

Comptes rendus • Reviews

E. Finegan and J.R. Rickford. 2004. *Language in the USA: Themes for the twenty-first century*. Cambridge: Cambridge University Press. 502 pp.

Reviewed by Davy Bigot, Université du Québec à Montréal

This textbook is dedicated to language spoken in the USA or, more specifically, to languages spoken in that country. The table of contents presents an impressive twenty-six chapters, many written by well-known sociolinguists such as Fishman or Wolfram, to name only two, and is divided into three main parts: the first part deals with American English *per se*, the second part offers papers on other language varieties in the US and the third part explores various topics on the sociolinguistic situation in the country.

Part One, consisting of six chapters, treats American English (AE) under a variety of perspectives. The first chapter, by Bailey, is on the historical aspects of AE. Going back to the sixteenth century, the author focuses on the effects and consequences the migration of English speaking populations throughout the American continent has had on the language. One of the most important elements highlighted is that of the multiculturalism that emerged during the past four centuries. From the first contacts with Native American languages (and their influence, especially on vocabulary) to the restrictive monolingual policy (English as the only official language) of the post World War II period, Bailey's text presents the wide heritage AE is based on. The author concludes by depicting how both American and British English varieties still remain mutually intelligible despite their distinctive historical evolution.

Chapter One is followed by a complementary chapter by Finegan on differences between American and British English. The author provides a very interesting comparison of both varieties on three levels: lexical (vocabulary and spelling), phonetic (pronunciation variation) and grammatical (sentence structure and parts of speech). This paper goes beyond a simple description of both English varieties by discussing less traditional aspects (for example, the use of the Internet, leading to a possible convergence in spelling practices in spite of different immigrant groups).

In the third chapter, Kretschmar deals with the regional dialects of the USA. Beginning with the origins and spread of the different eastern regional varieties, the author describes the situation as it stood at the mid-twentieth century mark, then at the dawn of the twenty-first century. Two points are ultimately made: the first is that the major regional dialects that were identified in the twentieth century remain in the twenty-first, and that these are becoming more and more distinct. The second point is that, as in Great Britain (see Chevillet, 1991; Trudgill, 2000), while a more or less national dialect is spoken

by members of the upper classes, regional variation is especially strong among the working and lower middle classes.

The fourth chapter, written by Wolfram, deals with the social varieties of AE, exploring the nature of sociolinguistic variation. Wolfram shows that quantitative analysis (the main example being the analysis of the use of *-ing* or *-in* in words like ‘walking’, ‘sleeping’, ‘something’, etc.) allows the identification of the social factors (age, sex, social status, etc.) that constrain linguistic variation. A final section is devoted to stereotypes and markers involving stylistic variation among social groups.

The next chapter, by Green, deals with African American Vernacular English (AAVE). It begins with an overview of the several labels applied to AAVE and of its origins. However, the main focus is on the contemporary AAVE system. The first part is on vocabulary and verbal markers. The second one is on sentence patterns, with some striking examples (the “Didn’t nobody ask me do I be late for class” analysis is particularly remarkable). A third part presents the most important features of AAVE pronunciation. The chapter concludes on how AAVE is typically represented in films.

The last chapter of Part One presents the *Dictionary of American Regional English (DARE)*. After an introduction to the *DARE* project, Houston Hall describes all the elements that make it one of the richest resources on linguistic variation in the USA currently available. This chapter comes as a complement to Chapter Four on social dialects, as *DARE* takes into account such social factors as age, gender, race and education, as well as urban vs. rural factors.

Part Two deals with other language varieties in the US. In Chapter Seven, Fishman questions the critical situation of many neglected languages spoken in America. He points out that, in spite of the great cultural and ethnolinguistic diversity represented everywhere in the US, immigrants encounter numerous difficulties and obstacles in transmitting their language to their native-born offspring.

In Chapter Eight, Nichols describes three Creoles spoken in the US: Gullah in South Carolina, Louisiana Creole and Hawaiian Creole. For each of these languages, she provides explanations concerning the circumstances under which they came about. Above and beyond a strictly linguistic description of these creoles, the author provides a general reflection on what constitutes a creole language (e.g. common features among them) and on how they have forged new social identities in the American population in general.

Chapter Nine continues the discussion on other languages spoken in America by focusing on Native American languages. Yamamoto and Zepeda illustrate how these languages (extinct or currently still spoken) differ from the languages imported by European immigrants. By describing languages such as Kickapoo, Navajo and Eastern Pomo, the authors not only provide explicit

linguistic differences with colonial languages but also specific perspectives on the world (the example of owning animals in Acoma is particularly unusual).

The two following chapters are directly related as they deal with Spanish spoken in the USA. The first, by Zentella, treats the northeastern variety of Spanish while the second, by Silva-Corvalán, deals with Spanish in the American Southwest. Both chapters give fascinating details on the evolution of Spanish according to the populations coming from areas such as Puerto Rico, the Dominican Republic or Cuba for the Northeast or from Mexico, Argentina or Peru for the Southwest. Each chapter presents historical elements on both varieties and their spread from New York to California.

The next chapter concerns American Sign Language (ASL). In this paper, Lucas and Valli offer a relatively complete overview of ASL. It begins with a good introduction to the ASL system (illustrated by numerous drawings), highlighting the features that distinguish it from oral language. It continues with a focus on sign language speakers and variation (geographical and social) in the US. It also provides a better understanding of why ASL and British Sign Language are not mutually intelligible.

In Chapter Thirteen, Huebner and Uyechi provide a history of Asian contact and immigration in America. From the first wave of Chinese immigrants arriving on the West coast (in the 16th century) to the present-day situation of Asian communities, this chapter underlines a specific fact: there is still much to learn about Asian American communities, which have to be viewed not only as influential factors on the evolution of American English but indeed as an integral part of American cultural creativity.

The last chapter of Part Two, by Baley, deals with English as a second language and illustrates the restrictive monolingual policy implemented in America during the past few decades. Based on real-life stories of a number of immigrants, Baley describes the various barriers encountered in their learning of English as well as in their attempts to maintain their linguistic heritage. Among those difficulties, the lack of appropriate TESL programs (and teacher training programs) and the unequal access to them (e.g. men have easier access to TESL programs than women) seem to be the most important ones. Once again, it shows that bilingualism is difficult to maintain for immigrants in the USA.

The third and final part, entitled “The sociolinguistic situation”, consists of twelve chapters, covering a large variety of sociolinguistic themes, generally linked by the notion of “identity”. In the first one, Lippi-Green focuses on linguistic prejudices in the USA. The ideology of a standard language in America (promoted by such institutions as the media, schools, etc.) develops a form of discrimination towards certain groups of people. She particularly insists on the relationship between dominant and dominated groups. She also points out that, under certain conditions, dominated social groups are not always pressured to

change their speech variety despite the prejudices they suffer by not mastering Standard American English.

Chapter Sixteen focuses on the controversy around the term “ebonics”, especially since the Oakland School Board 1996 resolution. From the first definition given by linguists in the 1970s to the January 1997 revision of the Oakland School Board’s original resolution, Baugh portrays and discusses the evolution of the term and the political implication in recognizing the legitimacy of African American Vernacular English.

In Chapters Seventeen and Eighteen, Wiley and Fillmore successively treat the notions of language planning and language policy, and specifically deal with Proposition 227, which was approved in 1998 by 61 percent of California voters. After a general introduction to these concepts, Wiley describes the emergence of the English Only Movement and its opposition, known as English Plus, during the 1980s. The author concludes with a number of interesting questions, not only on language in general but also on speakers’ rights and statuses. Fillmore’s complementary chapter is more concerned with the rise and fall of bilingual education, by recalling the developments leading up to the Bilingual Education Act and the Lau guidelines of 1975.

The next three chapters are inter-related. Chapter Nineteen, by Eckert, discusses teen-age language. Eckert focuses not only on its primary linguistic aspects but also on the fact that innovations in adolescent usage are part of their identity process. Teen-age slang is the topic of the following paper, by Eble. She first describes how African Americans have played a major role in the creation of slang, and how it has spread to reach the general American public through sports, entertainment and music. In Chapter Twenty-One, Alim talks about the central role of language in the Hip Hop Nation (described as a “borderless” composite of hip-hop communities worldwide). The author reveals how the Hip Hop Nation language is a complex and careful combination of not only speech and music but also literature and sociopolitical circumstances that unifies younger generations above and beyond their ethnic groups.

In her chapter entitled “Language, gender, and sexuality”, Bucholtz analyzes the historical, intellectual and political forces which have played a major role in feminist studies in language and literature. It is through these latter and atypical perspectives that language variation is analyzed.

In the following chapter, Peterson develops analytic tools to answer the question “How is a character’s social identity represented and conveyed in a literary work?” Through the analysis of literary works by authors from various ethnic cultures (Charles Chesnut, Piri Thomas, Richard Wright, for example), Peterson shows how the author’s identity, stereotypes, situational contexts and orthographic practices are fundamental to social representations of characters in American literature.

Chapter Twenty-Four focuses on medical talk between doctors and patients. After reviewing the three major historical stages in medical talk, Hagstrom proceeds to the analysis of interactions between doctors and patients, pointing out that many aspects can affect their relationship. Taking into account factors such as the types of questions asked, the use of depersonalized language (“the leg” vs. “your leg”) and humour, the author demonstrates how language can also affect the medical performances of doctors.

Language use in cyberspace is the subject of Murray’s study. She discusses the effects that the new forms of communication have had on language usage. The author mainly bases her analysis on the role of computer-mediated communication and its linguistic features in interactions with social actors. One of the most striking aspects of the chapter is how metaphors we use to refer to computers make them incredibly more human-like than machine-like.

The final chapter of the book is on language attitudes to speech. Preston investigates how people modulate their attitudes according to different ways of speaking. Preston’s aim is, in fact, to display how studies in language attitudes can contribute to a better understanding of how people apprehend their social environment and how they evaluate each other.

We conclude this review by underlining that *Language in the USA* offers a variety of highly interesting texts. From more classic themes such the social varieties of American English to more unusual topics such as the Hip Hop Nation language, this book is definitely essential reading for any student or researcher interested in language in America. Nevertheless, despite the richness of the themes dealt with in the book, we wonder why French is not included in this linguistic survey since it has been and is still spoken in numerous areas of the US (New England, Louisiana, Missouri, Minnesota, etc.). However, it is obvious that the linguistic situation of the USA implies many cultural groups and languages, and that discussing all of them would require more than a single volume.

References

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Joy L. Egbert et Gina Mikel Petrie (dir.). 2005. *CALL research perspectives*. Mahwah, NJ, Lawrence Erlbaum Associates. 216 pp.

Compte rendu de Nandini Sarma, Carleton University

CALL research perspectives est un ouvrage qui, pour reprendre les mots des directrices de la publication à la première page de leur préface, vise à amener une réflexion sur les transformations qui sont en train de se produire dans l'utilisation de la technologie pour l'apprentissage de la langue. Le reproche que font les directrices à d'autres ouvrages est leur tendance à ne s'aligner que sur une seule méthodologie, ou une seule vision, plutôt que de présenter un survol de tout ce qui se fait en apprentissage et en enseignement de la langue assisté par ordinateur (ALAO). Elles proposent donc cet ouvrage collectif, destiné à la fois aux praticiens, aux futurs praticiens et aux chercheurs, qui propose un état des lieux, et constitue en même temps un point de départ pour de nouvelles recherches étant donné la contribution indépendante et unique de chaque article, ce compte rendu suit le plan de l'ouvrage, nommant les auteurs et résumant brièvement chaque chapitre, avant de passer à une discussion sur le recueil.

Résumé

CALL research practices est divisé en trois parties inégales. La première partie, « Introduction to CALL research », comprend deux chapitres, et fait le point sur la problématique de la recherche dans ce domaine. « Conducting research in CALL », le premier chapitre, de Joy Egbert, commence par donner une définition des termes et offre un aperçu de comment manipuler le contenu de l'ouvrage lors de la conception des projets de recherche et de l'analyse des données. Le deuxième chapitre « Criteria for effective research in CALL » explore les défis et les faiblesses auxquels fait face la recherche en ALAO. Regroupant ces problèmes en trois grandes catégories, soit les lacunes ou les faiblesses au niveau du fondement théorique, l'analyse incomplète ou partielle des données et la tendance à mettre en valeur la technologie plutôt que l'apprentissage médiatisé par cette technologie, Huh et Hu appellent les chercheurs à assurer plus de rigueur dans la conception, dans la collecte des données à la fois qualitatives et quantitatives et dans l'analyse.

Dans la deuxième partie « Research perspectives » (chapitres 3 à 14), chaque article présente une perspective particulière qui permet d'éclaircir et de mieux orienter la recherche en ALAO. Les auteurs commencent par une courte présentation de la problématique, puis font un bilan de la recherche pour déboucher sur des suggestions, des questions à résoudre et leur vision des pistes à suivre.

Le chapitre 3, « Metaphors that shape and guide CALL research », soutient que la métaphore est un outil conceptuel très puissant pour la recherche en

éducation. Meskill passe en revue les principales métaphores qui reviennent dans le domaine de l'apprentissage de la langue assisté par ordinateur, telles que *l'environnement technologique* ou *le micromonde*, et démontre comment ces métaphores peuvent parfois restreindre nos réflexions, parfois nous pousser à réexaminer nos propres idées des objets autour de nous et nous permettre de mieux cerner les diverses dimensions de ceux-ci.

Warschauer, dans le chapitre 4, « Sociocultural perspectives on CALL », contribue ses réflexions sur la perspective socioculturelle et l'appropriation des outils d'apprentissage de la langue. Il décrit les trois aspects de la théorie socioculturelle de Vygotski : la médiatisation, l'apprentissage social et la méthode génétique, et les place dans le contexte de l'apprentissage de la langue par le biais de la technologie. Il propose que l'analyse socioculturelle ouvre la question de comment la technologie de l'information et de communication transforme la communication humaine.

Le chapitre 5, « Interactionist SLA theory and research in CALL », passe en revue les grandes lignes de la théorie interactionniste, puis examine l'application de celle-ci à la pédagogie et à la recherche en TIC. Chapelle examine comment la théorie interactionniste et les hypothèses sur ce qui constitue l'interaction utile offrent une perspective évaluative sur le développement des activités TIC ainsi que sur la performance des apprenants par rapport à celles-ci, ce qui permet de placer l'ALAO sur une base théorique solide.

La métacognition et les stratégies métacognitives, en particulier les liens entre celles-ci et l'apprenant autonome dans un contexte d'autogestion éducative, font l'objet du sixième chapitre, « Metacognitive knowledge and strategies ». Hauck présente, entre autres, les résultats de deux études menées auprès d'étudiants en face-à-face et en ligne. Il fait ressortir l'importance de développer chez l'apprenant une conscience de ses capacités métacognitives, et discute les avantages et les inconvénients des diverses méthodes pour parvenir à ce résultat.

Dans le chapitre 7, « Systemic functional linguistics » Mohan et Luo font le bilan des recherches examinant les discussions en ligne des apprenants et des enseignants de la langue dans la perspective systémique fonctionnelle. Les auteurs proposent que cette perspective s'avère très riche pour la recherche en ALAO, puisqu'elle offre les outils analytiques qui permettent de rendre compte de la richesse des métafonctions de la langue dans le discours médiatisé par les TIC.

La présentation multimodale des activités TIC implique un traitement complexe et c'est dans ce sens que la question de visualité est abordée dans ce huitième chapitre intitulé « Visuality and CALL research ». Selon Petrie, la visualité reste un élément peu recherché et peu discuté dans la littérature. Toutefois elle joue un rôle dans le développement de chacune des compétences communicatives et est un élément clé dans la négociation de sens à partir

d'un texte électronique ou d'une activité TIC. Petrie examine les quelques recherches qui étudient le rôle des images, de la couleur, de la mise en page et des symboles visuels dans la construction et dans l'interprétation de sens. Elle observe qu'il manque toujours des métaphores et une métalangue adéquates pour décrire et comprendre ces phénomènes.

La perspective présentée par Lotherington dans le chapitre 9, « Authentic language in digital environments », porte sur la communication moderne, rapide, et transportable, soit sur les changements d'ordre orthographique, syntaxique, lexical issus de ce besoin de communication rapide par le biais de la technologie. Ce neuvième chapitre passe en revue les technologies qui encouragent ces changements continus et fait état des difficultés pédagogiques face à ce phénomène.

Dans « Flow as a model for CALL research », le chapitre 10, Egbert examine la théorie du flux et comment certaines activités TIC telles que les MOO peuvent amener cette expérience d'apprentissage optimal et ainsi contribuer à une meilleure performance. Elle suggère que la théorie du flux peut servir non seulement de base pour la recherche en ALAO et en ALS, mais aussi de cadre pour la conceptualisation et l'évaluation des activités d'apprentissage linguistique TIC.

« Considering culture in CALL research », le chapitre 11, examine l'influence des différences culturelles, voire multiculturelles dans les cours médiatisés par les TIC ; les malentendus provoqués par ces différences, qu'il s'agisse de la discussion en ligne, la présentation d'un logiciel ou d'un site, de l'utilisation de courriel pouvant bloquer la communication et l'apprentissage. De Brander encourage les enseignants, les développeurs et les chercheurs à adopter cette perspective et à assumer des responsabilités culturelles.

Dans le douzième chapitre « Situated learning as a framework for CALL research », Yang explore l'évolution de la théorie d'apprentissage situé et de participation périphérique légitime et l'offre comme une approche qui permet de mieux comprendre les structures sociales de la communauté d'apprentissage de la langue seconde, les TIC offrant des possibilités uniques pour étudier le développement de l'identité de l'apprenant, de son adhésion et sa participation dans la communauté d'apprentissage.

Yutdhana, dans son article « Design-based research in CALL », le chapitre 13, fait ressortir le potentiel de cette méthodologie pour la recherche en ALAO puisqu'elle s'ouvre non seulement sur la question du design de l'environnement de l'apprentissage mais aussi sur le développement des théories d'apprentissage. En outre, cette approche s'avère particulièrement riche dans un domaine comme l'ALAO, où l'environnement d'apprentissage peut être changé pour mieux expliciter la relation entre les théories et la pratique.

L'ergonomie fait l'objet du quatorzième et dernier chapitre intitulé « A user-centered ergonomic approach to CALL research ». Partant d'un exemple

de l'utilisation créative et inattendue d'un produit conçu pour d'autres besoins, Raby examine la question de l'appropriation par l'apprenant ou l'enseignant de leur milieu d'apprentissage, de comment ceux-ci réagissent aux systèmes culturels, institutionnels, didactiques, techniques et technologiques et de comment ils les utilisent dans leur apprentissage. La perspective ergonomique appliquée à ces comportements linguistiques et non linguistiques peut fournir des renseignements, entre autres sur la charge mentale et les stratégies utilisées dans les divers environnements d'apprentissage.

La troisième et dernière partie de l'ouvrage comprend un seul chapitre de trois pages intitulé « Toward a cartography of CALL ». Gina Mikel Petrie se sert d'une métaphore spatiale, la cartographie, pour décerner à chacune des diverses perspectives présentées dans ce recueil sa place, sa propre carte, dans l'atlas de la recherche en ALAO, tout en signalant que certaines autres « cartes » ou perspectives ne figurent pas dans cet ouvrage. Elle fait remarquer que chaque carte, en nous donnant un autre point de vue, nous permet de mieux comprendre tout ce qu'est l'ALAO.

Discussion

C'est toujours un défi de publier un livre dans un domaine aussi hybride que celui de l'apprentissage de la langue assisté par ordinateur. De par sa nature, l'ALAO est pluridisciplinaire puisqu'il réunit à la fois l'apprenant-enseignant, le contexte (social, culturel), le milieu, les technologies et les tâches. Il se situe autant dans le cadre des théories de l'ALS que dans celles du design intelligent, de l'ergonomie, de l'interaction homme-machine, et s'appuie encore sur les sciences cognitives, la psychologie, la didactique. La recherche en ALAO doit également tenir compte des changements apportés par l'évolution continue et rapide de la technologie ainsi que l'habileté des utilisateurs de naviguer dans ce médium. Étant donné cette hétérogénéité, il est essentiel que les chercheurs en ALAO s'appuient sur un cadre épistémologique cohérent et efficace.

Suite à un sondage en ligne effectué en 2002 auprès de chercheurs et développeurs en ALAO, qui leur demandait de nommer une problématique de recherche qui restait encore à résoudre dans le domaine, Hubbard a identifié quatre grandes catégories : des questions axées sur le design, sur l'apprenant, sur l'efficacité et sur la recherche. *CALL research perspectives* est un ouvrage collectif qui contribue à la compréhension de celles-ci et qui réussit à faire un autre pas important vers l'établissement des assises de la recherche dans le domaine. Le titre reflète clairement le contenu de l'ouvrage, chacun des douze chapitres thématiques articulant une perspective différente de la problématique et de la recherche dans le domaine de l'apprentissage de la langue par l'intermédiaire des technologies de l'information et de la communication.

Certains chapitres, comme ceux de Meskill, de Raby, de Mohan et Luo ou de Petrie abordent l'ALAO d'un point de vue méthodologique moins familier. D'autres, dont les articles de Warschauer, Hauck, Chappelle, présentent, en les restructurant, des perspectives déjà établies dans le domaine. Cette combinaison de perspectives nouvelles et connues est gagnante, dans plusieurs sens. Premièrement, lorsqu'on fait face à un domaine aussi nouveau et pluridisciplinaire que l'ALAO, un rappel bien placé et bien structuré de l'état des lieux permet de mieux voir les routes qu'il reste à construire. Deuxièmement, étant donné que les articles se ressemblent par leur structure, une comparaison et une différenciation de ces diverses méthodologies établies et émergentes peut se faire à partir d'un seul recueil.

Ce recueil s'adresse surtout aux chercheurs, aux enseignants et futurs enseignants qui se trouvent ou qui se trouveront à l'avenir à œuvrer dans le domaine de l'acquisition de la langue seconde ou minoritaire par le biais de la technologie. Il est bien indiqué dans la préface qu'il ne s'agit pas d'une initiation à la recherche en TIC pour les non-initiés, ni d'un comment-faire pour développer des études, et Egbert et Petrie sont fidèles à cette promesse. Cet ouvrage tient pour acquis une certaine compréhension de base de la question ou un intérêt déjà établi en ALAO.

Alors qu'au départ le lecteur pourrait se sentir déséquilibré par le fait que la logique de l'organisation des chapitres ne soit pas explicitée dès la préface et l'introduction, il devient clair après la lecture des trois premiers chapitres que les perspectives présentées sont, pour la majeure partie, complémentaires. Qu'il s'agisse de l'approche interactionniste, socioculturelle, ergonomique ou autre, aucun article ne semble contredire la perspective présentée dans les autres ; au contraire, tout au long de la lecture, on a l'impression qu'on nous déplace légèrement pour nous présenter différentes facettes de la même question sans toutefois nous imposer une vision fixe et sans mouvement.

Cette impression est renforcée par les liens que le lecteur découvre par lui-même en lisant les articles : le rôle de l'évaluation de soi et de ses pensées est apparent dans l'article de Meskill, qui invite les chercheurs à évaluer leurs propres biais en se servant de métaphores et dans celui de Hauck, qui le voit comme moyen d'encourager l'autogestion de l'apprenant. L'environnement ALAO et l'utilisation de celui-ci par l'apprenant est un exemple des points récurrents : Petrie et Raby recommandent un examen du rôle des facteurs non-linguistiques de l'outil et de l'environnement physique ; Yutdhana fait ressortir le potentiel du « design-based research » dans un domaine comme l'ALAO où l'environnement d'apprentissage peut être changé pour mieux expliciter la relation entre les théories et la pratique ; Warschauer aborde la question du point de vue de l'appropriation de l'outil de communication alors qu'Egbert nous invite à considérer comment l'outil peut stimuler ou influencer l'apprentissage en aidant l'apprenant à trouver des situations des flux.

Que le lecteur ait à établir ses propres idées quant à l'organisation des chapitres et les liens entre ceux-ci est, en fait, une des forces de cet ouvrage et une décision prudente par les directrices de cet ouvrage. D'ailleurs, dans le dernier chapitre « Toward a cartography of CALL », Gina Mikel Petrie nous prévient que l'ALAO est un territoire pour la plupart inconnu, non cartographié, que nous sommes encore en train d'explorer et de définir, et qui peut cacher des dragons.

Deux reproches qu'on pourrait faire à ce recueil. Premièrement, dans une collection d'articles méthodologiques comme celle-ci, il aurait été utile de commencer l'ouvrage par un bilan des liens entre l'ALAO et l'ALS, et de faire un résumé global des approches pour mieux placer le lecteur dans le contexte. Deuxièmement, lorsqu'il s'agit d'un domaine aussi pluridisciplinaire que l'ALAO, un bilan des liens entre l'apprentissage en général aurait été souhaitable, d'autant plus que ces liens ne sont présentés que rarement dans la littérature ALAO.

Ceci étant dit, *CALL research perspectives* est un livre qui devrait s'ajouter à la bibliothèque de tous ceux qui œuvrent dans le domaine de l'apprentissage de la langue. Alors que les articles sont axés principalement sur l'apprentissage de la langue seconde, ils peuvent s'appliquer également à la langue maternelle. L'intérêt de cet ouvrage pour les chercheurs, les enseignants, les futurs enseignants et développeurs est qu'il encadre les perspectives connues et présente d'autres visions des interactions entre les outils informatiques, la métaphore et la recherche, le passage entre ces deux dernières donnant lieu à d'autres pistes de recherche et à de nouvelles perspectives. Même les non-initiés trouveront matière à intéresser et à faire réfléchir dans les pages de ce volume, étant donné la richesse du contenu des articles. Cet ouvrage, qui se lit bien tout à la fois ou à petites doses, dans l'ordre ou au hasard du choix, constitue donc un outil de travail privilégié pour divers groupes, y compris les cours de formation des maîtres et de formation en ALAO.

Référence

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www.stanford.edu/~efs/callsurvey/

Aneta Pavlenko. 2005. *Emotions and multilingualism*. Cambridge: Cambridge University Press. 304 pp.

Reviewed by Barbara Schmenk, University of Waterloo

Aneta Pavlenko's study centres around the two core topics mentioned in the simple and straightforward title of her book: emotions and multilingualism. She sets out to re-adjust what she has identified as a serious blind spot in research on *both* emotions and multilingualism, namely their general and inextricable interrelatedness.

Linguistic inquiries as well as psychological studies, she argues in the first chapter of her book, "espouse a 'monolingual' view of language advanced by Chomsky, whereby the only worthwhile form of a language is that spoken by 'idealized' monolingual native speakers." (p. 3) However, if one truly wishes to understand more about emotions and multilingualism, Pavlenko concludes, this monolingual tradition has to be disrupted and widely used research paradigms ought to be challenged. Her goal is "to offer a more nuanced and sophisticated understanding of bi- and multilingualism on the example of one field — language and emotions" (p. 3). This would be the prerequisite to overcoming the "monolingual bias [...] that legitimizes perceptions and experiences of a precious few [...] as normative, [...] shying away from the complexity of bi- and multilingualism" (p. 5). To this end, Pavlenko maintains that multilinguals ought to be considered not as marginal when it comes to the study of language and emotions, but their cross-linguistic and cross-cultural experiences are likely to help shed light on the nature and culture of emotions, of emotion talk, of talk about emotions, etc. The second chapter is dedicated to framing the questions Pavlenko wishes to explore. She briefly summarizes early research into bilingualism and psychopathology, polyglot psychoanalysis, as well as questions that have been widely studied in language education contexts: anxiety and attitudes. She concludes that the field of multilingualism has largely remained unnoticed in the study of emotions, and that emotions continue to be undertheorized in the study of language.

This is the point of departure from which Pavlenko takes the reader on a fascinating journey through a tremendous range of thoughts, theoretical considerations, interdisciplinary perspectives, various research endeavours. Yet she does not simply guide us through research results and provide answers, she also manages to extract a range of questions and points at open fields and challenges along the way, maintaining a dialogue with the material as well as the reader. She warns the reader that the journey does not exactly resemble a neat linear trip but involves several alternative paths and sometimes a lack of paths altogether. Besides that, Pavlenko points out from the outset that she does not intend to gloss over discrepancies and/or contradictions in the current views of emotions and multilingualism. She explains her strategy of

explicitly making such problematic areas, open questions and inconsistencies visible through adopting different points of view of a given phenomenon, and discussing and theorizing it in different lights, respectively. This strategy does not serve “to confuse the readers but to alert them to the limitations of any single conceptual lens” (p. 43).

Chapter three focuses on the vocal level of emotional expression and vocal expressions of emotions, looking at linguistic, cross-linguistic, intercultural and L2-related dimensions. The following chapter takes us one step further to the mental lexicon, specifically to semantic and conceptual levels of emotions. Pavlenko discusses emotion words and concepts, arguing that both have to remain separated (i.e., the semantic and the conceptual domain). She introduces three different views of emotion concepts: nativist, universalist and social constructivist views, pointing out the value of each of them, yet concluding that a purely nativist perspective of emotion concepts (e.g., Pinker, 1997) is likely to be too narrow as it cannot pay justice to multilinguals’ experience with the cross-cultural and cross-linguistic diversity of emotion concepts, scripts and words. The overview of studies also reveals that emotion concepts are not identical in each language in bilinguals and multilinguals.

Chapter five moves on to the discursive level, looking at emotional expressions and expressions of emotions. It introduces the reader to research suggesting that multilinguals vary their emotion talk according to the discursive context they are in. Informing, positioning and expressing through the use of one or more languages (L1 or L2) are the main functions of multilinguals’ affect performance in discourse, Pavlenko elaborates, and again she gives a detailed overview of research that highlights this rather complex field of inquiry.

The level of complexity is even higher in the following two chapters. Chapter six deals with the neurophysiological level of emotion and multilingualism, focusing on what is commonly referred to as ‘embodied emotion,’ and introduces theoretical approaches to language embodiment as well as salient studies with bilinguals. It is especially in psychoanalysis and psychotherapy that connections of language choice and code-switching have been studied, and Pavlenko’s overview of research allows the reader to discover potentially new paths of possible linguistic inquiry. Outside of therapeutic discourse, it seems, there is a vast amount of as yet uncovered emotion discourse and discourse about emotions that varies considerably cross-culturally and within multilinguals and their linguistic selves.

The following chapter attempts to grasp emotions and multilingualism even more fully, by adding another perspective to the multi-layered views and discussions: emotions and multilingualism are viewed as phenomena that are also transmitted and constructed in and through social cognition. Here, emotions and identities are conceptualized as products of self-constructions and positioning in specific historical, socio-cultural contexts: “Emotions in this

view are not only narratives by themselves; they are also embedded within identity narratives and experienced from particular subject positions” (p. 197). This has most convincingly been shown in studies of German Jews and their attitudes towards (and often rejection of) the German language. Pavlenko gives an overview of case studies, memoirs and literary texts, pinpointing relations between identity, language(s) and emotions, concluding that the “languages we speak or refuse to speak have a lot to do with who we are, what subject positions we claim or contest, and what futures we invest in” (p. 223). At the end of the journey, through the study of emotions and multilingualism, Pavlenko’s discussion therefore turns out to be one step on the way to what David Block (2003) has called the “social turn in SLA,” adding to a more interdisciplinary view of core fields in applied linguistics.

All in all, Pavlenko’s book is immensely rich and stimulating, and it opens up a number of new research avenues and possible questions to be asked in applied linguistics and beyond. Even though it is largely a (very skillfully argued and complex) overview of different strands in research, it would certainly benefit anyone who is interested in emotions, both inside and outside of linguistics, applied linguistics, psychology or anthropology. As well, Pavlenko repeatedly reflects on appropriate empirical research designs and related methodological considerations, offering the reader ideas for further research and hinting at possible future directions of study.

Finally, the reader cannot but realize the gap between what Pavlenko elaborates on in so much detail, and the reality of language classrooms and the study of language education contexts today. Among the vast amount of studies about emotions and multilingualism there is scarcely any investigation of links between classroom language learning, multilingualism and emotions. Canadian classrooms are filled with multilingual persons who could undoubtedly tell a lot of narratives about and through affect performance, using several languages. At the same time, they study languages in classrooms largely without ever thinking about cross-cultural and cross-linguistic differences and specificities in emotion talk and affect performance. The reader of Pavlenko’s book therefore does not only get a profound overview of existing and possible studies of emotions and multilingualism, but we are also faced with a serious gap in our knowledge and planning of language education in the classroom.

References

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Susanne Weber. 2005. *Intercultural learning as identity negotiation*. Frankfurt am Main: Peter Lang. 302 pp.

Reviewed by Ulf Schuetze, University of Victoria

This book presents an attempt to develop an intercultural framework in communication based on the premise of conflict resolution. Susanne Weber, who is a Professor of Business Education in Germany, looks at conflict resulting from misunderstandings between people of different cultural backgrounds as an opportunity to teach intercultural differences. It is particularly important, to Weber, to practice mindful communication and develop facework-management skills.

The book begins with a short introduction on business education and intercultural learning. It is Weber's goal to use intercultural learning to promote various types of knowledge, including knowledge about identities and values. The multicultural relationships in today's society, to Weber, demand an understanding of intercultural processes. These processes are relevant in all aspects of education, including second language acquisition.

In chapter two, Weber approaches this topic by stressing the importance of a broader view of culture. She perceives culture "as a socially constructed, dynamic, and interactive entity and as a complex frame of reference [...] created in people's minds and collective memories through a shared history, political projects, values, visions, etc." (p. 44). Applying this view of culture to intercultural communication, Weber defines intercultural competence as the potential for participants to create a commonly shared vision by practicing "mindful communication" and "facework-management skills".

The terms "mindful communication" and "facework-management skills" are borrowed from Ting-Toomey's (1999) *Communicating across cultures*. Weber explains this model in great detail in chapter three. The model assumes that the speaker has primary identities (cultural, ethnic, gender, personal) as well as situational identities (role, relational, facework, symbolic interaction). These identities develop and change through communication. Weber gives many examples to illustrate potential conflicts in intercultural communication, e.g., in some cultures, it is important for a speaker to save his or her own face, in other cultures a speaker seeks to save the other speaker's face.

In order to develop a framework to teach intercultural differences, Weber also draws on Engeström's (1992) activity theory. The theory is explained in chapter three as well. The theory assumes six stages of learning when dealing with conflicts: to chart the situation; to analyze the situation; to create a vision/model; to test the model; to implement the model; to spread the vision.

Weber uses Ting-Toomey's (1999) model and Engeström's (1992) theory to develop a model of conflict resolution. In order to test her model, Weber carried out a study at two commercial schools in Germany which she describes

in great detail in chapter four. It was based on intervention, in the sense that students were confronted with cultural misunderstandings. To chart the situation, students were faced with a cultural role play combined with a business case study. The case study was how to dispose oil platforms. Participants were randomly divided into three groups. Each group had to assume a specific culture outlined for them (Culture A: past-oriented; Culture B: present-oriented; Culture C: future-oriented). Each group had to come up with a solution as to how to dispose the oil platform. They were then mixed into new groups consisting of representatives of each culture to discuss their ideas. To analyze the situation, participants had to reflect on their behaviour. They were asked which unfamiliar behavior they experienced during the exercise, which emotions they experienced and what strategies they used. To create a vision/model, students received handouts that explained cultural knowledge and intercultural communication skills. Students had to figure out an action plan to deal with intercultural misunderstandings in real life situations. To test this model, students had to write a journal for two weeks observing their own interactions. For reasons of time and other limitations of the study, the new model/vision was neither implemented nor spread.

The data collection consisted of worksheets, audio transcripts, flip charts, field notes and a value list. The value list was particularly interesting. It consisted of fourteen bi-polar items (e.g., equality–authority) that were rated from -1.0 to $+1.0$. Thus, a value preference for each culture of the role play was calculated and compared to the personal value list of each participant. This proved to be a very helpful tool in the study and could be used in intercultural language teaching.

In a short summary, Weber concludes in chapter five that the idea of confrontation created a need state for students to realize that they had to learn intercultural communication skills. It did not do much for students to actually practice these skills. Weber acknowledges this at the end of the study. On the one hand, she argues that students did develop an intercultural competence because students changed identities and cultural values to some extent. On the other hand, students were hesitant to apply this to real life situations.

Overall, the study was carefully planned and carried out. One possible critique is of the term “mindful”, which remains vague throughout the book. In addition, a reader with little knowledge of statistics might have difficulties understanding all of the data, which Weber presents in numerous tables, figures and diagrams. As thorough as the presentation of the data is, it might have been helpful to explain to the reader what each table, figure and diagram actually contributes to the understanding of the model of conflict resolution. What is missing the most are more references regarding an intercultural communicative competence. Weber acknowledges the potential of her study for language learning and teaching but she does not go into any detail. She briefly

mentions Michael Byram's work in this field but leaves it at that. This is rather disappointing, as a link to studies in second language acquisition, on communicative or intercultural competences and socio-linguistics could reveal an avenue for interdisciplinary studies. Nevertheless, the book does present an innovative approach to intercultural learning and is not only an interesting read but a valuable source for anyone working in this field.

References

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