

the acquisition of TA. The final goal is to provide a foundation for future studies and for theory building in second language acquisition (SLA). The 15-chapter volume is divided into two sections. The first 5 chapters provide critical reviews and theoretical assessments of research on the acquisition of TA. The second section contains 10 chapters, each of which presents a research study that explores a particular TA phenomenon.

Written by the editors, chapter 1 provides an overview of issues that are addressed in subsequent chapters. One strength of this chapter is that it provides essential definitions and addresses discrepancies in classification schemes that may lead to varying research claims. The authors also highlight several methodological concerns that the reader must consider when evaluating the contrasting claims about the degree to which the aspect hypothesis holds for all L2 learners. The authors suggest that learners are influenced by aspect, but may also deviate under certain conditions (e.g., based on first language, or L1). The four subsequent chapters focus on subfields within the domain of TA. Chapter 2 (Weist) reviews the early phase of L1 acquisition of TA morphology, providing useful midchapter summaries and signaling cross-linguistic differences. Chapter 3 (Andersen) addresses the conflicting results of previous SLA research and, like the volume editors, identifies features beyond aspect that may also influence L2 acquisition. Chapter 4 (Noyau) reviews research on temporality and demonstrates that the L2 acquisition of such elements is best viewed as part of a discursive context acknowledging several levels that influence the structuring of time. Chapter 5 (Bardovi-Harlig) demonstrates the differing results obtained using raw scores in within-category and across-category analyses, and she shows that these analyses do not answer the same research questions. This chapter provides an important framework for evaluating the research studies in the second half of the volume. These chapters are current, they highlight issues that need further attention, and they provide an insightful dialogue.

The first three chapters in section 2 describe research conducted on child SLA, each showing varying degrees of support for the aspect hypothesis. All three focus on the acquisition of English, but chapter 8 (Rocca) also presents data from an English speaker learning Italian. It is effectively argued that these studies provide a bridge between L1 research and adult SLA. The remaining chapters focus on adult SLA, including a variety

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Research on the acquisition of tense and aspect (TA) by second language (L2) learners has received extensive attention and has been the subject of debate regarding the degree of influence of inherent lexical aspect. In exploring this issue, Salaberry and Shirai's edited volume, born out of a colloquium at the 1999 meeting of the American Association for Applied Linguistics, was written with three goals in mind. The authors aim to present research perspectives that contrast in theoretical approach and in the type of data analyzed. A second objective is to provide a comprehensive view of the current state of research on

of frameworks (e.g., generative) and language pairings (e.g., Swedish-Italian). The methodology varies from one chapter to another, contrasting longitudinal findings with cross-sectional ones and oral data with experimental data. Despite this variation, the studies in this collection are carefully reported and appropriate for the research questions each was designed to examine. A more important result of the diversity of the studies included here is that despite the varying degrees of support found for the aspect hypothesis, several studies provide examples of additional factors that may influence SLA. For example, Housen (chapter 6) suggests that verb regularity may play a role, and Shirai (chapter 15) examines the interaction of habituality with lexical aspect. When taken as a whole, these research studies provide several directions for future research on TA.

In evaluating this volume, one must consider the goals of the editors. It is clear that the first goal, presenting various research perspectives, has been met. Data from child SLA, adult SLA, and L1 acquisition are addressed. Languages as diverse as Dutch, English, Swedish, Spanish, Italian, French, Chinese, and Japanese are the focus of individual research studies. Theoretical approaches are varied. The second goal, to present a comprehensive review of research on TA, is also met. The early chapters bring the reader up to date and situate the research presented in the second section of the book. In addition, many of the articles provide a brief overview of the research upon which investigations were based, often reinforcing or expanding the ideas presented in earlier chapters.

The final objective of the editors was to produce a collection of ideas upon which future research might be built. To this end, the volume might have benefited from a final chapter written by the editors. Because each research study presents a complementary but different perspective, a concluding chapter would have been helpful to organize the contrasts between studies and to unify the research findings so that paths for future research were clearly outlined. In that final chapter, the editors could have reiterated the idea that the variation in the degree to which lexical aspect appears to influence the acquisition of tense and aspect is the result of several internal and external influences, and this assertion could have been supported with specific research results from the preceding chapters. Nevertheless, the volume presents a coherent collection of articles. Overall, this volume is carefully prepared and provides a clearly written multi-

perspective view of the issues involved in the acquisition of TA.

KIMBERLY L. GEESLIN
Indiana University