

major sections: (a) *Le groupe nominal*; (b) *Les invariables*; (c) *Le groupe verbal*; and (d) *Autres structures syntaxiques*. The first section focuses on nouns, determiners, adjectives, and various pronouns (personal, possessive, demonstrative, and relative). The second part deals with adverbs, comparatives, and superlatives, as well as prepositions and conjunctions. The largest portion of the book is centered on verbs and their conjugations. In the fourth section, Ollivier and Beaudoin introduce concepts such as negation, interrogation, passive voice, and indirect discourse. Each section is subdivided into chapters, which follow a similar presentation: (a) a detailed and comprehensive explanation in French of a grammatical phenomenon with numerous examples; (b) a series of exercises (oral and written); and (c) the answer key to *applications immédiates*, which are only a small portion of the exercises proposed. The answer key to the majority of the exercises is not provided in the textbook itself. If learners want to complete more exercises and verify the answers immediately, they will have to purchase a separate volume entitled *Grammaire française: Clé de correction et exercices supplémentaires*. Following the four main body sections, the textbook concludes with three reference sections: (a) *Appendices*, (b) *Lexique*, and (c) *Index*. The appendices are a great resource for learners to rapidly and easily access conjugation tables or verify whether a verb is followed by a specific preposition.

This textbook is not without its flaws. An important pedagogical shortcoming is the uniformity of the activities. Only noncreative grammar drilling exercises supplement the grammatical explanations, and there is a dearth of related readings and interactive activities. With many short fill-in-the-blanks exercises, the book will appeal to learners who like systematic repetition. Learners who like a variety of exercises and communicative output tasks will find the book somewhat less inspiring and of limited use. The textbook highlights numerous exceptions or particular cases, linked to various grammar points covered, by giving clear examples of standard usage. Certain chapters also contain grammatical notes that elaborate on subtleties of the French language with which learners at this level should become familiar. For instance, in the chapter introducing negation, the note briefly mentions that in oral and informal speech, the first particle *ne* of the French negation *ne . . . pas* is often omitted. The authors take a prescriptive approach and consequently omit contextualization discussion and concrete examples of language variation of any type—geographic, social, or generational—that are essential elements for nonnative speakers of a language to recognize

and thus enhance their mastery of the French language.

Overall, the book has a simple and practical layout. It is somewhat austere, given the lack of color, but it is nonetheless a useful addition for any student who wants a solid foundation and good understanding of the French language. It is a valuable tool leading to mastery of French linguistic competence and is appropriate in the context of a third- or fourth-year grammar class or as a supplement for a content course requiring substantial and meticulous writing under self-study conditions. Finally, with the comprehensive grammar covered in this book, together with its simple transparent design, instructors will find it easy to use for occasional but invaluable reference.

GERALDINE BLATTNER  
Florida Atlantic University

## JAPANESE

---

COOK, HARUKO MINEGISHI. *Socializing Identities through Speech Style: Learners of Japanese as a Foreign Language*. Clevedon, UK: Multilingual Matters, 2008. Pp. viii, 225. \$49.95, paper. ISBN 978-1-84769-100-2.

---

This book is an investigation of how learners of Japanese as a foreign language (JFL) and members of their host families use the *masu* form, which is conventionally labeled as the addressee honorific marker, in their dinnertime conversations. It is composed of an excellent first part followed by somewhat disappointing second and third parts.

Part 1 consists of three chapters: chapter 1, "Introduction: An Indexical Approach to Language and Language Socialization"; chapter 2, "Social Meaning and Indexicality"; and chapter 3, "Functions of the *masu* Form." In chapters 1 and 2 Cook lays out the basic assumptions and theoretical tenets underpinning her research approach. She considers that all linguistic forms are potentially indexical—that is, pointing to an aspect of the social dimension in the speech situation (p. 3)—and that social meanings of utterances are interactionally constituted, with speakers as active agents (not passive observers of social norms) who select linguistic forms to index their identity as well as affective and epistemic stances toward the addressee(s) and the content of talk (p. 25).

Adapting Ochs's work, Cook employs a two-step model of indexical relations, in which linguistic expressions directly index particular acts (goal-oriented behavior), as well as affective

and epistemic stances while also indirectly indexing activities (sequences of acts) and social identity. For example, the Japanese sentence-final particle *wa* directly indexes an affective stance of gentle disposition and indirectly indexes the speaker's female gender identity (pp. 27–30).

Chapter 3 is devoted to a discussion of the functions of the *masu* form. Cook points out that the common understanding of *masu* as a marker of politeness or formality cannot account for its full range of utility, such as its use by parent to child. She argues that the *masu* form directly indexes a self-presentational stance, defined as an affective stance of displaying one's positive social role to other(s) (*shisei o tadasu* 'to hold oneself up' or *kichin to suru* 'to do something neatly') when one is literally or figuratively "on stage" (p. 46). It then indirectly indexes politeness, which is highlighted when used in out-group contexts, where polite behavior is expected. By contrast, in the in-group context (e.g., the family), a display of the self-presentational stance foregrounds the speaker's social identities related to responsibilities in the group (pp. 47–48). For instance, parents tend to switch from the plain to the *masu* form when teaching children, doing household chores, and cooking and serving food. Parental practice of how and when to present various social identities through the use of the *masu* form socializes children (p. 62).

The book's first part is intensive and persuasive, reflecting Cook's prominent achievements in research on indexicality from a social constructionist perspective.

The second part consists of chapter 4, "Identity Construction through Use of the *masu* Form: JFL Learners and Host Families"; chapter 5, "Marked and Unmarked Uses of the *masu* Form in the Homestay Context"; and chapter 6, "Explicit Language Socialization: Socialization to Use Polite Language." JFL learners are considered culturally and linguistically similar to children, in that they are novice members of the host family, with dinnertime conversations providing learners with opportunities for language socialization (p. 66).

Analyzing videotaped conversations of nine JFL learners and their host families, Cook found that the more advanced learners used the *masu* form in a way similar to that of host family members more so than did the less proficient learners (p. 146). However, Cook remarks, when learners' use deviates, it is unclear whether it is due to their lack of linguistic and/or pragmatic competence in Japanese or to their preference for maintaining distance as a foreign guest (p. 118).

Part 3 of the book consists of chapter 7, "Implications of the Study for L2 Pragmatics and Pedagogy." Here, the discussion is superficial. Well-thought-out guidance as to how to incorporate into one's teaching the social meanings of the *masu* form is not provided. After explaining that JFL learners without homestay experience have more difficulty learning speech style shifts, Cook compares seven elementary Japanese textbooks and declares that they overemphasize the *masu* form because of the belief that it is the correct speech style for nonnative speakers to use (p. 189). She argues that if the learner attempts to establish close relationships with Japanese college classmates or host family members, speaking only in the *masu* form may prevent the learner from achieving such a goal. Moreover, she further argues that textbooks should provide explanations closer to reality (p. 191). The fact is, however, that when beginners in a classroom setting learn the *masu* form, they are unlikely to have Japanese classmates or plans for the near future that include going to Japan for a homestay.

Cook insists that Japanese language instruction should incorporate an indexical approach to the *masu* form; that is, language is context dependent and a tool to accomplish interactional goals (p. 193). The direct indexical value of the *masu* form for teaching beginners is the self-presentational stance. Teaching such a difficult concept is a formidable task, and yet Cook provides no idea as to how to accomplish it. JFL learners are not child first language learners. Children learn the language in in-group settings in which the use of the *masu* form is a marked choice, whereas adult JFL learners must acquire the language in out-group settings, in which the use of the *masu* form is unmarked. Therefore, they have to associate the *masu* form with formality and politeness before other meanings. JFL learners are not on stage literally; thus, they would naturally ask, "Am I metaphorically on stage now?" The teacher answers affirmatively, explaining that it is because they are in a class. It is much easier for the learners if they are told simply that the *masu* form is appropriate in formal contexts rather than to introduce the concept of the self-presentational stance. Cook's final comment of chapter 7, "The most important factor for JFL learners to acquire appropriate uses of the *masu* form is to fully participate in Japanese life with a certain sense of who they are and what is expected of them" (p. 197), is neither practical nor insightful.

YOKO HASEGAWA  
University of California, Berkeley