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

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Sanz, Cristina, ed. *Mind and Context in Second Language Acquisition*.

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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 provides a brief introduction to the theoretical models of attention and awareness. In addition, the authors explore methodological issues in the measurement of these constructs.

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 learning. 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.

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