

Leveau, a French psychologist, explores the effect of an adult presence on communicative behavior in toddlers. The authors report original research findings to indicate that the mere existence of an adult, even one who is socially disengaged, inhibits some communicative behaviors.

A longitudinal study of the dyadic interactions of toddlers and their parents is the subject of the eleventh chapter, authored by Cornelis van Lieshout, Hendrik van Ijzendoorn, and Simone de Roos (all of Nijmegen), who try to isolate the relative roles of infant and partner. The final chapter is by Carollee Howes, Leslie Phillipsen, and Claire Hamilton at UCLA. The data they report seem to indicate that the social interactions of young children are fairly stable across partners over several years of time.

The chapters are short and highly readable. They are encountered in a logical sequence and helpfully introduced by the editors. To those seeking to understand the social framework from whence language emerges in the developing child, I am now able to recommend three books, the classics by Bullowa and Schaffer and this brand-new one by Nadel and Camaioni.

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Second language learning and second language teaching. Vivan Cook. London: Edward Arnold, 1991. Pp. 168.

The author wrote this book out of concern for second language teachers who often feel that books on language learning and teaching are too academic and removed from the classroom. The challenge in writing such a book lies in presenting theoretical and research issues in a user-friendly fashion. The danger, however, is that theoretical issues are reduced and often end up being simplistic. There is, on the other hand, a distinction between simplistic and simple. The latter term best describes the book written by Cook, who has found a way to make theory and research relevant and concrete in the everyday world of the second language classroom.

The book, in fact, is devoted to a review of the literature and the ways in which linguistic, cognitive, social, and pedagogical research can inform second language learning and second language teaching in the classroom. Accordingly, in Chapters 2 and 3, the author reports on research in theoretical and applied linguistics. In Chapter 4, the focus is on cognitive research and its contribution to second language learning. Chapter 5 deals with

individual differences and second language learning, while Chapters 6 and 7 center on the social aspects in second language teaching. Chapter 8 looks at theoretical models of second language learning, and the final chapter examines various second language approaches to second language teaching.

This book is written in a style that is easily understandable for students new to the field of second language education and for teachers who want to be informed about the field. However, if teachers want to find out about the latest issues in second language teaching, the book may not adequately satisfy their needs. It must be remembered that this book was published in 1991. It surveys the past 15 years of research in second language learning and teaching, which probably covers the entire domain, since second language teaching and research is a relatively young "scientific" discipline. The author has chosen to write about many aspects of the discipline. Given the number of pages, several issues do not receive extensive treatment. The descriptions are easy to understand, but not extensive enough to explain the topic fully. These are the choices necessarily made by the author. Consequently, I find myself once more reading about the debate over the research on the acquisition of grammatical morphemes (Dulay & Burt; Krashen; Larsen-Freeman), the order of acquisition of negation, and similar topics. Yet in the area of discourse, the last decade has seen considerable advances in the domain of discourse analysis, which I find sadly lacking in the book. When it comes to the contribution of theoretical second language acquisition research, universal grammar, and parameter setting, this may require that the reader have more than a passing knowledge of concepts and terminology in theoretical linguistics, particularly syntax and phonology. Several topics (such as language processing, individual differences, Schumann's theory of acculturation, and Krashen's model of second language input) are briefly talked about, and there is some exploration of the controversies surrounding such models. The age hypothesis for language learning, as well as the learning strategies of the good language learner (both of the late 1970s), are presented as important issues to the field of second language teaching, even though much contemporary research in second language learning has shifted to other issues: for example, language awareness (James & Garrett, 1992; for the critical perspective, see Fairclough, 1992), language and literacy (Freire & Macedo, 1987), and sociopolitical issues in second language teaching (Pennycook, 1989). The last chapter concludes with what might appear to be a very interesting avenue in second language teaching research – learner autonomy (Little, 1991).

When writing, selection of the issues to be presented, as well as the perspective that the writer invokes, is done neither in a vacuum nor in a neutral fashion. Cook appears more comfortable writing on issues from a mainly linguistic perspective: the psycho- and sociolinguistic. An important asset in this book is how the author links the results of research to implications for the second language classroom. Moreover, each chapter is interspersed with a glossary of terms and boxed summaries that render the reading of the chapters more comprehensible. The range of issues covers the last two decades. As such, it almost seems like it could be a book on the

historical development of research issues in second language teaching and second language learning. I would say that this is the merit of the book, and it should serve as a reference book for second language educators.

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