A.E. Tyler, L. Ortega, M. Uno & H.I. Park (eds.) *Usage-inspired L2 Instruction: Researched Pedagogy.* Amsterdam: John Benjamins Publishing Company. 2018. Pp. 324.

Usage-inspired L2 Instruction: Researched Pedagogy, edited by Andrea E. Tyler, Lourdes Ortega, Mariko Uno and Hae In Park, is a new addition to the Language Learning & Language Teaching monograph series. This volume was conceived after the editors and authors attended the 2014 GURT Conference on Usage-based Approaches to Language, Language Learning, and Multilingualism. The editors argue that although the field of SLA has long accepted the communicative nature of language, the usage-based approach takes this further by linking communication (i.e., meaning over form) with the structure of language. Since many are unsure exactly how this could apply to pedagogy, the aim of this book is to consolidate recent (and convergent) findings of research on the use, learning and teaching of language from a variety of related fields (e.g., linguistic theory, psycholinguistics, psychology, cognitive science), to show how instructed SLA can benefit from usage-based ideas. Both theoretical and empirical aspects of usage-inspired language pedagogy are addressed in each chapter.

The book is divided into three main parts, sandwiched between an introduction and a conclusion: three lenses with different learning benefits, the effectiveness of instruction, and a central role for corpus linguistics. The first chapter describes the five foundational and interrelated tenets of usage-based approaches, which are shared by all the linguistic and language developmental approaches (e.g., cognitive linguistics, complex dynamic systems theory, emergentism, constructionism) that make up the usage-based perspective. These are (i) the importance of meaning in grammar, as language is meaning-based and through exposure, implicit bottom-up processing drives language acquisition; (ii) the effect of embodiment on grammar, because our cognitive and conceptual representations are grounded in our interactions with the physical world; (iii) the contextually situated nature of language, since all usage events are related to certain speech communities; (iv) that language is acquired via general learning processes and affected by several features of the input, most notably frequency, such that it is theorized that there is no intrinsic difference between L1 and L2 acquisition, with all learning using the same mechanisms, apart from the fact that subsequently learned languages will interact with previously neurally established categories; and (v) the inherently variable nature of language,

since language acquisition and use change throughout a speaker's lifetime, for both monolinguals and bilinguals. The four criteria proposed in the final chapter aid researchers and (potentially) language teaching professionals in their determination of the extent to which an instructional SLA design is usage-inspired; these are closely related to the five tenets.

Theoretical pluralism is another common thread that links the chapters, where all the authors integrate multiple theories in recognition of the complexity of language in use, which can be inferred from the five tenets. As such, Part I (i.e., Chapters 2 to 4) covers three examples of different combinations of theoretical traditions that lead to differing learning outcomes; Part II (i.e., Chapters 2-10) follows a similar pattern in terms of the theories involved in the research, with Chapter 10 being unique in that it reviews the extent to which findings from artificial language learning are generalizable to SLA findings for adults. The authors of Chapters 2, 5 and 6 bring Vygotskian sociocultural theory and cognitive linguistics together with the goal of explicitly increasing deep conceptual understanding of an aspect of language, while the authors of Chapters 3, 7 and 8 blend usage-based theories with complex dynamic systems theory. The focus throughout is on implicit learning; for instance, Chapter 3 targets the development of fluency through repeated exposure to the target language. Chapters 4 and 9 involve usage-inspired instruction grounded in interactional sociolinguistics; in Chapter 4, learners were trained as ethnographers to empower them to extend their classroom learning to the outside world, for example.

According to the first tenet of usage-based approaches, there is a focus on the effect of real language use (i.e., meaningful input during contextualized social interaction) on language acquisition, and while this means frequency- and meaning-driven learning plays a critical role in implicit (and incidental) learning, explicit learning can also have a considerable impact. The editors of this volume are quick to point out the necessity of both explicit and implicit learning and processing; they link distinct proposed learning benefits to the differential emphasis of implicit versus explicit instructional interventions, such as the implicit increase in fluency from Chapter 3 versus the explicit deep conceptual understanding from Chapter 2.

Acknowledging the central role of frequency in the fourth tenet of usage-based approaches, Part III reflects the importance of corpus linguistics in usage-based research and instruction. Chapters 11 and 13 compare native-speaker and non-native-

speaker use of a language feature, whilst Chapter 12 tracks learner development. In addition, many other chapters also present research that uses corpora. For instance, the authors of Chapter 2 selected both test items and examples for instruction from a corpus, whereas those of Chapter 5 created and analysed a corpus in order to create a conceptualization-based framework for teaching the target language. Note that the editors recognize that this volume has not included research on data-driven learning, where learners are instructed on the use of corpora, and they provide some relevant references for readers interested in this pedagogical proposal.

As this volume introduces usage-inspired L2 instruction as a new research domain, the chapters predominantly deal with research with pedagogical implications. Thus, although this book accomplishes its aim of convincing readers of the benefits of usage-based pedagogy, apart from the specific examples given in this volume (e.g., Chapter 2's literal and metaphorical meanings of English noun-verb collocations with particular delexical verbs, Chapter 6's polysemy of Japanese particles *de* and *ni*), further research is required to enable the ideas presented to be readily incorporated by practitioners into their classrooms. It seems that on the one hand, one major strength of usage-inspired approaches is the incorporation of the frequency effect, while on the other hand, this will also slow down our ability to transition between research and practical applications in the classroom, especially for explicit instruction, considering the requisite need for corpus-based analysis of every targeted aspect of language. Nonetheless, I am excited for the future of this emergent pedagogy and believe *Usage-inspired L2 Instruction: Researched Pedagogy* is an excellent springboard for future research.

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