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*Research in reading in English as a second language*. Joanne Devine, Patricia L. Carrell, and David E. Eskey (Eds.). Washington, DC: TESOL, 1987. Pp. v + 192.

Reading and learning to read is a vibrant field for applied psycholinguistic research. Most research explores the roles of linguistic and cognitive structure in reading and in learning to read a first language. Researchers document how the graphophonemic, syntactic, and semantic language systems influence the reading process and explore the roles of text features and readers' cognitive systems (e.g., prior world knowledge, metacognitive strategies) in their construction of meaning for written discourse. Reading is no longer viewed as a mere word-by-word, sentence-by-sentence, paragraph-by-paragraph process. Likewise, learning to read is no longer viewed as a process of first learning orthography, then vocabulary, then syntax, and then longer discourse. Literacy learners process written language using their developing holistic language and thinking systems. While a prolific knowledge base has already accumulated on reading and learning to read a *first* language, only fairly recently have researchers been turning their attention to *second* language literacy. During the late 1970s and throughout the 1980s, a slowly growing body of research has emerged on ESL reading. Researchers have combined the knowledge bases of first language literacy theory and second language learning theory to explore second language literacy. Devine, Carrell, and Eskey edited a volume that very well illustrates this trend.

*Research in Reading in English as a Second Language* (hereafter *RRESL*) contains a collection of research articles from the 19th Annual Meeting of Teachers of English to Speakers of Other Languages (New York City, April 1985), especially including articles and commentaries from the 3rd Annual Colloquium on Research in Reading in a Second Language. The overarching theme of the book is ESL reading as an active, complex interaction of readers with texts. Most directly addressing this theme are articles by Ulla Connor, Patricia L. Carrell, Margaret S. Steffensen, Joanne Devine, and Kyle Perkins. Carrell identified several subthemes that further unify the conference collection: an examination of the interactive reading process involving conceptually driven (top-down) and input/data driven (bottom-up) processes (see articles by Patricia L. Carrell and Mark O. James); the necessity for a wide variety of research methodology to examine the

complexities of the process (see articles by Ulla Connor, Kate J. Parry, and Gissi Sarig); the crucial role of cultural knowledge structures (cultural schemata) in comprehension (see articles by Margaret S. Steffensen and Kate J. Parry); the effects of linguistic proficiency in reading performance (see articles by Judith B. Strother and Jan M. Ulijn, and Joanne Devine); and the relationship of learning a native language and a second language (see articles by Gissi Sarig, Keiko Koda, and Kyle Perkins). These themes are still relevant to first and second language psycholinguistic reading research in the 1990s.

*RRESL* provides researchers and teachers with exposure to various psycholinguistic systems that are central to first and second language reading:

**Schemata.** Articles by Carrell, Steffensen, and Parry demonstrate how the presence and absence of prior knowledge structures are critical in the construction of meaning by readers. Developing first and second language learners need schematic and lexical support in reading comprehension. Written language comprehension is dependent on general cognitive processes.

**Text structure.** Carrell explored second language reading from the perspective of de Beaugrande and Dressler's (1980) standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality). Text comprehension involves communicative interaction. Moreover, first and second language readers need an awareness of discourse variables in comprehension.

**Syntax.** Strother and Ulijn explored whether syntactic complexity affects academic text comprehension. They found that syntactic rewriting of texts produced no significant differences in reading comprehension or reading rate performance. They argued that syntactic simplification of texts as a means of facilitating comprehension is unnecessary. Syntactic variables are subordinate to conceptual factors in interactive reading.

**Orthography.** Koda examined cognitive processing of English orthography by native speakers of Japanese, a language whose writing system consists of logographic and syllabic components. Koda predicted and confirmed that phonological inaccessibility would not negatively influence the reading process. Japanese readers of English may differ from native English readers in the cognitive strategies used for phonological accessibility in processing orthography.

In addition to these specific systems in an interactive reading theory, Devine found that there is a strong correlation between general language proficiency and reading behavior, as measured by syntactic and semantic acceptability of oral reading miscues and by holistic tests of language proficiency. However, performance on discrete point grammar and lexical tests correlated negatively with reading proficiency. Therefore, second language reading (like first language reading) must be holistic, integrative, and interactive in nature.

*RRESL* provides a forum for interaction among scholars. Also included in the volume are critical commentaries by a variety of other scholars, including Sandra Silberstein, Liz Hamp-Lyons, Mary Lee Field, David E. Eskey, James Coady, Frank Dubin, William Grabe, and Andrew Cohen. Carrell and Eskey each provided lucid context for the collection of articles by their respective introductory and concluding chapters.

Since the 1980s more second language researchers are exploring the reading process and more reading researchers are exploring the literacy of second language learners. Reflecting this trend, *RRESL* provides an array of psycholinguistic issues in second language reading research. Most of the research contained in this volume is experimental or quasi-experimental in design, although Connor presents a brief, yet useful, review of a variety of quantitative and qualitative methodologies represented in reading research. Most of the research presented and reviewed in *RRESL* addressed adult second language literacy, except for a review of the roles of context and culture in children's reading by Steffensen. Nevertheless, *RRESL* is an excellent integration of reading and second language theory from a psycholinguistic research perspective. While *RRESL* presents theory and research with some implications for instruction, Carrell, Devine, and Eskey's subsequent book (1988) addresses more thoroughly second language instruction and interactive theories of second language reading. Both works represent the state of the art in psycholinguistic theory, research, and application to teaching and learning written language processes in English as a second language.

## REFERENCES

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*Signs, songs, and memory in the Andes: Translating Quechua language and culture*. Regina Harrison. Austin: University of Texas Press, 1989. Pp. xvii + 233. 2 maps, 30 figures.

This attractive and highly readable volume seeks to interpret a number of songs sung by Quechua women that were recorded by the author in Ecuador against the backdrop of the fascinating and complex traditions of Andean societies, as they have been transmitted to us since the Spanish conquest of Peru. In doing so, Harrison raises a whole series of issues about the processes of cultural transmission and interpretation. The book is best seen as an analysis of translation difficulties that emerged and continue to emerge in contacts between the Andean and European civilizations.

The author meticulously records the problems encountered and the solu-