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This volume is a very welcome addition to the Language Learning and Language Teaching series from Benjamins. As Ayoun explains in the preface, the book does not attempt to address 'all the subfields in applied linguistics', but instead considers central issues within second language acquisition in relation to French, alongside areas of concern that feature less frequently in Applied Linguistics texts, such as French sign language and French Applied Linguistics issues in West Africa.

The volume is set out in three sections: an Introductory section of two chapters, one by Ayoun providing an overview of the 'past, present and future of French in applied linguistics', the other, by Lodge, giving a sociolinguistic perspective on the history of the French language. In Part II, seven chapters are devoted to the 'Core aspects of second language acquisition of French', covering phonology, syntax, semantics, morphology, pragmatics and sociolinguistic competence in relation to the acquisition of French. Each chapter follows a common structure: a review of the literature and theoretical perspectives relating to the topic in question, followed by empirical research conducted by the author (s) of the chapter. The first two chapters of the section, by Hannahs (French phonology) and by Dekydtspotter, Anderson and Sprouse (syntax-semantics in English-French interlanguage) would be a challenge for readers without a fairly high level of knowledge of these areas already. The remaining five would be more accessible to a wider audience (for example, postgraduate students). Herschensohn, in her chapter on syntactic development and morphological mapping, gives a clear analysis of the differences between two key 'views of L2 morphological deficits' (p. 114): the 'Failed Functional Features Hypothesis' and the 'Missing Surface Inflection Hypothesis' (ibid.). In the rest of the chapter, data are presented from an advanced L2 learner in order to further examine these two positions. Likewise, Ayoun in Chapter 6 outlines in an accessible manner theoretical perspectives on the acquisition of gender, the problems learners face in this process, and provides new empirical data on gender acquisition in English learners of French. The chapter includes a very useful summary table of empirical studies of French gender acquisition.

Wurga's chapter on pragmatics is highly readable as well as providing a thorough overview of pragmatics in general and pragmatic development in French as a second language in particular. Considering interlanguage variation within the acquisition of sociolinguistic competence, Dewaele convincingly argues that such variation results not only from competence issues but also from factors relating to performance and personal variables. Pedagogical implications are also discussed, as are issues relating to research methodology: while much previous research into interlanguage variation has adopted a quantitative, etic approach, Dewaele advocates adding an 'emic perspective' (p. 236) to give further insights into reasons behind variation.

Section Three, 'French in applied linguistics', includes a fascinating range of topics, several of which focus on areas less commonly researched or discussed in Applied Linguistics. Train considers language ideology and foreign language pedagogy, focusing in particular on the ideologies surrounding the 'Native Standard Language' (p. 238). A comprehensive review on research into affective variables, attitudes and personality is provided by MacIntyre, Clément and Noels, who end their chapter with new empirical data on the interaction between personality and willingness to communicate, within a specific task. In a chapter on lexical creativity and language generation, Lessard and Levison argue for more research on the extent to which learners of French can generate new forms and provide insights into the teaching and learning of word formation through computational approaches. Many readers will gain new insights from the chapter by Tuller, Blondel and Niederberger on the little-researched area of French and French Sign Language bilingualism, in which the authors illustrate the similarities and differences in the acquisition of French and French Sign Language (LSF), as well as considering different types of French-LSF bilingualism. Myles' chapter on the use of electronic corpora in SLA research argues coherently for the wider use of such tools to explore a range of SLA research questions, and she provides clear examples of how electronic corpora can, and have been used. Mather critically analyses models of creole genesis, while Sonaiya considers French Applied Linguistics in West Africa. This last chapter draws attention to the increasing illiteracy in French within West Africa, to possible causes for this situation, and to ways forward for French in Africa. A discussion of French in Louisiana (Caldas) stands as an epilogue to the book.

I found this third section of the volume particularly interesting, presenting as it does a range of novel perspectives on 'French in applied linguistics' and suggesting new areas for future research and a broad range of research methodologies. Overall, the volume is to be recommended for its breadth of coverage and attempt to address less widely researched and discussed questions.

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