SSLA, **24**, 489–496. Printed in the United States of America.

REVIEWS

DOI: 10.1017.S0272263102213066

THE INTERACTIVE INTRODUCTION TO LINGUISTICS: AN INTERACTIVE COURSE FOR STUDENTS OF LANGUAGES AND LINGUISTICS [CD-ROM, Version 2.0]. *Jürgen Handke and Frauke Intemann*. Ismaning, Germany: Max Hueber Verlag, 2000. 78.00 DM.

Introduction to Linguistics 2.0 (henceforth *IL2.0*) is an attempt to provide an introduction to linguistics in the form of an interactive CD-ROM. According to the CD booklet, it can be used as "an autonomous learning environment," offering "a valuable alternative to conventional methods when it comes to presenting linguistic phenomena in a lively and exciting way" (p. 2). Although I am very sympathetic to the authors' intentions, I did not find that the goals were attained in an optimal way. At most, *IL2.0* can be used for introducing a unit in a class or for users who want to know whether they should take a linguistics course. In a sense, it is like a demo tape. Its content is extremely weak, especially when we compare it with recent introductory linguistics textbooks (e.g., Fromkin, 2000; Radford, Atkinson, Britain, Clahsen, & Spencer, 1999).

IL2.0 is compatible both with Windows and Macintosh. (I have only tested it with a Macintosh G3.) Among the nice features are a notepad, where the student can take private notes and print them, a glossary with about 150 terms, and a finder for linguistic terms (called Hotsearch, which functions as an index). Additionally, there is a bibliography for each unit. The CD is divided into five modules related to the basic areas of linguistics as well as modules entitled "Languages of the World" and "Important Linguists." Each module has exercises under the label of Tutor where the student can practice and obtain feedback and scores. There is a musical sound track (that can fortunately be turned off), and all the text and examples can be listened to.

One of the hardest things to get right when creating multimedia materials is navigation, and this CD does not escape such problems. To move from one screen to another the user has to click on particular words that are highlighted. This has the advantage of allowing users some freedom to go wherever they want, but it also has the disadvantage of leaving users never knowing whether they have covered everything in that particular module because clicking on different words in the same screen takes users to different screens. This is also true for the exercises. The navigator is supposed to help users know where they are, but this is only partially true because the only thing users learn from it is that they are in a particular unit. There are also some bugs in the exercises, which may or may not have been corrected. For example, sometimes instead of getting a tree, we only get the label for a tree.

The content of *IL2.0* is very superficial, and this is where I was most disappointed with the program. The amount of information conveyed is so minimal that in many cases it leaves the user wondering why the authors bothered to present it. Clearly, the CD cannot be used as an alternative to a textbook nor as a way to deepen knowledge in

any area. The modules "Languages of the World" and "Morphology" are the clearest examples of this superficiality. At the same time, the authors seem to consider biographies of linguists to be worth a lot of space, in fact, a whole unit; for each name there is a biography and a picture. The exercises are also very superficial and focus on what can be memorized. There are no linguistics problems for any of the topics, and most of the exercises require only memory skills.

I can imagine a few clips of the CD being used in a class to introduce a new unit, and there are some clever design features, such as clicking on a phrase structure rule to see the corresponding tree or the ability to hear vowels and word examples at the same time as we see them in a chart in relation to other vowels. However, we are still a long way from a very useful and interesting introduction to linguistics in a CD-ROM format. The main problem seems to me to be the clear attempt to minimize the content to almost nothing. Thus, it is impossible to create interesting problems, and the student is left without a sense of what it is to do linguistics.

References

Fromkin, V. (Ed.). (2000). *Linguistics: An introduction to linguistic theory*. Oxford: Blackwell.
Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (1999). *Linguistics: An introduction*. New York: Cambridge University Press.

(*Received 3 May 2001*)

Cristina Schmitt
Michigan State University

DOI: 10.1017.S0272263102223062

SOCIOCULTURAL THEORY AND SECOND LANGUAGE LEARNING. *James P. Lantolf (Ed.)*. Oxford: Oxford University Press, 2000. Pp. 297. $20.90 paper.

Sociocultural Theory and Second Language Learning, edited by James Lantolf, contains nine research reports and two theoretical papers that introduce the sociocultural tradition to the wider field of second language acquisition (SLA) and provide specific examples of questions and methodologies that emerge from the sociocultural framework. Sociocultural theory expands the types of inquiry addressed by the field of SLA research by suggesting a participation metaphor of language learning as an alternative to, or an expansion of, the more widespread input-output or computational metaphor. Although the book is designed primarily for researchers, most chapters also explore ways that sociocultural theory and research can inform language pedagogy.

The volume's chapters can be loosely grouped around the sociocultural themes that inform their research. Mediation is a central theme of three chapters. In a chapter on Vygotsky's zone of proximal development (ZPD) in a pair-work translation task, Ohta finds that students are able to mutually assist one another, creating a ZPD without the assistance of an expert. Roebuck utilizes Vygotsky's method of studying psychological processes by presenting difficulties during the course of a particular activity and observing how the subject (re)mediates the activity. She found that Spanish learners who read texts of increasing difficulty and rewrote them from memory resorted to several types of mediating activities, such as private writing, to help regulate the activity as the difficulty of the task increased. Swain, in an expansion of research on output, explores the role of collaborative dialogue in chapter 4. Using data from several studies, she

shows how students use talk about language difficulties to mediate language learning, focus their attention on linguistic problems, and explore possible solutions.

Although most chapters report studies that use data or methodologies that are atypical for SLA research, three chapters particularly focus on extending the types of data used for studying L2 learning. Sullivan describes the role of language play, such as joke telling and collaborative stories, in a Vietnamese language classroom. From this example, she argues that the concept of communicative language teaching needs to be expanded, and this can happen only through a historically and culturally situated exploration of non-Western language learning classrooms. McCafferty and Ahmed explore acquisition of L2 gesture, finding that Japanese speakers living in North America were acquiring a North American gesture system. Pavlenko and Lantolf address the question of what happens when a person moves from being a full participant in one set of discursive practices to another, where he or she is not a full participant in the culture. Their data come from published autobiographies of highly literate immigrants that describe linguistic and psychological transformations as the immigrants adapt to new social and linguistic realities.

Three chapters specifically reflect on teacher development and classroom practice. Donato's examples from five of his graduate students' research projects introduce methods for exploring the implications of sociocultural theory in the language classroom and serve as an excellent initial resource for professors designing and instructing classes on sociocultural approaches to L2 classroom research. Verity focuses more on the classroom teacher's experience itself, describing how journaling while teaching in Japan helped her mediate her emotions and her practice as she reoriented her teaching toward learners and language and away from her initial struggle to manage her class. Focusing on a particular type of pedagogical practice, Kramsch explores the implications of language as a semiotic system in a study of ESL students' written summaries of a narrative, and classroom discussion about those summaries. In the process of SLA, the role of the teacher was crucial in encouraging the students to learn not just the literal meanings of words but also to learn to manipulate a wide range of semiotic choices in the foreign language.

Two theoretical papers close the volume. Thorne advocates a pluralistic view of SLA theorizing through an exploration of sociocultural views of learning, the issue of relativity, and their relevance to L2 learning. In the final paper, Van Lier critiques standard scientific thinking and supports a shift to more ecological perspectives on cognition and language learning.

One of the main goals of the volume is to push the SLA research envelope, and owing to the wide scope and good quality of the papers included, it succeeds admirably. In general, the major failing of the volume is the lack of enough background information to always contextualize the authors' arguments. Nonetheless, this volume is a valuable introduction to sociocultural theory for researchers, students, language teacher trainers, and language teachers.

(*Received 3 May 2001*)

Catherine Howell
Boston University

DOI: 10:1017.S0272263102233069

THE BILINGUALISM READER. *Li Wei (Ed.)*. London: Routledge, 2000. Pp. xv + 541. £18.99 paper.

This volume consists of a collection of 18 chapters of previously published articles, mostly classic works on bilingualism (all but five were published before 1990). The ma-

jority of the authors are very well known and well respected scholars in the field: Auer, Blom, Ching, Clyne, de Bot, Ferguson, Fishman, Galloway, Genesee, Green, Grosjean, Gumperz, Jake, Mackey, Meisel, Milroy, Myers-Scotten, Obler, Paradis, Poplack, Vaid, Wei, and Zatorre. Wei's motivation for this reader is that it serve the dual purpose of compiling many of the important articles on bilingualism, which in many parts of the world are unavailable because of inadequate library facilities, and encourage researchers to read the original works rather than commentaries on them. As Wei put it, "I am nevertheless concerned that a new generation of 'scholars' might be emerging out of a 'hear-say' tradition" (p. ix).

The volume is divided into three sections (with two subsections per section): sociolinguistic, linguistic, and psycholinguistic dimensions of bilingualism, with an introduction to each section by Wei, who points out the key issues in addition to summarizing and commenting on each article. Each subsection is followed by "Notes for students and instructors," which includes study questions and activities, and a resource list and glossary conclude the work. Wei states that he has deliberately excluded bilingual education, language planning, language maintenance and shift, and language attitudes because adequate readers covering these areas already exist.

Many of the topics in the papers are perennial issues, such as the domains of language behavior, factors governing codeswitching, whether early bilinguals have one or two systems, and whether brain lateralization and linguistic processing in bilinguals are different from monolinguals. Because these and other issues covered in this volume have been debated for decades and are so complex and varied, I do not believe I could do justice here in discussing the merits and shortcomings of the papers' arguments. Suffice it to say that Wei has made a balanced selection of various points of view in such a way that the reader does not receive a one-sided view of the issues. For example, Obler, Zatorre, Galloway, and Vaid outline some key areas of inquiry regarding cerebral lateralization in bilinguals; in contrast Paradis calls lateralization a "dead-end issue."

The first section of the reader, "Sociolinguistic Dimensions," covers diglossia and issues of language choice, including social factors involved in codeswitching. Among the articles is Ferguson's "Diglossia," which has been an extremely influential approach ever since it was originally published in 1959. The title of Fishman's (1965) paper asks the now-famous question "Who Speaks What Language to Whom and When?"—a question that continues as the agenda for many sociolinguists today. Myers-Scotton, in "Codeswitching as Indexical of Social Negotiations," uses the notion of markedness to argue that in certain social situations language use has been very conventionalized; it is therefore considered less marked than in other situations. Section 2 deals with linguistic aspects of bilingualism, such as "Constraints on Code-switching: How Universal Are They?" by Clyne, who questions the assumptions of stable grammatical systems in bilinguals as well as the universality of some of the constraints on codeswitching. Genesee's "Early Bilingual Language Development: One Language or Two?" discusses the arguments and evidence for one or two linguistic systems. Section 3 includes papers investigating psycholinguistic aspects of bilingualism, such as de Bot's "A Bilingual Production Model: Levelt's 'Speaking' Model Adapted," in which he proposes an explanation for codeswitching as well as storage and retrieval of the lexicon. Grosjean's "Processing Mixed Language: Issues, Findings, and Models" explores issues and models in bilingual speech processing.

Wei's edited volume provides a useful contribution to those seriously interested in the study of bilingualism because in a single volume it makes available some of the most important classic works. In my own class lectures I frequently cite such works as Fergu-

son's "Diglossia" and Fishman's "Who speaks what language to whom and when?" but because of the slight inconvenience of obtaining the original articles, I had not read them in a while before Wei's work appeared. With its appearance, perhaps others will also be encouraged to read or reread some of these classics.

(*Received 7 May 2001*)

Roy C. Major
Arizona State University

DOI: 10.1017.S0272263102243065

SECOND LANGUAGE SYNTAX: A GENERATIVE INTRODUCTION. *Roger Hawkins*. Oxford: Blackwell, 2001. Pp. xviii + 386. $41.95 paper.

This book is intended as an introduction both to the principles and parameters framework (Chomsky, 1981) and to the second language (L2) acquisition of syntactic representations. Hawkins's basic aim is to present evidence for the view that L2 learners progressively build subconscious mental grammars (i.e., a syntactic system) guided by Universal Grammar—an innate, language-specific system. However, this volume is not just an introductory textbook presenting and summarizing the work of other researchers in this particular field. Indeed, the book has another major aim: Within the context of the most current debates on the L2 acquisition of syntactic knowledge, Hawkins introduces his own theory of L2 development, which he terms Modulated Structure Building.

For the introduction of theoretical concepts, presentation of data, and discussion of empirical evidence, Hawkins works his way through the structure of the clause, which is the organizing frame for all the chapters. Chapter 1 introduces basic concepts of the principles and parameters framework and shows how L2 learners construct a linguistic system independently of the type of input received (in naturalistic and formal learning environments). Chapter 2 is about the L2 acquisition of grammatical morphology. After introducing the basic distinction between lexical and functional categories, Hawkins proceeds to present and discuss the well-established fact that L2 learners acquire functional morphology in a specific developmental sequence. Here he goes back to the early debates of the 1970s and successfully integrates the findings of early descriptive studies, such as Dulay and Burt (1973, 1974) and Stauble (1984), with a more advanced discussion about the current views of the acquisition of functional categories within the generative framework. By the end of this chapter Hawkins presents his own working theory of morphosyntactic development—Modulated Structure Building. In common with the Minimal Trees hypothesis (Vainikka & Young-Scholten, 1996), Hawkins claims that early grammars initially contain only lexical projections (e.g., VP, NP) and that functional projections emerge in response to input. Although the native language plays a role in the acquisition of functional categories, as in the Full Transfer/Full Access hypothesis (Schwartz & Sprouse, 1996), its role is not necessarily evident early on, but it becomes evident at other relevant stages during the construction of an L2 grammar.

The remainder of the book attempts to test and further develop Hawkins's hypothesis by moving to more sophisticated discussions about the L2 acquisition of negation and verb movement (chap. 3), word order (chap. 4), subjects, objects, and other participants in the clause (chap. 5), nominal phrases (chap. 6), and constraints on syntactic

representations such as *wh*-movement and binding (chap. 7). In all these chapters, Hawkins incorporates earlier descriptive studies bearing on these topics on the acquisition of English and other languages with most recent developments within the generative framework. As the book proceeds, the argumentation and details of the discussions get progressively more advanced and difficult to follow, and at many points I wondered whether the intended audience—people with a limited background in syntactic theory—could really come to appreciate the subtleties of the debates. This becomes most evident in the final chapter, which discusses issues and controversies involved in constructing a theory of L2 acquisition to explain the initial and intermediate stages of development and ultimate attainment. Hawkins introduces in passing other views on SLA (such as those based on general learning mechanisms), and he articulates the advantages of studying L2 acquisition within a generative linguistic framework.

Although the merits of the particular theory advanced by Hawkins—Modulated Structure Building—are hard to evaluate from the empirical evidence presented throughout, the book is nonetheless successful in presenting the main debates on SLA in current generative research. As such, it is a useful tool for advanced undergraduate students, graduate students, and researchers not familiar with this particular approach, especially in cases where previous knowledge of syntax might not be strong. To help readers develop the skills needed to work in this area, after each chapter Hawkins offers a variety of useful and engaging exercises on syntax and L2 data analysis as well as discussion questions. Readers are encouraged to apply hypothesis-testing and problem-solving skills as well as other concepts presented in the chapters by working their way through samples of data. Each chapter also includes suggestions for further reading.

In sum, this is a clearly written text, which intelligently integrates well-chosen material to illustrate and discuss the most recent issues in the construction of an SLA theory within the generative framework.

References

Chomsky, N. (1981). *Lectures on government and binding*. Dordrecht: Foris.

Dulay, H., & Burt, M. (1973). Should we teach children syntax? *Language Learning*, *23*, 245–258.

Dulay, H., & Burt, M. (1974). Natural sequences in child second language acquisition. *Language Learning*, *24*, 37–53.

Schwartz, B., & Sprouse, R. (1996). L2 cognitive states and the Full Transfer/Full Access model. *Second Language Research*, *12*, 40–72.

Stauble, A.-M. (1984). A comparison of a Spanish-English and a Japanese-English second language continuum: Negation and verb morphology. In R. Anderson (Ed.), *Second languages: A crosslinguistic perspective* (pp. 323–353). Rowley, MA: Newbury House.

Vainikka, A., & Young-Scholten, M. (1996). Gradual development of L2 phrase structure. *Second Language Research*, *12*, 7–39.

(*Received 10 July 2001*)

Silvina Montrul
University of Illinois at Urbana–Champaign

DOI: 10.1017.S0272263102253061

LANGUAGE IDEOLOGIES—CRITICAL PERSPECTIVES ON THE OFFICIAL ENGLISH MOVEMENT, VOL. 1: EDUCATION AND THE SOCIAL IMPLICATIONS OF OFFICIAL LANGUAGE. *Roseann Dueñas González* (Ed.) with *Ildiko Melis*. Urbana, IL, and Mahwah, NJ: NCTE and Erlbaum, 2000. Pp. xlvii + 374. $33.95 paper.

LANGUAGE IDEOLOGIES—CRITICAL PERSPECTIVES ON THE OFFICIAL ENGLISH MOVEMENT, VOL 2: HISTORY, THEORY, AND POLICY. *Roseann Dueñas González* (Ed.) with *Ildiko Melis*. Urbana, IL, and Mahwah, NJ: NCTE and Erlbaum, 2000. Pp. liv + 414. $34.95 paper.

Language Ideologies is a two-volume anthology, published in conjunction with the National Council of Teachers of English (NCTE) and "designed for educators, administrators, ESL experts, scholars, and all those who are concerned about language as a source and product of discrimination in our schools and society" (Vol. 1, p. xliii)—not that a reader will learn very much about language ideologies, a topic that has surfaced in the 1990s (see Woolard & Schieffelin, 1994; Schieffelin, Woolard, & Kroskrity, 1998). The ideology here refers solely to the ideas and beliefs used by the Official English Movement and English Only to legitimate their interests, "specifically by distortion and dissimulation" (see Eagleton, 1990, p. 30). This ideology is mostly not analyzed but rather labeled with assertions of "hegemony of the dominant culture" and the like, whereas the ideology that motivates this publication is never problematized and barely acknowledged (but see James Cummins's intelligent Foreword to Vol. 1). The result is a curious sense of English Only bashing at the same level as H. L. Mencken's "If English was good enough for Jesus, it's good enough for you."

I say "curious" because many of the essays are of excellent quality. It is rather the relentless hammering of like-minded ideas that renders the reader brain-dead at the end. The fault lies with the editing, I expect, which lacks any organizational theoretical principles (one would expect NCTE not to spell it "principal" [Vol. 2, p. 199], but no matter). One example will suffice: "Case studies for comparison and analysis of multilingual communities around the world" (Vol. 2, p. 289) are not included in language policy studies just for reasons of "tradition" (repeated twice) but most explicitly for methodological reasons in trying to ascertain "under what conditions"—the classic question of sociology—specific phenomena appear. Fishman discussed this 30 years ago (1971, p. 330). (Pennycook's very interesting essay "Lessons from Colonial Language Policies" unwittingly illustrates this point; a comparison of nonanalogous situations [i.e., colonialism with territorial nationalism] without careful theoretical analysis does not provide any useful insights.)

Still, I am very glad we have this publication, and I would add that every instructor of teachers of any kind of English should have a set on their (sic) shelf. Disregard the ideology and anti-ideology and treat it as a handbook, a purveyor of facts (its real strength), of propositions and legislation, of names and dates, of congressional idiocies, of vain men's fancy (like Unz). Vol. 2 is by far the better, but the first part of Vol. 1 alone is worth the price: Waggoner on demographics; and Crawford and Schmid on history and politics of English Only.

In Vol. 2, begin with Ricento's thoughtfully considered Afterword (the Foreword is not worth reading—too much hegemony), which is a good summary of the major themes, then use it as a menu. The major conclusions are: (a) the United States has a de facto official language and does not need one de jure (England neither has one and does just fine; English is her major export); (b) even in the case of such an official language policy, it is almost impossible to legislate language behavior in private; and, most importantly (c) most language policies at the national level entail "unintended consequences" (Vol. 2, p. 171) or what Fishman called unexpected system linkages, basically euphemisms for failure to achieve what the law writers intended. This is where the real

concern lies: Read Lee and Marshall (chap. 7) and Kaplan and Baldauf (chap. 12) for speculations where it all can go really wrong.

Barron on U.S. language policies and Chen's (a staff attorney with the ACLU) statement before a Senate committee in 1995 are splendid. Both document Jane Hill's major point, which cannot be repeated too often, that the English Only movement is not about language issues per se: "Language panics are not really about language. Instead they are about race, the single most important category of social organization in the United States" (Vol. 2, p. 245). Whether race or social class, or in some cases even religion, is the most important category in the various contexts across our vast continent is not the issue; the principle remains that when teachers chastise children for their language, what is being indexed is frequently not language but something else, and that something else is a category of social organization or mobilization. When a working-class child to his or her bewilderment is told that *ain't* is not a word (the child knows better), the child's culpability is not language register; it is social class, and the child understands that, even if the teacher does not. Hill's chapter, from the viewpoint of imparting insights to teachers, is the most important chapter of the two volumes.

Finally, my basic concern with all these exhortatory publications is that by implication we set impossible goals for bilingual programs and the education of linguistic minorities and so promise achievements that no schools can achieve under conditions of social pathology. Given social justice and equal access to goods and services, linguistic minorities will voluntarily learn the national language without laws, as documented in the fine chapter by Williams and Riley on Franco-Americans. When they do not, the English Only movement blames them, when it really should blame the social conditions many linguistic minorities are forced to live under. Language has very little to do with it.

References

Eagleton, T. (1990). *Ideology*. London: Verso.

Fishman, J. A. (1971). "The sociology of language: An interdisciplinary social science approach to language in society." In J. A. Fishman (Ed.), *Advances in the sociology of language, Vol. 1* (pp. 217–404). Berlin: Mouton de Gruyter.

Schieffelin, B. B., Woolard, K. A., & Kroskrity, P. V. (Eds.). (1998). *Language ideologies: Practice and theory*. Oxford: Oxford University Press.

Woolard, K. A., & Schieffelin, B. B. (1994). Language ideology. *Annual Review of Anthropology*, *23*, 55–82.

(*Received 13 July 2001*)

Christina Bratt Paulston
University of Pittsburgh