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Review of *Mind and Context in Adult Second Language Acquisition: Methods, Theory, and Practice* by C. Sanz

Todd A. Hernandez
Marquette University, todd.hernandez@marquette.edu

antecedents, determining sentence clauses and rewriting sentences in the text, and completing paragraph-length summaries.

For post-reading tasks, the authors suggest listening to a mini-lecture by the author of the text, making a presentation based on the summary and using rhetorical devices in the lecture, watching a film related to the text and answering questions about the film, preparing an oral presentation on a topic related to the text, and writing a paper on the topic of the oral presentation and using additional sources as necessary.

Marat Sanatullov, Ph.D.
Assistant Professor of French, French and Italian Division Director and
Foreign Language Teacher Education Coordinator
Wichita State University
Wichita, Kansas

Publisher's Response

Yale University Press wishes to thank Marat Sanatullov for his thorough and insightful review of Advanced Russian through History (Дела давно минувших дней). We are very proud of this textbook and ancillary materials. Visit yalebooks.com/russian to look at the Learning Tasks, lists of abbreviations and films, glossaries, and maps included with the main text.

Niamh Cunningham
Yale University Press


The present volume examines the interaction between external and internal factors that both determine and explain the adult second language learning process. The volume contains four parts: (1) Theory and Methodology, (2) Internal Factors, (3) External Factors, and (4) Pedagogical Implications. The structure of the ten chapters in this volume is as follows: key words, an introduction, main text, summary, suggestions for further readings, and references. The exercises at the end of chapters 2 through 8 are a useful feature—allowing the reader to practice his or her skills in reading and critiquing important issues in second language acquisition research.

In chapter 1, Sanz, the editor, outlines the contents of the volume. Chapters 2 and 3 are an introduction to quantitative and qualitative approaches to second language acquisition research. In chapter 2, Chen begins with a review of the basic concepts of statistics. He then outlines statistical procedures relevant to second language acquisition research such as: t tests, ANOVA, regression, and chi-square tests. The presentation of these concepts within the context of recent studies assists the reader’s understanding of quantitative statistics. The author
also offers an excellent discussion of guidelines for choosing an appropriate statistical procedure. The chapter concludes with suggested readings. In chapter 3, Adams, Fujii, and Mackey focus on the use of qualitative methods in classroom-based second language acquisition research. The authors discuss the characteristics of qualitative research, and then provide examples of studies using qualitative methods. The most important data gathering instruments for qualitative research are also presented: classroom observations, interviews, case studies and ethnographies, verbal protocols, diaries and journals, and questionnaires. The chapter concludes with a discussion of practical considerations in conducting qualitative research.

In chapter 4, Bowden, Sanz, and Stafford examine the role of individual differences—age, sex, working memory, and prior knowledge—in shaping the second language learning process. Ullman discusses second language acquisition from a cognitive neuroscience perspective in chapter 5. First, he discusses the declarative/procedural (DP) model. He then presents the claims and predictions of the DP model for first and second language acquisition. In chapter 6, Leow and Bowles examine the role of attention and awareness in second language acquisition. The chapter concludes with a discussion of practical considerations in conducting qualitative research.

Mackey and Abbuhl provide an overview of the interaction hypothesis in chapter 7. The chapter begins with an introduction to the major components of this hypothesis: input, feedback, and output. The authors conclude with a brief discussion of the relationship between recent work on interaction and task-based language instruction. In chapter 8, Sanz and Morgan-Short investigate the role of explicit instruction in second language acquisition. The authors present a clear and comprehensive discussion of issues such as explicit and implicit learning, explicit rule presentation prior to input, explicit feedback, manipulated input, and practice.

Chapters 9 and 10 examine the relationship between second language acquisition research and language instruction. VanPatten discusses processing instruction (PI) in chapter 9. The author discusses his input processing model and the three key components of PI. Examples of structured input activities—and guidelines for their creation—are provided to assist the reader in understanding how PI differs from traditional grammar instruction. In chapter 10, Byrnes focuses on the potential role of content-based instruction (CBI) in the attainment of advanced second language learning. The author offers a convincing argument for the development of a CBI curriculum—one that integrates cultural knowledge and language. She traces the history of CBI within the context of research on the importance of comprehensible input for output and focus-on-form. Recent CBI initiatives are examined such as Languages Across the Curriculum, the Foreign Language Immersion Program, and Language for Special Purposes. The chapter concludes with a discussion of future challenges for CBI and second language acquisition.

This is indeed an excellent collection of papers on adult second language acquisition. The various chapters in this volume provide a comprehensive introduction to the field of second language acquisition research. Examples are pro-
vided throughout to illustrate key concepts and approaches. The exercises at the end of chapters 2 through 8 are also an important feature. In conclusion, this volume is appropriate for both graduate students and researchers in second language acquisition.

Todd A. Hernández
Assistant Professor of Spanish
Marquette University
Milwaukee, Wisconsin


Introducción a la literatura latinoamericana: An Anthology of Latin American Literature provides the reader with a solid introduction to Latin American literature. Written completely in the target language, Spanish, it chooses representative works and writers of the Hispanic world. Beginning with pre-Columbian literatures, the book moves on to contemporary times with samples of novels, short stories, essays, poetry, and theater. This well-rounded work provides students with a balanced sampling of each genre.

To facilitate understanding, the authors have organized the material in chronological order and divided it into four main chapters. Chapter One gives a brief introduction to pre-Columbian literatures, emphasizing the Mayan, Aztec, and Incan cultures. This chapter could have only been improved if some fragments of these texts had been included so that students could understand their beauty. The second chapter deals with writings during the colonial period, including Naufragios by Núñez Cabeza de Vaca and selected poetry by Sor Juana Inés de la Cruz. The third chapter focuses on the works produced during the Independence period of Latin America. Included in this section are canonical works by Fernández de Lizardi, Heredia, Palma, Martí, and Dario. The longest chapter of the book deals with the twentieth century and features beautiful works of poetry by Storni, de Burgos, and Neruda; prose by Quiroga, Cortázar, Borges, Rulfo, Fuentes, García Márquez, Allende, and Ulibarrí; and a dramatic text by Vodanovic.

This comprehensive reader is carefully conceived and well organized. Each reading is placed into its cultural and historical context. Following this introduction is a biography of the author studied; a reader’s guide, which focuses on the topics and narrative techniques utilized in the work; the actual literary selection, clarified by glossaries and glosses; comprehension and discussion questions, identifications, and multiple choice questions; a critical analysis, which asks students to reflect on certain topics or subjects pertinent to the text; an essay section, which invites readers to further analyze the work studied; and, finally, a bibliography. An introduction to poetic analysis is provided as an appendix of sorts, at the