It could turn out, then, that while perhaps crucial in some respects, UG may not have much to say about some of the things which give L2 learners headaches and which language textbooks devote so much of their space to: inflectional paradigms, vocabulary (and lexical subcategorization) and language-idiosyncratic elements, such as articles in English or formal vs. informal discourse levels in Japanese. UG, as a computational system, may facilitate the relative ease of interpretation (i.e., "computing") of anaphoric relations, for example, but it may be hard-pressed to aid in the acquisition of 3rd-person-singular *-s* in English, a process which may rely instead on some other learning mechanism (that apparently deteriorates with increasing age!). The importance of L2 data may thus lie in contributing, along with data from L1 and neurolinguistic studies, both to a more correct description of the various levels or components of UG and their interaction as well as to delimiting the scope of UG.

One of the most important contributions of this book is the introduction's rather neat delineation not only of a set of minimal requirements for a theory of second language acquisition, but also of a set of questions and issues to be addressed in future research -- "the right set of questions" at "the right level of analysis" (p. 18) -- which the editors have distilled from the papers collected in the volume. This convergence of ideas constitutes a kind of L2 critical mass which may well ensure that many of the questions raised in this volume will set the research agenda for second language acquisition in the foreseeable future. As such it certainly establishes the book as a basic reference text for theoretical issues in second language acquisition.

Notes

[1]All parameter references are as cited in the papers themselves.

[2]Clahsen has since modified his position somewhat, arguing that L2 learners do have access to principles of UG only "insofar as these principles have instantiations in the speakers' native language" (Clahsen, 1989, p. 12)..

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Language Learning Strategies: What Every Teacher Should Know by Rebecca L. Oxford. New York: Newbury House, 1990. xxii+342 pp.

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One of the most important developments in applied linguistics in recent years has been the renewed interest in cognitive strategies. The strategies approach to communication/language learning seeks to discover the ways in which the learner conduces the communication/language learning processes. By analysing learners' overt forms of behavior, research on communication

strategies is focused on discovering how learners succeed in their communication, while research on language learning strategies is focused on discovering how learners organize or categorize the external language into cognitive structures. With the advent of communicative competence and the growing importance of communicative teaching methods, it is now evident that a fusion of communication/language learning strategies and formal teaching methods is necessary. Oxford's *Language Teaching Strategies: What Every Teacher Should Know* meets this need.

The book is divided into seven chapters followed by seven appendices. Chapter 1 presents a theoretical overview of the concept of language learning strategies, during which the author defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (p.8). It is these strategies, the author stresses, which enable a learner to use meaningful contextualized language and participate in realistic interaction with other learners through "active self-directed involvement" (p.1). She divides the strategies into two types: direct and indirect strategies. Direct strategies comprise memory, cognitive and compensation strategies. Indirect strategies include metacognitive, affective and social strategies. Chapters 2-5 discuss how these strategies are related to the four language skills and how they can be implemented in the general management of language learning. Chapter 6 describes techniques for assessing language learning strategies and contains an eight-step model for strategy training. Chapter 7 gives examples of strategy use around the world. The examples are divided into two general groups: explicit language learning strategies and implicit (simulation of) language learning strategies. Of the seven appendices, three are particularly important for strategy specialists: (1) Appendix B: Strategy Inventory for Language Learning: Version for English Speakers Learning a New Language; (2) Appendix C: Strategy Inventory for Language Learning: Version for Speakers of Other Languages Learning English; and (3) Appendix G: Strategy Applications Listed According to Each of the Four Language Skills.

One of the strengths of the book is that each chapter begins with a set of preview questions which activate the necessary background information for what is to follow. In addition, the book is full of helpful illustrations, tables, checklists and pictures. The schematic diagrams to illustrate the author's model of strategy

systems are especially clear and self-descriptive. Most importantly, the activities are well designed and well explained as to how they are related to the development of particular language skills.

Of the few weaknesses, at least two must be mentioned. Firstly, the author's model of strategy classification is quite arbitrary and even questionable on theoretical grounds, especially in light of current knowledge in experimental and cognitive psychology. However, since the focus of the book is on the implementation and practical aspects of strategies in classrooms and not on the theoretical aspects of the strategies themselves, the flaws in the model do not discredit the overall effectiveness of the work. Secondly, at times, the readers lose track of who the author's supposed reading audience is: teachers or the learners themselves? Subtitles such as "Centering Your Learning" (p.152) and "Arranging and Planning Your Learning" (p.156) (there are many more) are especially confusing in this regard.

Overall, the author has made an ambitious attempt to cover the existing research in areas as diverse as experimental, cognitive, educational, social and behavioral psychology. However, the approach is emphatically practical, as it translates research into manageable classroom activities. As such, the book represents a genuinely integrated approach to what the author calls "experiential language teaching." The emphasis is on the teacher's manipulation of the learners' introspection, the result of which is that the learners must have a strong awareness of what is going on in their own language learning process. This awareness, the author strongly believes, will make their language learning more effective and independent.

The book, in sum, can provide both teacher trainers and prospective language teachers with the basic knowledge of what is currently going on in cognitive strategies research as well as how research findings can be metamorphosed into group and individual language learning activities. Researchers interested in conducting strategy research and in assessing students' learning strategies will also find the book resourceful and handy since it contains not only theory but assessment tools as well.

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Literacy and Bilingualism by James D. Williams and Grace Capizzi Snipper. New York: Longman, 1990. 162 pp.

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From amid the milieu of academics, teacher trainers and practitioners come Williams & Snipper with a well-written and highly readable report on the theoretical state of linguistic minority education in the United States, accompanied by their attempt to operationalize the findings for teachers of non-native English speakers. The organization of the book allows for each of the nine chapters to explore a research issue, such as defining literacy, explaining language acquisition or describing bilingualism, with the dual purpose (as stated in the preface) of providing the reader with an appropriate theoretical framework for meeting the needs of linguistic minority students as well as dispelling many of the misconceptions which surround literacy and bilingualism. It is not clear until the sixth chapter, however, that the authors' agenda also includes the presentation of a new teaching methodology, a goal intended to serve their final aim of having theory inform practice by providing concrete examples of how to develop students' literacy skills. The goals of the earlier chapters are served more effectively than those of the later chapters, however, as will be demonstrated below.

The book's most outstanding contribution to the field is its comprehensive review of the theories that have developed to explain aspects of bilingualism and biliteracy. Any reader versed in the literature on language learning cannot help but be impressed at the authors' strategically organized and critical review of many current researchers. In each chapter, Williams & Snipper not only delineate the many aspects of an issue, they also discover patterns or inconsistencies and demonstrate how a certain position can be argued to its logical conclusion, to the latest findings, or both. In Chapter 5, for example, they attack several misperceptions about illiteracy through an analysis of the relationship between language

and cognition. The authors introduce the topic by describing the position taken by Piaget (1974) that cognition precedes linguistic ability. They then follow other studies regarding language development which lead to Vygotsky's (1962, 1978) assertion that sociolinguistic environment influences thought, and they show how Olson (1977) adopted this argument to support the widespread notion that literacy is somehow necessary for abstract thought. The debate on this issue is brought to a close with Scribner & Cole's (1981) fairly conclusive finding that since literates have no cognitive superiority over illiterates, language may not influence cognition; there is also a final revelation, of which few are aware, that Olson (1987) has recently shifted his position toward the authors' own conclusions (pp. 68-75). Other similarly rigorous analyses succinctly synthesize the work of some of the "greats" who have investigated aspects of literacy (Heath), second language acquisition (Cummins, Krashen), bilingualism (Hakuta, Hymes) and sociolinguistics (Apple, Ogbu, Suarez-Orozco). Indeed, this thorough overview of the literature in the first half of the book is an excellent reference source for academics and classroom teachers alike.

That the book is understandable and useful to non-theorists should not go unnoticed. The language is not needlessly technical, and numerous definitions and explanations are provided. For example, *bilingualism* is concisely defined as "a person's ability to process two languages" (p. 33), after which all aspects of that processing -- acquisition/learning, proficiency, interdependence, and more -- are defined and analyzed until the reader gains an enlarged view of bilingualism as cognitively, contextually and socially constructed. The progression of the analysis is such that the reader readily acquires (vs. learns) a more complex perspective on each concept discussed.

The coherent review and evaluation of complex issues requires taking a stance, and these authors do so without equivocation. Their priorities are invariably humane and are best reflected in their position favoring the provision of bilingual education to linguistic minorities in the U.S.:

> In a participatory democracy like ours, we take it for granted that education is not only a fundamental right of all people but a necessity for the country's survival. Thus it seems reasonable to conclude that the nation is obligated to provide the best