New books

Short annotations of recent publications, which aim to be informative and objective but not critical, together with a list of books received. Textbooks are only occasionally annotated.

King, Ann, with Thomas, Gareth

The guide to languages and careers. London: CILT, 1997. ix+211 pp. ISBN 1 874016 80 1 £14.95 pb.

This independent guide from the Centre for Information on Language Teaching and Research aims to provide a comprehensive source of careers and course information for young people, and for teachers and careers advisers. It offers guidance for students in their career planning and extensive information to enable them to make decisions about UK courses post-16 and post-18. Particular features of the book are the checklists at the end of each section which provide a résumé of the main points; and the 'Signposts' section which contains a quick reference guide to all UK language degree courses and other degree courses which have a substantial language element, showing which languages can be studied, and at which higher education institution.

Leith, Dick

A social history of English (2nd ed.). London: Routledge, 1997. x+301 pp. ISBN 0 415 09797 5 £12.99 pb. (hb. £40.00 ISBN 0 415 16456 7).

This book is the first history of the English language to utilise the techniques, insights and concerns of sociolinguistics. Written in a non-technical way, it takes into account standardisation, pidginisation, bi- and multi-lingualism, the issues of language maintenance and language loyalty, and linguistic variation. This new edition has been fully revised. Additions include: updated information about 'New Englishes' across the world; a chapter entitled 'A critical linguistic history of English texts'; and a discussion of problems involved in writing a history of English. All terms and concepts are explained as they are introduced, and linguistic examples are chosen for their accessibility and intelligibility to the general reader. It is aimed particularly at students of Sociolinguistics, English language, Literature, History and Cultural Studies.

Kreidler, Charles W.

Describing spoken English: An introduction. London: Routledge, 1997. xiii+236 pp. ISBN 0 415 15095 7 £12.99 pb. (hb. £40.00 ISBN 0 415 15094 9).

This textbook seeks to provide a practical and descriptive introduction to the pronunciation of contemporary English. It requires no prior knowledge of phonetics or phonology, and the aim is to present each topic in an accessible, jargon-free style. The author examines the main varieties of English in the world today. He focuses on the elements common to all native-speaker varieties of English and presents the differences as minor variations on a theme. The book is divided into twelve chapters which cover the following subjects: speech production; principles of phonological analysis; consonants; the vowel systems of different varieties of the language; syllable structure; strong and weak syllables; phonological processes in connected speech; stress in simple words and compounds; tone units and utterances; the role of accent in discourse; intonation and rhythm; and the interrelations of morphology and phonology. The chapters include summaries, bibliographies, and exercises to encourage active participation. The book is aimed particularly at undergraduate and postgraduate students of English language and linguistics.

Levy, Michael

Computer-assisted language learning: Context and conceptualization. Oxford: Clarendon Press, 1997. xv+298 pp. ISBN 0 19 823631 X £13.99 pb. (hb. £35.00 ISBN 0 19 823632 8).

This book seeks to place Computer-Assisted Language Learning (CALL) work in both historical and interdisciplinary contexts. The development of CALL so far is seen as fragmented, with enormously varied points of departure for CALL projects, and with little attempt to place such projects in their historical context; the author aims to address these shortcomings. He explores how CALL practitioners have conceptualised the use of the computer in language teaching and learning. This is achieved through a detailed review of the literature, and through the results of an international survey, whereby key CALL practitioners from eighteen countries responded to questions on aspects of CALL materials development and construction. Drawing on this extensive source of information on actual CALL practice, the author analyses and expands on a tutor-tool framework. He seeks to show the value of this for a better understanding of methodology, integration of CALL into the curriculum, the role of the teacher and learner, and evaluation.
Books received

**Neil, Peter S.**

*Reflections on the target language.* London: CILT, 1997 (Reflections on Practice series), vi+118 pp. ISBN 1 874016 82 6 £15.00.

The Reflections on Practice series brings together the experience of the practising teacher and the researcher. The aim is to assist classroom teachers in their professional development by showing how they can integrate systematic reflection into their classroom practice. In this book, the fourth in the series, the use of the target language by ten teachers of German with older pupils is examined. In addition to analysing the target language from the teachers' and researchers' standpoint, it also looks at pupils' perceptions of their teachers' use of the target language, and their own language-learning problems. An English translation of the main examples quoted is provided to make the book accessible to all modern language teachers.

**Snow, David & Byram, Michael**

*Crossing frontiers: The school study visit abroad.* London: CILT, 1997 (Pathfinder series, no. 30). 48 pp. ISBN 1 874016 84 4 £6.00.

This book is intended as a practical guide to the planning and organisation of school trips abroad as part of the Modern Foreign Languages programme. It is offered as a starting point for those teachers who might like to take groups of children abroad but feel that the task is too complex. The book contains clear advice on practical issues, and outlines an approach to the study visit as 'fieldwork' where the emphasis is on developing the skills and attitudes needed for cultural awareness. There are suggested activities to be carried out before, during and after the visit.

Courses/Guides

*Fastlane:* a course for intermediate learners of English, leading up to the Cambridge First Certificate examination level. Ken Wilson. Prentice Hall, 1996. Student's Book 1. ISBN 0 13 325937 4 , £8.00. [also available = Teacher's Book 0 13 325945 5; Teacher's Resource Pack 0 13 325952 8; Workbook 0 13 325960 9; Class cassettes 0 13 325978 1; Workbook cassette 0 13 494477 1.]

*Language Labs:* PC tuition programs for home PC users, available for French, English, German, Spanish, Italian [ISBN 5 022497 103427], Dutch, Russian, Chinese [ISBN 5 022497 103373], Japanese. Rosetta Stone Language Library. Europress, 1997. RRP: £19.99.

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