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Edited by García-Mayo, Gutiérrez Mangado and Martínez Adrián, this book offers an overview of current perspectives in SLA, from well-established to cutting-edge issues in the field. It is a comprehensive volume, reflecting both up-to-date studies in a number of paradigms and new insights into already established theoretical approaches. As such, the volume will be of use to newcomers in the field, providing a general picture of recent developments, and also to SLA researchers seeking to keep abreast of areas of work complementary to their own. The three words which most accurately define this volume are wide-ranging, contemporary and interdisciplinary. With a foreword by Florence Myles and an afterword by Jason Rothman and Bill VanPatten, the book consists of eleven chapters spanning a variety of different approaches. In the foreword, Myles underlines the wide scope of the volume and notes its focus on current work and the link between theories and their pedagogical implications. The foreword is followed by an introduction in which the editors mention that the origins of the book are in the seminar “Multiple Perspectives in SLA,” organised by the Research Group Language and Speech.

The first linguistic tradition to be addressed is the generative perspective. In chapter one, Roumyana Slabakova outlines the Bottleneck Hypothesis, where functional morphology is argued to be more difficult to acquire than syntax and semantics. Although the author here focuses on explaining the cognitive processes of language acquisition, she also observes that this hypothesis challenges the precepts of communicative language teaching. Slabakova proposes that, contrary to what is generally believed about generative approaches, this hypothesis has something to offer language teaching, arguing that attention should be paid to practising functional morphology in the classroom. This willingness to forge links between a specific theory and its teaching implications is also evident in many other chapters of the book.

Systemic-functional approaches are addressed in chapter two. Ana Llinares García provides an overview of systemic functional linguistics (SFL) and presents empirical studies to illustrate the uses of SFL in SLA. These include research into the language

used by young learners, the generic features of texts produced in writing by secondary education students, and content-based instruction. Llinares suggests that SFL can be a valuable model that contributes to the understanding of foreign language learning and that different educational levels and contexts can benefit from SFL studies, especially early young learning and content and language integrated learning (CLIL).

Interactionism forms the basis of chapter three. Teresa Pica, to whom the volume is dedicated, analyses in her posthumous article the contribution of interaction theory to the understanding of SLA processes. This state-of-the art paper, one of the broadest in scope in the book, includes empirical research going back to its earliest formulations from the 1960s. It also reviews aspects of input, interaction, feedback and output processes. Empirical perspectives on learner interaction, modified interaction and their contribution to SLA are explained. Pica goes on to address the relevance of readiness for learner interaction. Empirical perspectives on task-based interaction and a discussion of task-based interaction in the classroom complete the chapter. New research directions in the field are suggested, including lengthening the treatment and research time of studies, both in the case of individual and multi-study works. Finally, the chapter calls for more research in the area of computer-assisted language learning

In chapter four, Roy Lyster and Masatoshi Sato present an overview of Skill Acquisition Theory, which postulates that practice and feedback in context promote the acquisition of a second language. In this framework, skill acquisition is defined as the transition from an effortful use of the target language towards a more automatic use with the aim of obtaining faster and better processing. The theory distinguishes between declarative knowledge, which is stative, and procedural knowledge, which consists of the ability to do things. Practice is the key to the shift from declarative to procedural knowledge and together with feedback this promotes meaningful learning. Lyster and Sato's review of empirical research indicates that systematic practice contributes to L2 development. They believe that the interplay between declarative and procedural knowledge is bidirectional and relative to the context of teaching, further suggesting that it would be useful to analyse the most effective types of practice for the consolidation of early L2 knowledge in different educational contexts

The Input Processing Theory is discussed by Alessandro G. Benati in chapter five. Three main issues are dealt with: Van Patten's Input Processing Theory (IP), explaining its principles and sub-principles; empirical research on input processing principles, and the theoretical and pedagogical implications of the input processing framework. According to IP theory, L2 learners interpret the input they are exposed to and acquisition is subject to this interpretation. From a pedagogical point of view, IP offers guidelines for the development of instructional material.

Processability Theory and its developmental sequences are explained in chapter six. Gisela Häkansson outlines Pienemann's Processability Theory (PT), which posits that morphosyntactic structures emerge in an invariable order in the learner's production, which is universal and common across languages. PT focuses on the emergence stage of

a structure, that is, when processing operations can be undertaken. Empirical evidence from a series of studies in different languages is reviewed. Håkansson also discusses the role of transfer from the native language, arising from the fact that learners can only transfer what they can process, as formulated in the Developmentally Moderated Transfer Hypothesis. The chapter also includes profiling, which refers to the use of developmental stages to measure language acquisition; hence PT allows us to measure the development of both languages in bilinguals. Håkansson concludes that PT can predict and explain developmental stages of acquisition and states that future research should include data from new learner categories such as heritage learners.

Chapter seven considers SLA from the perspective of Sociocultural Theory (SCT). Gabriela Adela Gánem-Gutiérrez's chapter is divided into three main areas. First, she deals with the theoretical tenets of SCT, explaining the notions of mediation and praxis and providing an overview of the key issues of L2 knowledge. Second, she focuses on L2 learning and development, discussing the Zone of Proximal Development as established by Vygotsky, verbalisation, gesture, internalisation, and how to assess development. Finally, the author looks at the role of the linguistic environment, considering the empirical research here. The chapter concludes with suggestions for further research such as the analysis of different mechanisms that are activated in dialogical activity.

From the different theoretical approaches to SLA of the preceding chapters, chapter eight turns to a usage-based perspective on L2 spoken syntax. After reviewing the nature and properties of spoken language, Regina Weinert, María Basterrechea and María del Pilar García-Mayo move on to an explanation of a usage-based approach to grammar. The importance of corpus-transcription in research in spoken language is underlined. The chapter then focuses on the study of subordination from a usage-based perspective using conversational extracts from 20 LOCNEC dialogues by British university students and L2 participants from the IkerSPEAK Corpus. It is argued that a usage-based perspective which includes not only linguistic but also social, psycholinguistic and developmental elements can prove useful for research on spoken language. Finally, the authors suggest that sociolinguistic issues should be addressed in further research.

The connectionist perspective is considered in chapter nine. Ping Li and Xiaowei Zhao start by reviewing connectionism and SLA, including connectionist models that have been designed for multiple language acquisition and bilingual learning. The authors then focus on the DevLex-II model, a connectionist model that can simulate realistic linguistic lexicon in more than one language, including bilingual language pairs such as Chinese and English. The model can simulate different stages of acquisition making it possible for the authors to compare early and late L2 learning. Findings indicate that the early learning of two languages makes it possible for the system to separate the two lexicons in the learning process. The authors argue that, unlike monolingual models, the development of models for bilingual language acquisition has been relatively slow and that this area requires much more research in order to face challenges such as integrating bilingual processing and second language learning models.

Chapter ten is devoted to Dynamic Systems theory (DST). Kees De Bot, Wander Lowie, Steven L. Thorne and Marjolijn Verspoor present DST as a comprehensive theory that unifies different theories on second language development. Socio-cultural theories of development are exemplified along with dynamic usage-based theories of languages to show how DST can connect different middle-level theories which deal with social, cognitive and contextual aspects in isolation in that these theories embrace different time scales and levels of granularity. DST focuses on the change of systems over time as they interact with the environment and are internally reorganised. Dynamic systems are adaptive and develop over time and research tends to focus on the transition from one phase to another. The authors here see development as a course of time in which cognition is not only present in the sociocultural level but is also an embodied process.

Event-related brain potential (ERP) is discussed in chapter eleven. This technique is used to investigate language processing in real time. Laura L. Sabourin, Christie Brien and Marie-Claude Tremblay review studies which use ERP in SLA, including speech perception, lexical processing and sentence processing. It is suggested that careful control of the factors involved in L2 processing might lead to a better understanding of the factors involved. Further research is necessary in assessing issues such as different levels of linguistic processing. The authors also note the need for correlational research.

Jason Rothman and Bill VanPatten close the volume, not with an evaluation of the different theories discussed as the reader might expect, but with four questions which address four main issues: the multiplicity of SLA theories, differences in how theories address the constructs of SLA, the influence of environmental contexts, and the competition between the different theories. Finally, the authors establish a distinction between acquisition, on the one hand, and the development of a mental representation and skill development, on the other, as a means of trying to clarify how theories fit into such schemes. This serves to underline the complexity of SLA and how different theories focus on different issues therein.

The volume is not construed around a single topic as is the case with most edited volumes but is designed to address a variety of theoretical and empirical perspectives and thus is broad in its scope. As such, it is an ambitious undertaking but succeeds in fostering an understanding of a multiplicity of perspectives. The editors consciously avoid using the words “framework,” “model” and “theory” favouring instead the term “approach” as a cover-term for different perspectives. Although some of these approaches are perhaps less accessible than others to newcomers to the field, most of the chapters manage to set out the issues in a way that can be accessed by the less experienced reader. The book is thus addressed to researchers, graduate and postgraduate students, teachers and any professionals interested in the field of SLA. The variety of approaches provides the reader with the most relevant approaches to SLA, not only from a theoretical perspective but also from the point of view of teaching implications and different applications of applied linguistics. The empirical evidence provided by the different approaches guides the reader through the various types of research carried out within the multiple views presented in

the volume. To sum up, the volume incorporates interdisciplinary viewpoints, is concerned with the links between theory and pedagogical applications, and offers a comprehensive overview of current work in the area. It is, then, a valuable addition to the literature and will no doubt promote further understanding of the multiple and varied paradigms within the field of SLA.

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