

opportunities, she argues, a measure such as “quality of access” might be more meaningful. While much of this book offers compelling reasons to believe that socio-psychological factors need be considered more carefully in any study of ultimate attainment, the fact that Moyer’s study examines a limited number of highly proficient learners limits its generalizability. It is not at all certain that the same constraints are as strongly implicated in the much larger numbers of L2 learners who will never reach the level of proficiency demonstrated by even the weakest participants in Moyer’s study. The study’s emphasis on opportunities for interaction raises interesting questions, however, about the obstacles faced by immigrants in the Canadian context, where most come from cultures quite dissimilar to that of the majority population.

### References

Flege, J.E., Munro, M.J., & MacKay, I.R.A. (1995). Factors affecting strength of perceived foreign accent in a second language. *Journal of the Acoustical Society of America*, 97, 3125–3134.

**Ron I. Thomson**, *University of Alberta*

**Boxer, Diana, & Cohen, Andrew D.** (2004). *Studying Speaking to Inform Second Language Learning*. Clevedon, UK: Multilingual Matters. Pp. 300, \$34.95 US (paper).

In his pedagogical grammar textbook for teachers of English as a second language, Batstone (1994) likens the learning of a second language (L2) grammar to a ‘gradual descent’ from the high altitude of 30,000 feet to ‘ground level.’ Batstone reasons that, in the process of learning, grammar first appears to the learner as an orderly system of generalizations (at 30,000 feet); it is later seen as more complex, fraught with exceptions (at 10,000 feet), and can ultimately (at ground level) be characterized as a collection of patterns in the specific contexts of their use. The study of speaking, too, can be conceptualized using Batstone’s metaphor. For instance, some researchers investigate speaking as L2 learners’ ‘descent’ from less to more target-like speaking patterns, representing what can be termed the psycholinguistic approach to L2 acquisition. Other researchers, however, ‘ground’ the study of speaking in particular sociolinguistic, interactional contexts of language use, gleaning insights about L2 acquisition by observing speaking itself as it unfolds in real time. *Studying Speaking to Inform Second Language Learning*

is a collection of articles written by researchers who champion the latter approach to L2 acquisition.

This volume, intended as a bridge between psycholinguistic and sociolinguistic approaches to the study of L2 spoken discourse, contains 13 chapters organized in four parts. The chapters follow the conceptual trajectory from more theoretical research articles to contributions outlining practical applications. In Part 1, Diana Boxer provides a backdrop to the study of spoken language, discussing both theoretical frameworks and methodological approaches used in the study of oral interaction. Following suit, Dan Douglas describes oral interaction within the construct of 'discourse domains,' or frameworks 'within which a language is developed and used' (p. 34), and delineates the features of such domains in terms of their interactional context.

With a common goal of analyzing spontaneous spoken discourse and a shared focus on its sociolinguistic aspects, the four contributions featured in Part 2 each address one or more of the context-related themes previewed by Douglas. Anne Lazaraton's case study, for example, employs conversation analysis to investigate a non-native L2 teacher's identity in the context of student-teacher interaction. Joan Kelly Hall paints a contextually rich, telling picture of 'practising speaking' activities in an L2 classroom. Heidi Hamilton takes a close look at the influences of activity type and learners' language ability on learners' conversational repair in an L2 immersion setting. Helena Halmari, in turn, describes two bilingual siblings' code-switching patterns as they construct their sociolinguistic identities.

Based on analyses of elicited spoken discourse, the four contributions in Part 3 further exemplify how analysis of spoken discourse can inform L2 acquisition. Two of these studies provide important baseline data for understanding L2 speaking behaviour and for conceptualizing future research on L2 spoken discourse. More specifically, Carrie Taylor-Hamilton makes cross-linguistic/cultural comparisons of direction giving in English and Arabic. In a similar vein, Koji Konishi and Elaine Tarone investigate syntactic strategies used by English speakers in explaining unfamiliar terms to L2 learners. The remaining two studies – by Kathleen Bardovi-Harlig and Tom Salsbury, and by Leslie Beebe and Zhang Waring – examine L2 learners' development of disagreement strategies and pragmatic tone, respectively. These studies contribute to understanding L2 pragmatic development.

Finally, the three contributions in Part 4 deal with assessment of L2 spoken discourse. Annie Brown demonstrates how the interviewer's interactional style influences the L2 learner's linguistic assessment in oral interviews. Carsten Roever discusses the validity of testing prag-

matic knowledge in spoken interaction. Finally, Andrew Cohen sums up theories and practices of spoken-language assessment, focusing on defining authentic and contextually rich discourse assessment settings.

*Studying Speaking to Inform Second Language Learning* will be of interest to L2 teachers and researchers alike. L2 teachers will find in it an informative discussion of issues relevant to the L2 classroom, including an appreciation of differences in speaking practices across languages and cultures (Konishi & Tarone; Taylor-Hamilton), understanding of L2 teachers' identity as it is constructed through student–teacher interaction (Lazaraton), enhanced awareness of a learning environment conducive to L2 development (Hall; Hamilton), and insights into learners' successes and failures in L2 oral interaction in both learning (Bardovi-Harlig & Salsbury; Beebe & Waring) and testing (Brown; Roever) situations. L2 researchers will benefit from the volume's coverage of diverse studies based on different data types (spontaneous, elicited), research methodologies (e.g., conversation analysis, interactional sociolinguistics), and theoretical frameworks (e.g., language identity, socio-cultural theory). More importantly, the volume will sensitize L2 researchers – primarily those whose work lies outside discourse analysis – to the importance of contextual factors, those defined by 'setting, participants, purpose, content, tone, language, norms of interaction, and genre' (p. 34), in designing L2 acquisition studies and in interpreting their findings. Overall, this volume presents an insightful overview of research in L2 spoken discourse, an overview that goes a long way toward the goal of 'connecting the sociolinguistic with the psycholinguistic, the interactional with the cognitive' (p. 20), in L2 acquisition research.

### References

Batstone, R. (1994). *Grammar*. London: Oxford University Press.

**Pavel Trofimovich**, *Concordia University*

**Berrier, Astrid.** (2003). *Conversations francophones. À la recherche d'une communication interculturelle*. Paris : L'Harmattan. 388 p., 31€/203FF.

Astrid Berrier tient dans cet ouvrage un pari : celui de présenter un regard interdisciplinaire sur des conversations en français entre des femmes originaires de trois espaces francophones différenciés : Haïti, la France et le Québec. Pari à plusieurs égards, puisque le choix de l'étude