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# SPR

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**Review: Mitchell, Rosamond, Florence Myles, and Emma Marsden.**  
*Second Language Learning Theories.*

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en buena parte del fenómeno fan. Por ello, Lázaro-Reboll los incluye en su ensayo, tratando de no marginar a aquellos que son normalmente olvidados.

Otro elemento que diferencia este trabajo de los ensayos tradicionales en el género es que sus fuentes no se limitan a publicaciones académicas, sino también documentos contemporáneos a las obras que nos acercan aún más a su contexto industrial, como críticas y editoriales de periódicos y revistas especializadas, analizando así el impacto social y de mercado en su momento. El uso de esta bibliografía primaria convierte este ensayo en más interesante, y aumenta las posibilidades de aproximarse a él desde diferentes perspectivas. Lázaro-Reboll escoge, por ejemplo, referencias publicaciones dedicadas al género, como *Terror Fantastic* o *2000 maníacos*, pero también programas de prensa, lo que nos ayuda a hacernos una idea de la recepción de las películas en su momento.

Este libro se convierte, de esta forma, en un volumen tanto para académicos como para aficionados al género ya que, aunque cuenta con una sólida base académica, está también completamente conectado con la realidad del panorama cinematográfico. De acuerdo con esto, es importante señalar que el lector necesita tener algún conocimiento previo de la historia de España, al menos desde los años de la dictadura, para su mejor entendimiento y seguimiento de la lectura. Este contexto básico es asumido por el autor en aspectos como la censura, la demografía o el rol de la mujer y, en consecuencia, se adentra en elementos históricos más concretos, como leyes, años o nombres propios, a menudo acompañados de breves explicaciones. También asume conocimientos previos en los directores tratados, su trabajo y su carrera, como pseudónimos y personajes principales, que el lector debe de ser capaz de reconocer. De esta forma, entendemos que el lector ideal de este volumen debe de contar con conocimientos básicos en estudios culturales, cinematográficos y teoría de la cultura de masas y cultura popular.

En resumen, *Spanish Horror Film* es una destacable historia del desarrollo del género en la industria cinematográfica española y, al mismo tiempo, un profundo y relevante análisis atemporal del mismo.

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**Mitchell, Rosamond, Florence Myles, and Emma Marsden.** *Second Language Learning Theories*. 3rd ed. New York: Routledge, 2013. Pp. 379. ISBN 978-1-444-163-100.

The third edition of *Second Language Learning Theories* presents an exhaustive overview of the most important approaches on second language (L2) learning. The authors make clear that their book is introductory to the field of second language acquisition (SLA) theories in that it provides “a broad introduction to a range of theoretical positions, with tools to evaluate their goals, strengths and limitations . . .” (xiv). The theories described in the text evolved over the last sixty years and are divided in three main periods: the Behaviorist Approach from the 1950s and 60s,

the Chomskyan revolution in the 1970s, and the turning point that started the development of the SLA field in the 1980s.

As an introductory book in SLA, the authors introduce in the first chapter a summary of key concepts and issues present in each theory within three domains of study: the nature of language, the language learning process, and the language learner. Chapter 2 contains a chronological timeline with the most important research on L2 learning from the 1950s to the present as well as an account of the theories and models they represent. Chapters 3–9 present a selection of individual theoretical perspectives in chronological order. Chapter 3 provides an introduction to the Universal Grammar Approach, which includes specifically the concepts of principles and parameters from Chomsky's Government and Binding Theory and a reconceptualization of parameters in the Minimalist Program. Chapters 4 and 5 develop a series of cognitive perspectives, which are divided in two sections as follows. Chapter 4 deals with implicit learning mechanisms that focus on emergentist and processing perspectives. Chapter 5 presents the role of memory systems, explicit knowledge, information processing, and skill acquisition. Chapter 6 describes the interaction in L2 with special emphasis on the Interaction Hypothesis and the Output Hypothesis plus other theories. Chapter 7 analyzes three meaning-based perspectives on L2: functionalism, cognitive linguistics, and L2 pragmatics. Chapter 8 focuses on sociocultural views on L2 language learning based on the Vygotsky's approach, which are studied through the sociocultural theory, and its other components such as, activity theory, mediation, dynamic assessment, languaging, and concept-based instruction. Chapter 9 presents information on sociolinguistic perspectives of L2 language learning, in particular studies on socialization theory, L2 agency, affect, emotion, and investment. The authors evaluate all these theories by reflecting on their dimensions and claim, their views of language, language acquisition, and language learner at the end of each chapter. Chapter 10 concludes with a brief discussion of achievements of recent L2 language research and its future directions.

The distribution of theories is appropriate. Thus, the division of cognitive approaches in two general areas of implicit learning mechanisms and memory systems and conscious learning is understandable. Nonetheless, it exhibits a lack of treatment of other more recent approaches in the field, such as Complexity Theory. Although the authors acknowledge this omission along with cognitive thinking about language processing with a generative linguistic base, they do not explain why they incurred in this arbitrary election. Therefore, their brief mention of these cognitive studies in the concluding chapter of the book (285, 288) shows an arbitrary amendment and lack of cohesion.

Despite these omissions, Mitchell, Myles, and Marsden provide a very good account of Universal Grammar Approach on first and second language acquisition. In addition, the main goals of Chomsky's Linguistics Theory are explained in detail by answering his three basic questions about human language:

1) What constitutes knowledge of language?, 2) How is knowledge of language acquired?, and 3) How is knowledge of language put to use? (62). Consequently, the treatment that the authors give to principles and parameters of first and second language acquisition provides important empirical studies in those areas. Another strength in this edition is the enhancement of chapter 7 on functionalism approaches with the inclusion of recent and illustrative research on cognitive linguistics and thinking for speaking and second language pragmatics. Another important revision is the exclusion of the concept on input in chapter 6—making it exclusively on interaction—as well as a brief inclusion of some recent studies on the Output Hypothesis. The authors also included recent extensions on sociocultural theory through research studies on Dynamic Assessment conducted by Lantlof, Thorne, and Poehner (2006) and languaging within the ZPD and concept-based instruction.

This edition provides a solid understanding of the development of L2 language theories. It also constitutes a good introductory textbook for a basic SLA course. Mostly because it offers a general overview of important theories and models that are evaluated by comparing their claims and their views on language, language learning processing, and learner. Moreover, its organizational style invites the novice readers to explore with ease the standing of each theoretical approach supported by well documented empirical research. There is little doubt that readers will benefit from this wider theoretical range on L2 language learning studies by acquiring a comprehensive knowledge of the field of SLA.

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**Venuti, Lawrence.** *Translation Changes Everything: Theory and Practice*. New York: Routledge, 2013. Pp. 271. ISBN 978-0-415-69628-9.

Lawrence Venuti's *Translation Changes Everything: Theory and Practice* is an important addition to the field of Translation Theory from one of the foremost critical minds in contemporary translation studies. As a collection of fourteen essays written over the past decade, this book serves to both “sketch the trajectory of [Venuti's] thinking about translation and to intervene into the main trends in translation research and commentary” (1). Each of these purposes will prove invaluable to researchers interested in the direction of translation studies in the twenty-first century.

In contrast to Venuti's previous books, *Translation Changes Everything* lacks a cohesive theoretical arc uniting the various chapters under a central thesis. Instead, Venuti undertakes such disparate topics as psychoanalysis and the translator's unconscious to translating archaic poetry for modern audiences. The absence of an overall, unifying theme makes this book somewhat unsuitable for those readers lacking a solid theoretical background in Translation Theory or new to Venuti's writings. However, those familiar with Venuti and the theoretical