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Derwing, T. M., Munro, M. J., & Thomson, R. I. (2022). *The Routledge Handbook of Second Language Acquisition and Speaking* (1st ed.). Routledge. <https://doi.org/10.4324/9781003022497>

The Routledge Handbook of Second Language Acquisition and Speaking is a comprehensive volume that addresses the breadth of second-language speaking studies through contributions of the leading experts in the field. As the editors state in the introduction, the phenomenon of speaking in different languages has been actively studied, but relevant works “mostly appear in disparate journals and edited volumes” (p. 20). The book covers a great variety of speaking-related topics from the perspectives of fields such as applied linguistics, psychology, linguistics, and education. A unique feature of the book is that it provides equally detailed reviews of speaking research and teaching practice.

The book consists of five parts. Part I – *Theoretical Foundations and Processes Underlying Speaking* – presents and explains the basic terminology in six chapters, including information from psycho- and sociolinguistic studies, as well as SLA research. This facilitates understanding of all remaining chapters of the volume by providing the most general, overarching theoretical foundation of speaking studies. The individual chapters include multi-disciplinary reviews of the following issues: Levelt’s Speaking model and the bilingual versions developed from it, such as the bilingual production model (de Bot, 1992) (Chapter 1 - *Bilingual Models of Speaking* by de Bot & Bányi); an integrated model of L2 speech production (Kormos, 2006) and the details of the psycholinguistics of speaking (Chapter 2 - *Psycholinguistic Processes in L2 Oral Production* by Simard); the dynamic nature of speech development within the framework of Complex Dynamic Systems Theory (CDST) (Chapter 3 - *A Complex Dynamic Systems Theory Perspective on Speaking in Second Language Development* by Lowie & Verspoor); *Socio-cultural Approaches to Speaking in SLA* (Chapter 4 by Surtees & Duff); lan-

guage aptitude (Chapter 5 – *Aptitude and Individual Differences* by Mora); and *Language Anxiety* (Chapter 6 by Baran-Łucarz).

Part II – *Research Issues* – is devoted to reviewing the features of research methodology in speech studies. The topics and questions covered in these three chapters include problems related to selecting appropriate methodology among numerous available options, the advantages and limitations of laboratory and “ecological” approaches to data collection, accounting for confounding variables in the tasks and individual differences among language users (Chapter 7 – *Speaking Research Methodologies* by Nagle et al.); purpose and recommendations for using spoken corpora (Chapter 8 – *Spoken Corpora* by Huensch & Staples); and challenges associated with the objective analysis and evaluation of speech (Chapter 9 – *Speaking Assessment* by Iwashita). In addition to practical recommendations (e.g., the manipulation of experiment conditions to collect examples of natural language use; tips for successful data collection online; etc.), the chapters also provide suggestions for further avenues in speaking research (e.g., investigating languages other than English; conducting multivariate longitudinal research).

Part III overviews the *Core Topics* in research on the speaking process. The findings of such research have implications for further development of the theory and methodology of speech studies, the methodology of language teaching, and the setting of language proficiency requirements, especially in international, high-stakes language tests, such as TOEFL or IELTS. The main points of focus of Part III are the “fundamental issues in the field of L2 speaking” (p. 2), but each chapter includes implications for language teaching. Both production and perception of speech are reviewed, with special attention to the distinction between ease (comprehensibility) and accuracy (intelligibility) of speech perception. The chapters also provide a discussion on the standards of speech (native-like vs. comprehensive norms) and factors in speech production that influence its perception. These chapters are focused on the topics of pronunciation (Chapter 10 –by Derwing & Munro), speech intelligibility (Chapter 11 by Levis & Silpachai), speech comprehensibility (Chapter 12 by Trofimovich et al.), fluency (Chapter 13 by Kahng), prosody (Chapter 14 by Zhu & Mok), grammar (Chapter 15 by Ruivivar & Collins), conversational interaction (Chapter 16 by Goo), and pragmatics (Chapter 17 –by Bardovi-Harlig).

Part IV – *Teaching Speaking* – specifically focuses on the connection between theories in Applied Linguistics and actual teaching practice. In relation to the latter, these chapters highlight what kinds of difficulties teachers face in implementing new, research-based teaching methodologies. Strate-

gies for dealing with these difficulties are presented, as well. “The key issues faced by language teachers and learners” (p. 3) covered in this part include: *Second language speaking strategies* (Chapter 18 by Kennedy), *Teaching vocabulary* (Chapter 19 by Horst), formulaic sequences in L2 teaching (Chapter 20 – *The Role of Formulaic Sequences in L2 Speaking* by Van Vu & Peters), *Technology for speaking development* (Chapter 21 – by Cardoso), curriculum issues (Chapter 22 – *Curriculum Issues in Teaching L2 Speaking* by Newton et al.), immersion and dual language classrooms (Chapter 23 – *Oral Language Development in Immersion and Dual Language Classrooms* by Lyster & Tedick), and English as a lingua franca (Chapter 24 – *Speaking and English as a Lingua Franca* by Llorca). Teachers might find Chapter 22 especially interesting for an in-depth review of several cases in which newer teaching methods and strategies were implemented in classrooms. Additionally, in Chapter 24, educators can find unique suggestions for reflecting on and improving their own teaching practices.

Part V – *Emerging issues* – provides an overview of topics that have received less attention in speaking research. The following topics are reviewed: workplace communication (Chapter 25 by Yates), relationship between L2 speech perception and production (Chapter 26 by Thomson), gestures in L2 speaking and learning (Chapter by Gullberg), speech-language pathologists and L2 speakers (Chapter 28 by Nader), language and communication disorders of children (Chapter 29 by Paradis), training interpreters (Chapter 30 by Hlavac) and first-language attrition (Chapter 31 by Schmid). These issues have remained on the periphery of the speaking research, but as is evident from the amount of work done so far, the importance of these topics is unquestionable.

Research on speaking and indeed the topics discussed in this book are highly interdisciplinary in nature. Each chapter of the volume is a coherent piece of writing that complements the other chapters in the book, but at the same time remains independent and complete.

The Routledge Handbook of Second Language Acquisition and Speaking is very reader-friendly, with similar and consistent structure across chapters. Each chapter begins with the sections of *Introduction/Definitions*, *Historical perspectives*, *Critical issues & topics*, and *Current contributions and research*. They provide the reader with definitions of important terms and constructs and their theoretical underpinning, as well as historical overviews of the respective subfields. The research methodology employed in doing research of the target topic is commonly discussed in one of the aforementioned sections of each chapter but it is also thoroughly elaborat-

ed on in a separate *Main research methods* section. It is highly appreciated that the editors and authors have provided a *Recommendations for practice* section in each chapter of the volume. This is devoted to more practical suggestions about applying the presented theories and frameworks in real situations – mostly for the teaching of speaking, but also for setting appropriate norms and/or expectations for speech (e.g., Chapters 11, 29), choosing research design (e.g., Chapters 7, 19), etc. Each chapter ends with a section devoted to *Future directions* for research, where “questions to be answered” are discussed in detail. In addition to questions and areas of research for future studies, some authors provide explicit methodological recommendations for new research and new ideas for language-teacher training programs.

Overall, this book is well-structured, easy to navigate, and covers a great variety of issues in a comprehensive manner. The volume should be of interest to students majoring in language teaching and applied linguistics, and researchers who are aiming to familiarize themselves with the broad field of speaking studies, as suggestions for further reading are also provided. Practicing language teachers aiming at expanding their expertise should also benefit greatly from reading this volume.

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Volodymyr Revniuk
revvovauman@gmail.com
University of Pannonia, Veszprém, Hungary