

Lafford, Barbara A., and Rafael Salaberry, eds. *Spanish Second Language Acquisition: State of the Science*. Washington, D.C.: Georgetown UP, 2003. Pp. 332. ISBN 0-87840-907-6.

This book comprises a series of chapters divided into three main categories that are intended to reflect the state of the science of Spanish second-language acquisition (SLA). The first category is titled "Linguistic Topics: Products," and includes chapters on phonology, tense/aspect, subjunctive, clitics, lexicon, and pragmatic/discourse. Elliott's chapter on phonology provides a historical overview of phonological theories and empirical research on L2 phonological acquisition, and concludes with a report on several studies designed to address the effects of formal instruction on L2 pronunciation. Montrul and Salaberry address the area of tense-aspect marking in verbal morphology, arguing that the findings of this strand of research may lead to a better understanding of the interaction of different language components, form-meaning mapping, and related non-SLA fields (e.g., L1 acquisition and language attrition in bilingualism). Collentine reviews current research on the development of the Spanish subjunctive in the first language and bilingual contexts on both internal (e.g., developmental patterns) and external (learning conditions) factors. He then discusses three approaches (general structuralist, formalist, and cognitive) to his *syntactic-foundation hypothesis*. Collentine concludes with a caution for future research on the subjunctive to consider both the methodological and statistical components of the studies. Lee addresses the empirical class-based research on the acquisition of the object pronouns (clitics) by presenting the research from two perspectives: processing incoming information (research on the so-called First Noun Strategy assumed to be used by English-speaking learners of Spanish when interpreting sentences containing clitics) and producing language samples (a case study comparing the clitic usage of a naturalistic and classroom learner). The final part of the chapter reviews the research on clitics within generative theories of syntax. Lafford, Collentine, and Karp provide a comprehensive and critical review of the research on the acquisition of the Spanish lexicon within a framework that distinguishes between three types of knowledge of a word: partial/precise knowledge, depth of knowledge, and receptive/productive dimension. They identify several techniques employed in empirical research to promote lexical acquisition. Koike,

Pearson, and Witten begin with an overview of the several theories that underlie most studies on pragmatics and discourse analysis in Spanish SLA. They justify their treatise of the L1 literature by arguing that L2 pragmatics and discourse analysis should be grounded in such L1 knowledge before critically reviewing current L2 Spanish studies. They identify inadequate data-collection procedures as a major empirical limitation in previous research.

The next three chapters comprise the second category, titled "Theoretical Perspectives: Processes," and highlight, according to the authors, the three dominant theoretical perspectives in current Spanish SLA research. Sánchez and Toribio discuss the first perspective (generative) by focusing on several aspects of syntactic research (e.g., null elements, clitics, word order, and predicate argument structure) grounded within the paradigm of Universal Grammar (Government and Binding Theory and Minimalist Program). Dussias discusses the second perspective (cognitive) by providing an overview of several cognitive models and critically focusing on various dichotomies (e.g., explicit versus implicit knowledge) that have shaped most SLA research in Spanish. Dussias also discusses research on sentence processing both by students at an advanced level of language experience and Spanish-English bilinguals within the Competition Model. Antón, Dicamilla, and Lantolf examine the third theoretical perspective (sociocultural) for its contribution to understanding Spanish SLA. The authors provide an overview of the major tenets of Vygotsky's sociocultural theory that accounts for the relationship between language and mind. They review the research conducted within this sociocultural framework and point out some methodological limitations that need to be considered in future research in this field.

The final category, titled "Methodological Perspectives" (but presented in the Introduction on page 9 as Theoretical Issues), has only one chapter that seeks to discuss the major pedagogical approaches to the role of formal instruction in SLA that are theoretically and empirically motivated with the aim of extrapolating the findings to classroom teaching. Grove uses Gass and Selinker's (2001) model of SLA to compare and contrast the findings of current research, under the rubric of Long's *focus on form*, on (1) the effects of formal instruction or exposure on several different stages of the acquisitional process (e.g., input, intake, knowledge integration, and output) and (2) the role interaction plays in L2 classroom-based learning. Grove calls for a more important role for SLA findings in the various components of language curricula and teacher education.

Spanish Second Language Acquisition: State of the Science is a very good effort on the editors' part to compile a series of chapters that purport to provide a broad overview of major fields of Spanish SLA research and their accompanying theoretical underpinnings. The chapters' bibliographies are extensive and fairly up-to-date and the authors have provided comprehensive overviews of the theoretical models and empirical research in their respective areas of specialization. Another positive aspect lies in each chapter's section on suggestions for future research, clearly indicating the scholarship and research agendas of the respective authors.

The overall structure of the book could have been improved by interchanging the theoretical category with the empirical one to achieve minimally a progression from theory to empirical research to classroom implications. In addition, the book does appear to be unbalanced by assigning only one chapter to pedagogical issues.

Despite the caveat concerning all "state of the arts/science" books that within a few years they cease to be so, this book lives up to its promise of providing a "broad, panoramic view" of current research trends in Spanish SLA upon its publication. I would recommend this book to any applied linguistics graduate student or professor who is interested in having quick access to a global overview of major theories in SLA in addition to the findings of several important strands of research in Spanish. The editors and authors clearly should be complimented for their contribution to Spanish SLA literature.

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