for their linguistic autobiographies. Kramsch demonstrates that for as much as the students were writing for themselves, they were also projecting particular narrated selves for others, intertextually linked to the original stories but also resignifying those texts.

Chapter 6 takes the reader into the world of digital communication and of the “Virtual Self.” Kramsch considers the ways that the computer is not merely a new medium that adds a new dimension to earlier technologies such as the book or the television but rather that it is a semiotic medium in its own right. This new “procedural epistemology” redefines not only what and how we know but also who we are (p. 159). This is where the multilingual subject comes into the picture. Kramsch analyzes the virtual multilingual personas that foreign language learners build for themselves in chat rooms and telecollaborative exchanges. She demonstrates how the constraints and taboos of language learning in the real world are suspended or altered in online environments—how language learning is “both play and reality, both fact and fiction at the same time” (p. 166, author’s emphasis). We see how time, space, and reality are modified and mediated through computers, which leads to the following question for the learner: “Who is the real me?” Kramsch concludes that the multilingual subject in computer-mediated communication oscillates between the real and the hyperreal—a world in which the language user can offer up many different selves, which can both liberate as well as engender new sorts of anxieties.

Chapter 7, “Teaching the Multilingual Subject,” develops a set of proposals, built on the analyses and conclusions of the preceding chapters, for orienting language teaching toward the development of symbolic competence rather than communicative competence, as is the current norm in language pedagogy. In this way, the chapter serves to supplant and indeed resignify Kramsch’s (1993) notion of an intercultural third place. Kramsch asserts that the third-place metaphor is now “too static for a relational state of mind that should enable multilingual speakers to operate between languages” (p. 200) and proposes that what multilingual subjects express, interpret, and negotiate “is not so much information as emotions and memories, values and subject positions—the realm of the symbolic” (p. 190). Kramsch then offers a detailed treatment of symbolic competence around a critical/reflexive and creative/narrative approach, including how it can be taught in the classroom. For those concerned in any way with language teaching, this chapter, in particular, should be required reading, and for those involved with curriculum, it will surely serve as a road map for reform.

The Multilingual Subject will mean many things to many people and will be employed in different ways by scholars and teachers in applied linguistics, language pedagogy, and other fields. The common thread will be that all are forced to rethink basic assumptions and practices, particularly with regard to what it means to learn and use a new language and be a multilingual subject.

GLENN S. LEVINE
University of California, Irvine


Writing in Foreign Language Contexts provides a valuable overview of English-as-a-foreign language (EFL) writing over the last three decades. Two elements guarantee the success of this long-overdue book. The first is the attention this book gives to contexts—from curricula and instruction methods to a recognition of English as the global language for written communication—to explain how EFL learners approach writing in English. The second notable element is the unusual and effective method of compilation, in which multi-authored chapters are intertwined as the authors refer to each others’ chapters, bringing a sense of wholeness to the book.

Manchón also brings unity to this three-part book by providing a perspective of looking back and moving forward of research in the EFL.
writing field (with a very brief exception represented by Reichelt's insights about teaching German as a foreign language in the United States). The first section consists of seven chapters, each of which outlines the progress of the authors' long-term research projects. We are given insights into their thinking processes and reflections, their methodological decisions, and their suggestions for future research. Each chapter represents an adventure of discovery told in a narrative that takes the reader from the initial germ of the project to its present status, with glimpses into the possibilities of a future journey. Rinnert and Kobayashi (ch. 1) and Sasaki (ch. 2) discuss their respective research studies on individual variation among Japanese learners of English, ascribed to different learning experiences in their first language (L1) and second language (L2). Manchón, Rosa de Larios, and Murphy (ch. 4) and Schoonen, Snellings, Stevenson, and van Gelderen (ch. 3) examine the attentional and linguistic resources needed for composition development as learners acquire proficiency in the L2. Celaya and Navés (ch. 5) analyze the experiences of a bilingual population (Spanish and Catalan) when learning EFL in the context of European policy regarding plurilinguism, and they question the potential benefits of exposing learners to the target language at an early age. Flowerdew and Li (ch. 6) provide insights into the diglossic nature of English in Hong Kong and point out the rising influence of English in the rest of China at the university and professional levels, creating special demands that motivate learners to acquire advanced skills in English composition. Finally, Reichelt's chapter presents the sociohistorical contexts of six countries to illustrate how pedagogical traditions and teacher education in EFL writing differ from English-as-a-second-language (ESL) and foreign language (FL) pedagogical traditions in the United States.

The authors in the second section provide further reflection and insightful analysis into the perspectives already presented in the first section; coupled with information they draw from their own professional experience, the writers present fresh views of theory, research, and pedagogy in FL writing that presses the field forward. Cumming (ch. 8) adds a strong and useful overview of the contributions of FL writing studies to research, theory, and policy. His chapter points out the distinctiveness of FL education, emphasizing the importance of English as a global medium for written communication and highlighting the micro and macro processes that influence FL writing. Ortega's chapter analyzes articles in two flagships: Reviews

The third section concludes with a partly annotated bibliography of research on FL writing, supplementing references given in each chapter and providing an extensive warehouse of information sources for scholars in this field. The bibliography is subdivided into three parts: “Texts” (studies of written texts), “Individual Differences” (comparison of individual characteristics when writing in an FL), and “Processes/Strategies” (writers' writing processes while writing in the FL). Manchón takes an innovative approach to her editorial role in the book: Each section complements the others, bringing a strong unity to the book as a whole. More important, however, she has created a harmonious and convincing account of contemporary EFL research. Necessarily, the book ranges over several theoretical perspectives (from cognitive to sociocultural) and discusses a variety of research methodologies. Researchers seeking to conduct studies on FL writing will benefit from studying this impressive overview of the field. Tertiary educators also might view this book as a key resource in developing writing courses specifically for their EFL classes. As such, this book fills a notable gap, as claimed by the authors themselves when reflecting on the status of L2 writing research. Ironically, the authors' focus on EFL writing also subscribes—as they themselves acknowledge—to a limitation of this book: the lack of studies of languages other than English in foreign language contexts. The title of the book is therefore misleading because writing in FL contexts could refer to other languages that are not
considered here. However, apart from this limitation, Manchón’s compilation is a brief but rich and necessary handbook that places FL writing in the forefront of the writing research field—a place that, as the contributors to this book have amply illustrated, is well earned.

IDOIA ELOLA
Texas Tech University


Ogiermann opens the monograph with a quote about how Russians and Poles are never polite. This gross misunderstanding of two cultures reveals the importance of the study of cross-cultural pragmatics, and it also signals a need for more research on these two understudied languages.

The theoretical framework adopted by Ogiermann in this volume is Brown and Levinson’s universal model of politeness, in which politeness as a cultural concept as well as a model for the analysis of language is elaborated. Despite criticism of the Brown and Levinson framework over the past two decades for its Western bias, the author chose it over recent postmodernist theories for its ability to provide a formula for the cross-cultural analysis of data. Indeed, postmodernist models, which focus on the emergent characteristics of interaction, do not accommodate cross-cultural comparison. Ogiermann’s purpose, in addition to the collection and analysis of apology data from British English, Polish, and Russian, is to investigate the continued viability of Brown and Levinson’s model and to continue the investigation into its appropriateness for the analysis of data from non-Western sources.

The book is divided into 11 chapters, of which 4 are focused on the examination of theory, 2 are focused on methodology, 3 are devoted to analysis, and 2 are devoted to discussion.

The theoretical chapters investigate the field of cross-cultural pragmatics from its inception in language philosophy to recent developments in postmodern theory applied to linguistic politeness. The culture specificity of politeness, acknowledged but not elaborated by Brown and Levinson, is explored in the second chapter, including a critical evaluation using resources from the related field of sociology. In the third theoretical chapter, Ogiermann turns her attention to the speech act of apologies—the most studied speech act in the field. This choice was consciously made to draw comparisons with past work in the field and to add to the speech act data set from the underrepresented languages of Polish and Russian. To ensure direct comparison with a commonly studied language, data on British apologies were also collected. All data were collected via a written discourse completion task—the most common method of data collection in cross-cultural pragmatic studies.

In examining the data, Ogiermann codes and classifies responses according to function. In her analysis, she separates “illocutionary force indicating devices” (p. 93), or the actual expression of an apology, from the motivating factors behind that apology, or what she deems “accounts.” Her analysis and use of the term “accounts” reveal a new taxonomy of strategies that is based on finer distinctions than past studies have explored. This analysis revealed the following: British English continues to be the least direct in its linguistic realizations of politeness formulas, confirming it as a negative politeness culture. As expected, Russian was the most direct of the three languages and the least concerned with threat to negative face. Polish fell between the two, with more tokens of indirect speech in the data yet a distinct preference for positive politeness strategies, and was labeled a positive politeness culture along with Russian.

In her examination of Brown and Levinson’s model for analysis, Ogiermann pays particular attention to the weightiness formula, which they claim to be universal. Her data show the weightiness formula to be problematic because social power and distance were not found to “contribute to the weightiness of an FTA on a summative basis and [they have] disconfirmed . . . predictions as to an overall lower assessment of these social variables by members of positive politeness cultures” (p. 256).

Ogiermann’s work is brilliant. Her careful and thorough treatment of theory is more than a summative history of who has said what and who has disagreed with whom; rather, it is a clear and precise narrative exploring the development of a field from its inception to its present state and practice. Of note is the blending of scholarship from American and European schools of thought, with Americans tending toward investigations of “pragmatics” and Europeans toward studies of “linguistic politeness.” In her literature reviews, Ogiermann blends these disparate approaches into a seamless whole, critically weaving them together
This book, based on the author’s doctoral dissertation, is situated at the intersection of interlanguage pragmatics and politeness. The 10-week longitudinal study focuses on the ability of 14 Japanese learners of English at New Zealand language schools to manage politeness in their dealings with native speakers on two levels: (a) their pragmatic awareness—that is, their ability to recognize and interpret disagreement strategies—and (b) their pragmatic ability to produce disagreement strategies.

Chapter 1 outlines the rationale and research questions. Chapter 2 provides a literature review of speech act research, politeness theories, and second-language (L2) pragmatic development research. Walkinshaw is rather dismissive of discourse analytic studies because they contain “few ethnographic elements, and offer little information about cultural differences” (p. 37). This view seems rather at odds with the current shift away from sentence-level analysis to a broader understanding of politeness as a discursive phenomenon. Chapter 3 describes the data collection instruments. In addition to basic demographic information about the learners, data were collected via a judgment task, a written discourse completion task (DCT), and role-plays. The judgment task examined learner proficiency in recognizing and interpreting disagreement speech acts. Learners watched 18 short segments from television programs and completed a questionnaire. For each segment, the learner indicated whether a disagreement existed, how serious it was, and how appropriately polite the speaker was. The written DCT consisted of eight situations designed to elicit a disagreeing response by the learner. The situations varied in terms of relative power and social distance between the speakers. The open role-play comprised six scenarios in which the learner had to disagree with an interlocutor. The judgment and DCT tasks were administered to 12 learners twice—at the beginning and end of the 10-week period. The role-plays were completed twice by two different learners over a 10-week period.

The following three analysis chapters examine in detail (a) the overall slight shift in the disagreements produced by learners over the study period, (b) the shorter utterance length of the learners’ disagreements compared to a native-speaker reference group, and (c) the increased ability of the learners to recognize and interpret disagreements in certain situations. Although the findings are presented in a comprehensive and meticulous manner, it is not until chapter 7 (titled “Discussion”), in which the author draws together the detailed findings, that a consolidated and illuminating picture of the learners’ pragmatic abilities is provided. Walkinshaw posits that the learners are applying Japanese pragmatic norms to their L2 speech behavior and, in particular, he draws upon the concept of enryo ‘restraint’ whereby indirectness is not required when social distance is high (strangers) or low (intimates). The final chapter is a concise summary of the study, an evaluation of its strengths and weaknesses, and a thoughtful consideration of its implications, especially in terms of classroom instruction.

This monograph is clearly written and accessible. The study is admirable in how carefully the instruments, individually and as an interlocking whole, are constructed. The instruments were extensively piloted. Both interpretation and production data were elicited, enabling a potentially...
more balanced assessment of pragmatic ability. Furthermore, the combination of elicited data in written (via the DCTs) and spoken (via the role-plays) form is not common in interlanguage pragmatics studies and certainly seems a valuable and productive route to take. However, in this case, the value is somewhat diminished by using role-play participants who were not part of the main group (i.e., the written and spoken data came from different participants).

A significant weakness in this study is the small number of participants for the type of analysis conducted. The author acknowledges this limitation and points to similar sample sizes of other studies in the field. However, the adequacy of sample size cannot be assessed independently of the analytic approach. For example, the author cites a study that involved seven participants. However, the data in that study consisted of family and friends interacting during a dinner, and the analysis of this naturally occurring data involved focused attention to situated aspects of the interaction (e.g., the personal history of the interlocutors, their social status, and their role in that particular speech situation).

Compounding the detrimental impact of a small sample size is the attrition of participants over the duration of the study. The loss of half of the main group of learners from the pretest to posttest is dealt with in one short paragraph in the methodology chapter. Walkinshaw states that as a consequence of attrition, “new Japanese participants had to be sought” (p. 106). Surprisingly, there is no further information on how the data elicited from these new participants are worked into the study (the number of participants remains at 12 throughout the book). This decision is unfortunate because the findings and discussion emphasize the development of the learners’ pragmatic competence, using comparisons between pretest and posttest data. With a significant portion of the pretest and posttest data coming from different learners, the findings become difficult to assess in terms of their validity and significance.

This well-thought-out, clearly presented, and accessible study does falter on execution. The author does deserve credit for tackling an area of pragmatics that is underresearched (precisely, one suspects, because of the type of pitfalls encountered by Walkinshaw). This book will be a useful resource for those considering similar projects.

SANTOI WAGNER
Temple University

SPANISH


Arteaga and Llorente wish to sensitize people unfamiliar with Spanish or linguistics to the fact that Spanish is a pluricentric language. They recommend that students at all levels be taught the basic phonological configuration of the major dialects of Spanish (p. 11). To that end, the authors adopt a simplified dialectological map of the language to focus on bundles of features that represent large dialectological areas of Spanish. In the later chapters of this volume, the authors review textbooks in current use to determine which ones best reflect the linguistic diversity of the Spanish-speaking world.

In chapter 1, the analysis of the linguistic demography of Spanish is problematic. Spanish is claimed to be the second most widely spoken language on Earth. The demographics of both English and Hindi–Urdu are complex and call into question a second place for Spanish among the languages of the world. The figure of 28 million Spanish speakers in the United States is outdated. The U.S. census Web site shows data from 2008 that estimate the Hispanic population at 46 million.

The instruction of Spanish is described as being of extreme importance in higher education. Revisiting the data in Furman et al. (2006), cited by the authors, one sees that foreign language enrollments as a percentage of total student enrollments have plummeted from 16.1% in 1960 to 8.6% in 2006. Spanish enrollments remained constant at 4.7%. The drop in foreign language study is due to the abandonment of study of other foreign languages. This situation is not indicative of the supposedly extreme importance of Spanish in U.S. higher education. Indeed, considering the increase of the Spanish-speaking population, one could reasonably expect Spanish enrollments to increase.

The authors characterize the Spanish alphabet as inadequate to represent speech sounds. Despite the authors’ introduction of the international phonetic alphabet (IPA) as essential to phonetic transcription of Spanish, there are several lapses, including separation of syllables by a space, non-IPA representation of /r/, and
numerous others. No reference is made to the invaluable document by the Real Academia Española (RAE, 1999) on orthography. As is widely known, Spanish orthography is not phonetic, but phonemic. The RAE explains clearly that decisions regarding adjustments to the spelling system reflect both phonemic and etymological criteria. The authors regularly criticize the RAE, referring at one point to its “unfounded prescriptivism” (p. 132) while failing to recognize the achievements of cooperating Spanish language academies across the globe. The work of the RAE is essential to management of a standard for a pluricentric language.

The chapters on morphosyntactic and lexical variation summarize commonly known variations in address forms, gender, pronouns, and verb morphology. The inconsistent approach to interlinear morphemic glossing is not a positive feature. The Leipzig standard should have been followed consistently throughout the text. Instead, grammatical category markers are at times spelled out completely, at other times indicated with small-cap abbreviations, and yet other times with lowercase abbreviations. These are not listed at the end of the volume.

The chapter on diachronic Spanish linguistics begins with a review of methodological development. The second half of the chapter deals with historical linguistics, relating commonly known phenomena to present forms that receive focus in Spanish classes. The last two chapters provide a variety of tips for teaching variation and a neutral version of the language. The authors review three texts, which they find handle well the challenge of linguistic diversity in the Spanish-speaking world.

The authors conclude with an argument in favor of orienting students to the notion of Spanish as a pluricentric language. This is a laudable theme and early emphasis of the features that characterize major dialects can lead to a level of consciousness that will help both heritage and classroom language learners of Spanish improve their relationship with the standard.

There are numerous inaccuracies in the 10-page glossary containing 178 terms. The word chiquito is said to contain a circumfix, –it–. Elsewhere in the volume, a circumfix is incorrectly equated with an interfix or infix. Spanish has neither. Ceceo is incorrectly defined as a characteristic of the Spanish of southern Spain, when instead it is a relatively isolated phenomenon. Articulatory phonetics is defined as the physical description of Spanish, when in reality it is the physiological description of the production of sounds; acoustical phonetics is the physical description of the sound produced. Auxiliary verbs are defined as helping verbs—not a useful explanation of the concept. On page 220, lengua románica is incorrectly given as the translation for “Romance language.”

Synalephy (sinalefa) is simply defined as elimination of one of two identical vowels in contiguous words, when the elimination of a syllable can also be achieved via diphthongization. Syneresis (sinéresis) is incorrectly exemplified by the reduction of contiguous vowels to one in the phrase lo odio, which is just another example of synalephy. The velarization of /r/ is described as the pronunciation of /x/ as [x], when the usual description of the allophone of /r/ in Puerto Rico is that of a voiceless uvulo-velar trill [χ].

As indicated by the authors, this book may be recommended for those individuals who have only a passing acquaintance with Spanish and linguistics or whose skills in the language have diminished over the years. Although the introduction to the entirety of Spanish linguistics in this volume is necessarily incomplete, this work could have served as a useful orientation to Spanish as a world language.

SHAW N. GYNAN
Western Washington University


The low cost and small size of cameras have led to a proliferation of video-recordings in all aspects of modern life. One result of this trend is that more people are able to record and distribute videos of a broad range of events and activities, including everything from family occasions, public events, and entertainment, to political speeches, surveillance, and traffic enforcement. In addition, there is an increased expectation that videos of almost anything should be available. Although videos obviously cannot replace travel, they can promote language learning by helping viewers get a better sense of distant countries or communities and by providing opportunities to hear authentic language. Many instructors have found creative ways to integrate video realia (such as YouTube clips) or their own recordings into the classroom. In addition, there has been tremendous growth in both the quantity and the variety of video included.
The primary content of \textit{En una palabra}, Puebla, M´exico is part of this trend.

The chance to hear speakers express themselves in their own words is a key strength of the program. In contrast, just as there is only very limited information about the interviewees, the information about Puebla is overly brief and fairly superficial. Likewise, the descriptions of Puebla Spanish do not provide clear explanations of the relevant linguistic features in question, such as vowel reduction. In addition, although the interviews themselves offer an excellent opportunity for learners to conduct analyses and draw conclusions, it would have been helpful to include additional background information as well as some commentary or analysis of the cultural constructs covered. For example, brief explanations of typical work schedules, labor conditions and relations, and employment statistics would likely facilitate learners’ analysis of words like “ambition” and “work.” Similarly, a discussion of individualism and how it varies across cultures would have provided learners greater context within which to interpret interviewee responses. For these reasons as well as the fact that there are no language-or content-oriented exercises or activities contained on the CD, \textit{En una palabra} is not ideal for self-study or as a stand-alone resource, nor can it be integrated into Spanish courses “off-the-shelf.” However, with appropriate preparation by instructors—including both supplementary information as well as the design of learning activities—it can serve as a valuable accompaniment to other texts that will enrich discussions of culture at a variety of levels.


\textbf{JENNIFER LEEMAN}

\textit{George Mason University}

\section*{STUDY ABROAD}


Spurred by the reality of globalization, the chapters in this book address the numerical and philosophical revolution of study abroad and the high priority for institutions of higher education in
the United States to prepare students for global citizenship. The book is divided into four sections within which the chapters (a) define global citizenship in study abroad (5 chapters), (b) suggest ideas for aligning global citizenship and study abroad with the mission of the academy (9 chapters), (c) discuss institutional challenges and strategies for fostering global citizenship in study abroad (9 chapters), and (d) provide models of innovative programs that promote global citizenship in study abroad (7 chapters).

This is a must-read and a particularly welcome topic for those researching study abroad as well as those involved in creating and advocating innovative curricula that develop critically thinking learners who are prepared for global citizenship.

Lewin, the editor of the book and author of the introductory chapter, sets forth an historical ideology of the purpose of study abroad, starting from the 17th century to the present, focusing on a shift in principle that has occurred over the years for sojourns abroad. He follows with an analysis of the consumerist and colonialist notions that disparages the modern study-abroad experience by U.S. undergraduate students. The chapters aim to illustrate how the study-abroad experience can be formulated to enhance both critical reasoning and international civic experiences to enable cultural acquisition and global citizenship and, furthermore, to offer visionary models on how to develop global citizens through study abroad.

This book has achieved its goal. The essays construct arguments that draw attention to what is philosophically involved in study abroad and the various interpretations of how it can, in fact, promote global citizenship and the required on-campus discussions that need to address expected institutional challenges. For example, Streitwieser (ch. 23) discusses how undergraduate research during study abroad can support the development of global citizenship. This long-awaited discussion could overcome the perception of study abroad as vacation time, and it also serves as an excellent reference on the challenges inherent in this type of program. In “Georgia Tech’s Comprehensive and Integrated Approach to Developing Global Competence” (ch. 24), Rollins presents a curricular plan that fosters a globally competent learner through a program available to all students created by a university-wide committee. The main notion is that it is not a new degree, major, minor, or certificate program but rather a modification to each disciplinary degree with an uncomplicated notation added on the student’s transcript and diploma, indicating that a significant international component has been added to the degree.

As a faculty member who researches the linguistic benefits of study abroad as well as partakes in university planning aimed at strengthening academic standards and brainstorming innovative curricular designs that promote a mission of creating an environment that prepares students for global citizenship, I find that this valuable book addresses a timely issue. Not only does it ideologically align the meaning of fostering global citizenship, but it also provides critical theoretical insights and blueprints to achieve this goal.

CHRISTINA ISABELLI–GARCÍA
Illinois Wesleyan University


This study of the acquisition of interlanguage pragmatics in the study-abroad context examines the acquisition of English requests by German students of English as a second language (ESL) in a British university from a production and awareness point of view.

The book consists of nine chapters. The introductory chapter presents the aim and scope of the study, introduces the research questions, and lays out the structure of the different chapters. Chapter 2 is a review of the literature, which focuses on an overview of pragmatic theories and the field of interlanguage pragmatics. It also examines studies dealing with the development of second-language (L2) learners’ pragmatic awareness and production with particular emphasis on requests. Chapter 3 discusses issues related to data collection methods in interlanguage pragmatics, including data elicitation techniques in awareness and production studies. Chapter 4 presents the methodology for the study, which includes a description of the participants (L2 learners abroad in Britain, L2 learners at home in Germany, and a native-speaker control group), the instruments for data collection, procedures, and data analysis.

Chapters 5–8 present the results and discussion. Chapter 5 examines the findings dealing with the development of pragmatic awareness in relation to the acquisition of requests and what L2 learners perceive to be appropriate. Chapter 6 explores the request strategies used by the L2 learners in terms of direct strategies, conventionally indirect strategies, and nonconventionally indirect strategies. Chapter 7 presents the internal request
modifications, such as downgraders and upgraders, used by the L2 learners, and chapter 8 describes the use of the L2 learners’ external modifiers according to contextual variables such as the level of imposition of the request. Chapter 9 summarizes the findings, presents the limitations of the study, and discusses theoretical, methodological, and pedagogical implications of the findings. The appendices include two of the instruments used: the English and German versions of the awareness study questionnaires and the Multimedia Elicitation Task (MET).

Schauer’s book makes a significant contribution to the body of work on interlanguage pragmatics because it presents a fine extensive study of the acquisition of requests in the study-abroad context, an area that has received scant attention in the past. It also compares pragmatic and grammatical awareness in two types of L2 learners—those studying abroad and those studying at home. Finally, it presents both quantitative and qualitative results.

The book is well written with clear definitions and explanations of concepts. There are a few cases, however, where the reader may need clarification. For instance, the idea of reading a subject (specialization, major, or field of study) may be somewhat difficult to understand for a reader who is not familiar with the British university system. The book also provides abundant examples of the concepts and categories used for analysis except for locution derivables and upgraders. Because of the way the book is written and structured, it would be accessible to both experts and graduate students in the field of interlanguage, cross-cultural pragmatics, and second language acquisition.

The study presents several methodological innovations. First is the inclusion of a sentence immediately preceding each target utterance to be judged in the classic instrument by Bardovi-Harlig and Dörnyei (1998). Another methodological contribution is the use of semistructured interviews to find out what the learners thought about their errors and general observations about their pragmatic and/or linguistic features. The author goes beyond the simulated recall technique commonly used to investigate the participants’ reactions to a task. In doing so, readers are able to see the participants’ actual observations about their pragmatic and/or linguistic perceptions and choices of strategies. The last innovation, although limited, is the MET computerized instrument. One of the main limitations of the study comes from the use of this instrument. Although an attractive idea in principle, the computer design does not seem to allow the L2 learners to produce more than one turn. With only one turn, the findings of L2 learners’ productive pragmatic abilities may be insufficient.

Schauer presents her in-depth and detailed organization of request categories based on previous work. Particularly, the introduction of small talk as an external modifier is a theoretical innovation. She also points out the difference between L2 learners who are students of the language as a discipline and L2 learners who are students of the language as a tool to help them in their careers and the possible types of motivation behind both types of learners.

The book concludes with a series of suggestions for future research and methodological innovations. Of particular interest is the influence of the gender of L2 learners in their pragmatic choices as well as the consideration of the gender of the interlocutor and other contextual variables in performing requests. Finally, Schauer’s methodological suggestions include a series of instruments that have been previously found to be useful in the study-abroad context.

In conclusion, _Interlanguage Pragmatic Development: The Study Abroad Context_ makes a noteworthy contribution to the field of interlanguage pragmatics. The book is a large-scale study of the acquisition of L2 requests in the study-abroad context with a sound methodological approach that can be of interest to both researchers and graduate students in interlanguage, cross-cultural pragmatics, and second language acquisition programs.

SILVIA RODRÍGUEZ SABATER
_College of Charleston_

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**TESTING**


_Examining Reading: Research and Practice in Assessing Second Language Reading_ is volume 29 of the excellent series, “Studies in Language Testing,” published by Cambridge University Press. The book offers the field another splendid exposition on second-language (L2) reading. This work is unique, however, in that it was written by two scholars who are quite familiar with the Cambridge suite of examinations, and they make
extensive use of their knowledge of these tests to demonstrate how the Cambridge ESOL examinations implement theory and research in practice. The audience for this book includes graduate students, professionals, reading researchers interested in both theoretical and practical issues, and testing companies or organizations that produce L2 tests. The authors focus on a discussion of validity evidence, and they structure the chapters to adhere closely to Weir’s validation framework. Although this particular volume covers the reading skill, it follows one published just recently on writing, which leads this reviewer to look forward to the publication of these treatises for listening and speaking, as well.

One of the many strengths of the book is that the authors provide practical validity consideration within each chapter. Beginning in chapter 2, “Test-Taker Characteristics,” we find a discussion of the assessment of students with disabilities (e.g., producing and administering Braille versions of the reading tests). I applaud the presentation of such information, as it departs from the usual depiction of test-taker characteristics (e.g., gender, nationality) and attends to the issue of how to obtain valid scores from a special-needs population.

The reader should not expect a presentation of the many different methods of assessing reading with examples of various item types. It is not a how-to manual. Instead, the authors provide, in chapter 3, titled “Cognitive Validity,” a thorough discussion of the reading construct and a model to which they refer when relating theories of reading to practices. The review of the reading research literature is comprehensive (some 400+ references) and methodical in that the authors detail how the research is (and sometimes is not) applied and implemented with different Cambridge exams.

In chapter 4, “Context Validity,” the authors present a wealth of information about the Cambridge tests, and they delineate how construct theory is exemplified at the various reading levels and in the variety of tasks found within the suite. The authors are not afraid to mention potential shortcomings in the examinations and suggest how a given test, such as the Certification of Proficiency in English, could be improved upon by ensuring that all tasks require the highest level of cognitive processing. With respect to context, the authors maintain a rather conventional perspective, in that they tend to equate context and task. They do mention a sociocognitive approach to conceptualizing the construct and validation, but the social unquestionably takes a back seat to the cognitive. Having said that, I believe a convincing argument can be made that a predominantly cognitive view of task is more appropriate when discussing the skill of reading. Looking ahead, however, I hope that the social aspect of the communication skills will be covered in greater detail when the volumes on speaking and listening appear. Given Cambridge’s long history of employing authentic test tasks, I am confident that will be the case.

The penultimate chapter, “Criterion-Related Validity,” offers readers insights into what testing organizations, such as Cambridge ESOL, are doing to incorporate the Common European Framework of Reference (CEFR) into their score reporting. (The title of the chapter is, in my opinion, somewhat of a misnomer, as the discussion focuses on the alignment of the ESOL examinations to the CEFR scale, not to other assessments, which is what one typically thinks of in terms of criterion-related evidence.) Because the CEFR has gained such currency around the world, internationally administered language assessments are often linked to the scale to facilitate interpretation and use across the globe. The authors caution that this practice may contribute to the misinterpretation and misuse of test scores. The chapter provides an excellent example of how one organization has accomplished this demanding task with an entire battery of examinations.

There is much more in the book that recommends it to readers, not the least of which are the six appendices, which contain a great deal of useful information and detail (I especially liked the one on computerized reading tests), a treasure of references, and the exemplars of Cambridge ESOL items. In summary, this volume represents an important contribution to the field in terms of both theory and practice, its timeliness regarding several topics (e.g., alignment with the CEFR, computerized testing, among others), and its appeal to and relevance for multiple audiences.

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This dissertation (Lancaster, 2007) provides what may be the first of a series of studies that explore the complexities of linking examinations to the Common European Framework of Reference for
Languages (CEFR). The author investigates how the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Preliminary Pilot Version (2003) was used to link the four levels of the Trinity College London Integrated Skills in English Examinations and the 12 grades of the Graded Examinations in Spoken English to the six levels of the CEFR. Given that linking involves judgments on the part of judges (or panels, p. 153; presumably experts in standardization procedures), Papageorgiou documents the processes that result in the description of test content using the CEFR descriptors and the subsequent evaluation of samples. He approaches the task using quantitative and qualitative methods that isolate the relative contributions of such factors as the consistency of the judges’ decisions and their interrater reliability to the effect of group dynamics as the group of 10 (originally 12) made these determinations.

Papageorgiou presents a preliminary study (ch. 3) using verbal protocol analysis, in which key words in the descriptors and their interpretations motivated the decisions made by the judges in assigning shortened descriptors to CEFR levels. The main study follows the protocol of the Manual: familiarization (ch. 5), specification (ch. 6), and standardization (ch. 7). In the familiarization stage, the author addresses three research questions: (a) Do trained judges scale the CEFR descriptors in the order intended in the CEFR volume? (b) If differences in scaling exist between the judges and the CEFR, why does this happen? (c) Can training contribute to more successful scaling? (p. 69). In the analysis of the data (5,800 ratings), Papageorgiou implemented a many-faceted Rasch model through the use of the computer program FACETS (p. 72). For each modality, several (four for listening, eight for speaking) descriptors are identified with scaling problems, some with misfit, and some with overfit. He traces these issues to the wording of the descriptors and overlap (B2 and higher) in the CEFR.

In the specification stage, in which test content is related to the CEFR, the author asks two research questions: (a) Do group dynamics affect judgment making during test content description in relation to the CEFR? (b) What problems do the judges face when using the CEFR and its descriptors to describe test content? (p. 117). The recorded data were transcribed and coded according to both deductive and inductive approaches. The strong task orientation on the part of the judges contributed positively to the process of specification, but difficulties with the CEFR descriptors, particularly the “lack of scaling tasks into levels” (p. 150), made the process difficult.

The third step, standardization, describes test-takers’ performance in CEFR terms. The author poses four research questions: (a) Are the judges consistent when using the CEFR scales as their marking criteria to judge examinee performance? (b) Do the CEFR speaking scales generate ratings of similar severity/leniency? (c) Which factors affect decision making during the standardization stage? (d) What problems do the judges face when judging performance and setting cutoff scores in relation to the CEFR? (p. 151). Despite consistency in the evaluation of samples and little variation in terms of severity or leniency (p. 166), the judges were affected by their insider status as testers at Trinity College, which caused them to expect particular samples to be rated at certain CEFR levels. Their discussions revealed that the “context-free” character of the CEFR, the focus in the CEFR to describe “real-life” language, and the wording of the descriptors caused problems (pp. 184–185). In short, the CEFR was never intended to provide a set of specifications for testing.

Given the claims that tests and teaching materials reflect specific CEFR levels, Papageorgiou’s investigation conclusively demonstrates that the process of linking is complex. His calls for test specifications based on CEFR descriptors (p. 193) and the implementation of noncompensatory scoring demand a new generation of tests. One troubling aspect of this study, however, lies in the presentation of the descriptors to the judges as isolated statements, each of which can allegedly be independently assigned a level. If one views the various descriptors in one modality as comprising a whole, as a coherent text, then a global determination of each level emerges. The task to assign levels caused the judges to suppose different levels for which multiple descriptors actually reflect one level. Take, for example, the following descriptors:

S 19 I can connect phrases in a simple way in order to describe experiences.
S 2 I can connect phrases in a simple way in order to describe events.
S 26 I can connect phrases in a simple way in order to describe my dreams, hopes and ambitions.

These descriptors (pp. 108, 113) are all B1, but some judges assigned them to different levels. If the task of describing using simple
connected phrases is seen as connected with a specified text type, then the specification of the topics provides a richer, fuller description of the one level. The judges no longer feel compelled to differentiate levels where no such differentiation exists.

Papageorgiou’s study provides extensive references to previous work, and his explanations are exhaustive and keep the reader focused on the topic at hand. The volume determines the agenda for the linking of tests to the CEFR in the immediate future.

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