

A common concern that appears throughout this volume is how to make French L2 learners aware of linguistic variation in French second-person *tu-vous* pronoun use (e.g., Williams, van Compernelle, & Pierozak; Douglass, Blattner, & Williams), which may be of limited application for teachers of English and other languages that do not make distinctions between informal and formal pronouns of address. It would have been useful if sample classroom tasks had included an English translation to be used by teachers of other languages. As Neguerela-Azarola points out, some activities posited in this volume need further development to be directly applicable within the L2 classroom. Screen shots are also lacking, sometimes impeding a complete appreciation of classroom task interface.

This book will be useful to SLA teachers and researchers due to the broad range of technology employed in the L2 classroom. A clear focus on promoting sociocultural competence, intercultural understanding, and learner autonomy gives credence to the positive impact that the contributors to this volume intend to foster.

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#### **GENDERED IDENTITIES AND IMMIGRANT LANGUAGE LEARNING.**

*Julia Menard-Warwick*. Clevedon, UK: Multilingual Matters, 2009.

Pp. xiv + 211.

In this critical ethnography, Menard-Warwick explores the role of gender as a structuring factor in second-language (L2) learning among Spanish-speaking immigrants in California. The book is exceptional in its capacity to address both the macrocontext of the learners' lives (e.g., through discussions of neoliberal economic policies in the learners' countries of origin) as well as the lived experience of the participants as they study English in an adult family literacy program. The book is also laudable for its attention to the diversity of immigrant language learners' experiences within a community. As Menard-Warwick points out, many discussions of L2 socialization and learning in the field have tended to create essentialized descriptions of particular groups; her work goes a long way in changing this depiction. By examining the different social and historical factors that shape learners' experiences, she demonstrates how family literacy practices in the home, availability of resources in the community, and access to support networks affect learners' investments in English.

Focusing primarily on women, Menard-Warwick analyzes the learners' identities through close examination of their day-to-day experiences and life

history narratives to locate acts of agency linked to their English language learning. She also considers the concept of self-reconstruction (Pavlenko & Lantolf, 2000) to explore the tension between postmodern fluidity and the constraints of societal and social structures. She draws on Bakhtinian concepts to frame her interest in the tension between agency and change and, in chapter 1, develops the concept of trajectory to explain how she analyzes the women's acts of resistance to and acceptance of particular gender ideologies in their acquisition of English and in living as immigrants in California. In chapter 2, Menard-Warwick places her work among theories of gender, identity, and L2 learning as utilized in ethnographic studies in immigrant communities. She emphasizes the historical specificity of identity, highlighting her focus on the past and present experiences of language learners as they negotiate their learning trajectories. Chapter 3 presents a thematic analysis of three learners' narratives, revealing the diverse ways in which immigrants respond to the gendered subject positions they are offered. This thematic analysis continues in chapter 4, in which Menard-Warwick focuses on ethnographic case studies of these women's involvement in their children's education and the identities that motherhood affords. Chapters 5 and 6 involve a more complex analytical framework for investigating how social positioning is achieved in L2 English classroom activities and in narratives. Chapter 5 uses critical discourse analysis (Fairclough, 1992) to examine what Menard-Warwick calls the feminized classroom, which often positions the mostly female learners in relation to their roles as mothers and wives. Chapter 6 uses tools from narrative analysis to examine two women's personal narratives, focusing on the dialogic voicing (Bakhtin, 1981) that allows the narrators to position themselves in agentive ways with regard to the discourse of family unity, a central theme across the entire book. The ways in which the women achieved agency through positioning themselves with reference to their family relations is expanded in chapter 7, in which Menard-Warwick concludes that agency is to be found in the women's recontextualizations of family-centered discourses that allow them to partake in new gendered identity practices. For example, some women were able to articulate English language learning as a way to help their families; the acquisition of English thus became a major aspect of their gendered identities as mothers and wives in the United States. Menard-Warwick ends the book with a discussion of implications for educational practice, calling for educators to make more use of students' daily lives in their L2 English classrooms and to position women in particular as experts in their own lives.

Although the theoretical framework is comprehensive, a more thorough discussion of how theories of gendered identities can be analyzed through different methodologies would have helped to create a more coherent presentation of the study. The discussion of critical discourse analysis in chapter 5, for example, is quite brief, and it is unclear how this more microlevel analysis relates to the ethnographic approach taken in the book. Nevertheless, Menard-Warwick is highly successful in demonstrating the ways that learners' trajectories shape the ways that they treat English as part of their gendered identities and in illustrating the breadth of factors and circumstances that can lead to very different experiences for Latina immigrants in the United States.

## REFERENCES

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**PRAGMATIC COMPETENCE.** Naoko Taguchi (Ed.). Berlin: Mouton de Gruyter, 2009. Pp. xxi + 364.

This volume offers a comprehensive overview of Japanese interlanguage pragmatics studies over the past two decades. It consists of 13 chapters, starting with Taguchi's introduction, followed by Yoshimi's historical review of Japanese interlanguage pragmatics studies, and concluding with Mori's critique of the studies included in the book. The remaining 10 chapters are research papers. Ishida examines the effects of instruction of Japanese polite and plain forms on beginning-level learners and finds that instruction is effective in raising learners' awareness and use of these forms. Ikeda compares first-language (L1) and second-language (L2) use of honorific expressions in making requests by email and by telephone and finds effects of task characteristics. Ishihara and Tarone offer interpretive accounts of how adoption or rejection of L2 pragmatic norms affects advanced learners' linguistic choices in making requests and refusals, responding to a compliment, and using honorific expressions. Tateyama reports the effects of instruction in teaching refusal strategies. Shimizu compares Japanese-as-a-foreign-language (JFL) and Japanese-as-a-second-language (JSL) learners' responses to compliments using oral discourse completion tests (DCTs), showing excessive use of denial by JFL learners as compared to JSL learners, who exhibit more native-like behavior. Kawate-Mierzejewska analyzes refusal sequences in naturalistic telephone conversation data and shows that highly advanced JSL learners' refusal organization and strategies are less conventionalized than those of native speakers. Hagiwara, through a DCT study, reports on intermediate learners' difficulty in comprehending formulaic expressions as opposed to literal or nonliteral nonformulaic expressions. Taguchi employs a computerized listening test to examine JFL learners' comprehension of indirect speech styles and shows that proficiency is the key factor in successful comprehension. Utashiro and Kawai find a combination of computerized lessons and conventional classroom instruction effective. Kakegawa investigates the effectiveness of instruction of Japanese sentence-final particles over 12 weeks and shows an expanded use of these particles in terms of frequency and range of use; however, the gain in accuracy is moderate.

The strength of this volume lies in its extensive coverage of topics and multiplicity of research designs, showing a panoramic view of Japanese interlanguage pragmatics research. The studies in this book cover speech styles,