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Review of *Spanish Second Language Acquisition: State
of the Science* by B. Lafford and R. Salaberry

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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.

Spanish Second Language Acquisition: State of the Science provides the reader with an excellent overview of current research on Spanish second language acquisition (SLA). The first six chapters of the volume review several recently published important products promoting Spanish SLA, discussing such topics as phonology, tense/aspect, subjunctive, clitics, lexicon, and pragmatics/discourse. The next three chapters investigate the processes involved in SLA from three distinct theoretical perspectives: generative, cognitive, and sociocultural. The final chapter examines the effect of different instructional approaches on the SLA process.

In Chapter 1, Elliot provides an overview of the research on second language (L2) phonological acquisition. The author begins with a review of important learner variables associated with the acquisition of L2 pronunciation and then examines several theories that explain Spanish L2 phonological acquisition. He concludes with a discussion of the effect of formal instruction on L2 pronunciation.

Montrul and Salaberry investigate the acquisition of Spanish tense-aspect in Chapter 2. After a brief discussion of the complexities of the preterite/imperfect contrast in Spanish for native speakers of English, the authors summarize several studies on the development of past tense verb forms in Spanish.

Collentine's Chapter 3 reviews the research on the acquisition of the subjunctive. The author begins with an analysis of important studies on the development of the subjunctive in first-language and bilingual contexts. He then examines the factors that affect the acquisition of the subjunctive for L2 learners of Spanish, as well as the variables that influence their processing of complex syntax.

Lee provides an overview of the research on the acquisition of object pronouns (clitics) in Chapter 4. The author discusses this research from two distinct perspectives: processing information (decoding meaning) and producing language samples (encoding meaning). The final part of the chapter surveys the research on clitics within generative theories of syntax.

In Chapter 5, Lafford, Collentine, and Karp present an overview of the research on the acquisition of the Spanish lexicon. The authors distinguish among three different types of knowledge: partial/precise knowledge, depth of knowledge, and receptive/productive knowledge. The final section of this chapter reviews the research on how to promote L2 vocabulary acquisition.

In Chapter 6, Koike, Pearson, and Witten provide an overview of the research on pragmatics and discourse analysis in Spanish SLA. The authors examine several areas of pragmatics: speech acts, politeness, implicature, deixis, and presupposition. Their section on discourse focuses on the use of discourse analysis to investigate the nature of L2 production. In this section, the authors also review several studies on discourse and assessment, as well as interaction studies and Spanish SLA.

Sánchez and Toribio investigate Spanish SLA from the perspective of generative grammars in Chapter 7. The authors focus on four areas of Spanish grammar: null categories, clitics, word order, and predicate argument structure. The chapter concludes with a discussion of topics for future research in generative syntax: language attrition, language variation, and bilingualism.

In Chapter 8, Dussias provides an overview of the research on the effect of cognitive processes on L2 learning in Spanish. In the first section, the author examines issues such as explicit versus implicit knowledge, processing instruction versus traditional and meaning-based output, and attention to form versus attention to meaning. The second section discusses sentence processing among Spanish-English bilinguals.

In Chapter 9, Antón, DiCamilla, and Lantolf investigate Spanish SLA from a sociocultural perspective. The authors review the major components of

Vygotsky's sociocultural theory and then discuss concepts such as the zone of proximal development and scaffolding. Next they review numerous studies that focus on private speech, reading and comprehension recall, lexical organization, language play, and collaborative interaction.

Grove's Chapter 10 examines the role of instruction in Spanish SLA. He frames his discussion of instruction by using the integrated model of SLA proposed by Gass and Selinker (2001). The author illustrates how distinct perspectives on the roles of input, intake, knowledge integration, output, and interaction have resulted in a significant growth in the development of informed instructional practices. Grove concludes that focus on form and the development of functional proficiency are two of the major issues in language instruction, and he argues that the findings of future research must serve "as a resource for materials development, teacher training, instructional planning and testing" (310).

Spanish Second Language Acquisition: State of the Science achieves its purpose in providing the reader with a broad overview of Spanish SLA research. Each chapter provides a critical review of a certain aspect of Spanish SLA with an extensive bibliography. Another important feature of this volume is its organization into "Linguistic Topics: Products," "Theoretical Perspectives: Processes," and "Methodological Perspectives." The result of this organization is a complete and accessible volume on the state of Spanish SLA research — appropriate for both undergraduate and graduate courses in SLA or applied linguistics.

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