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.

Abudarham, Samuel
Bilingualism and the bilingual: an interdisciplinary approach to pedagogical and remedial issues. Windsor, Berks: NFER/Nelson, 1987. 199 pp. £14.95 pb.

The identification, assessment and management of communication problems in ‘bilingual’ children poses difficult questions, requiring input not only from the teacher and the speech therapist but also from a variety of other disciplines including psychology and sociology. The wider issues that arise (‘Should mainstream curriculum subjects be taught in the child’s mother tongue?’ ‘Is TELF provision adequate?’) are frequently complicated by ignorance about even the most commonly-spoken first languages used in the United Kingdom.

In this book, a team of authors brings together current thinking in the theory and practice of their respective specialities – always viewing these in the light of relevant psychological and sociological issues. Specific reference is also made to Black English, Welsh, North-Indian and other languages.

Brown, Penelope and Levinson, Stephen C.
Politeness: some universals in language usage. Cambridge: Cambridge University Press, 1987. xiv + 345 pp. £25.00 (£8.95 pb).

This study is about the principles for constructing polite speech. The core of it first appeared in Questions and politeness, edited by Esther N. Goody (now out of print). It is here reissued with a new introduction which surveys the now considerable literature in linguistics, psychology and the social sciences that the original extended essay stimulated, and suggests new directions for research.

The authors describe and account for some remarkable parallelisms in the linguistic construction of utterances with which people express themselves in different languages and cultures. A motive for these parallels is isolated – politeness, broadly defined to include both polite friendliness and polite formality – and a universal model is constructed outlining the abstract principles underlying polite usages. This is based on the detailed study of three unrelated languages and cultures: the Tamil of South India, the Tzeltal spoken by Mayan Indians in Chiapas, Mexico, and the English of the USA and England, supplemented by examples from other cultures. Of general interest is the point that underneath the apparent diversity of polite behaviour in different societies lie some general pan-

human principles of social interaction, and the model of politeness provides a tool for analysing the quality of social relations in any society.

Carter, Ronald
Vocabulary: applied linguistic perspectives. London: Unwin Hyman, 1987. xviii + 249 pp. £25.00 (£9.95 pb).

Until recently, vocabulary has been relatively neglected as an area of language study. This book provides the necessary basis for further study of modern English vocabulary with particular reference to linguistic descriptive frameworks and to educational contexts.

The first four chapters offer an introductory account of linguistic approaches to the analysis of the modern lexicon in English. The second section reviews recent work on vocabulary in relation to three main areas of applied language study: literary stylistics, lexicography and vocabulary learning and teaching. Two final chapters provide case studies involving lexical analysis of style marking in modern literature and in dictionaries for non-native learners of English. The book also contains useful and topical discussion of computational and informant-based approaches to the study of lexis, of vocabulary and ideology and of lexical patterning in discourse. There is a detailed and wide-ranging bibliography which covers many aspects of lexis and modern English language studies.

Cummings, Michael and Simmons, Robert
The language of literature: a stylistic introduction to the study of literature. Oxford: Pergamon Press, 1987. xxiv + 235 pp. £6.50.

The book is intended primarily as a main text in stylistics and literary criticism for literature students with little previous background in linguistics. Language is described as a total system. The application of this system to literary criticism is simultaneously practised in a wide range of texts, thus constituting a bridge between literary criticism and linguistics. The field of advanced English as a second or foreign language, the introductory linguistics course and survey of literature courses all provide additional uses for the book, which has been tested in practice in all three contexts. Illustrated with diagrams and photographs.

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De Castell, Suzanne and others (eds.)

Literacy, society and schooling: a reader. Cambridge: Cambridge University Press, 1986. xiv + 336 pp. £27.50 (£9.95 pb).

This book addresses the current ‘literacy crisis’ alleged in professional journals and the popular press. Literacy is at once a contentious social and educational issue, a continuing concern of parents and teachers, and the focal point of a range of disciplinary inquiries. This book draws together specially commissioned essays on the nature, history, and pedagogy of literacy by social historians, philosophers, literary scholars, linguists, educators, and psychologists. The editors have attempted to convey, in an accessible format, the range and diversity of the scholarly debate about literacy – theory, research, and practice.

Department of Education and Science

Modern foreign languages to 16. London: HMSO, 1987 (Curriculum Matters, 8). 35 pp. £2.00.

A document in HM Inspectorate’s discussion series which sets out a framework within which schools might develop a programme for the teaching and learning of modern foreign language appropriate to their pupils. It focuses on the aims and objectives which might guide foreign language learning to the age of 16. It considers planning and organisation, teaching approaches, and progression in learning and assessment. Comments and suggestions are welcomed by the Inspectorate.

Dickinson, Leslie

Self-instruction in language learning. Cambridge: Cambridge University Press, 1987. viii + 200 pp. £15.00 (£5.75 pb).

This book explores the many ways in which teachers can help their students become more independent in their language learning. The first part of the book describes through a series of case studies the advantages of various forms of self-instruction. The second part looks at practical issues such as: self-instruction in secondary and further education; selecting and designing materials for self-instruction; ways of supporting learners in their self-instruction; setting up and running a self-access centre; helping learners to take part in assessing their own learning.

An important feature of the book is the wealth of practical examples of exercise materials, preparation activities and testing techniques which teachers can use directly or adapt to their own situations.

Di Pietro, Robert J.

Strategic interaction: learning languages through scenarios. Cambridge: Cambridge University Press, 1987. ix + 155 pp. £13.50 (£5.50 pb).

This book describes an approach to language instruction that calls upon learners to use the target language purposefully and skilfully in communicating with others. The focal activity in the strategic interaction classroom is the scenario, which replicates real-life situations and requires language in order to reach a resolution. Students are assigned roles that oblige them to work out and implement personal game plans through dialogues with other role players. Students are always themselves, and personal agendas will inevitably differ, creating the dramatic tension that makes strategic interaction realistic and involving. The teacher may use the scenario performance as a backdrop for a discussion about structure, vocabulary, pronunciation, and discourse management. In most cases, the students themselves provide the input for the content of language instruction.

In this book, Di Pietro explains the rationale behind strategic interaction and describes in detail how to use the approach in the classroom, from elementary to advanced levels. Indications are also given of how to assess student progress, integrate reading and writing tasks, use scenarios in teaching literature, create new scenarios, and train others in the approach through workshops.

Gibbons, John

Code-mixing and code choice: a Hong Kong case study. Clevedon, Avon: Multilingual Matters, 1987. ix + 173 pp. £24.95 (£9.95 pb).

The author uses a range of different approaches to code-mixing and code choice, evaluates them and attempts to integrate them in a composite mode of code choice. The study is located in the bilingual community of Hong Kong.

Herail, René James and Lovatt, Edwin A. (eds.)

Dictionary of modern colloquial French. London: Routledge & Kegan Paul, 1987. xix + 327 pp. £5.95.

A paperback re-issue of a dictionary first published in 1984 in hardback. It offers comprehensive, unexpurgated coverage of French slang; three levels of English translation ranging from slang through standard English; illustrative examples of slang words and phrases used in context; anecdotal notes on the origin of many terms, taking account of popular as well as standard etymology.
McLaughlin, Barry
*Theories of second-language learning.* London: Edward Arnold, 1987. viii + 184 pp. £6.95.

Professor McLaughlin evaluates the major theoretical approaches to second-language learning, his principal aim being to examine the role theory plays – including how a theory is arrived at, accepted or rejected – by reviewing and evaluating theories currently in use. Theories examined in this way include: Krashen’s Monitor Model, interlanguage acculturation/pidginisation, linguistic universals, and cognitive theory. A final chapter discusses what it is that a satisfactory theory of second-language learning must explain, at the same time pointing up how current theories are inadequate.

Michael, Ian
*The teaching of English from the sixteenth century to 1870.* Cambridge: Cambridge University Press, 1987, ix + 634 pp. £40.00.

Textbooks and other educational writings published in England and America in the three centuries before the ‘modern’ phase of English teaching (about 1700 volumes in all) have been subject to a detailed and scholarly examination. Most of the American material will be new to readers outside the United States and much of it is little known there. The writings vividly demonstrate the development of English as a teaching subject: when its varied components were first taught, by what kinds of teachers, with what intentions and by what methods. The volume covers the teaching of literacy, of oral and written expression, of literature (especially poetry) and of linguistic skills. It ends with the growth of examinations, the set book and the formal essay.

Nirenburg, Sergei (ed.)
*Machine translation: theoretical and methodological issues.* Cambridge: Cambridge University Press, 1987. xv + 350 pp. £30.00 (£12.50 pb).

This collection provides a comprehensive survey of current intellectual activity in the renascent area of machine translation. All the major schools of machine translation are represented, and the book is the first in the field to provide detailed accounts of five different methodologies for machine translation research, developed by groups in Europe, Japan, the USA and Canada. Particularly noteworthy are the chapters devoted to the Japanese Government Machine Translation Project and to EUROTRA, the large-scale project sponsored by the European Economic Community. Among the other contributions are chapters concerned with the influence of linguistic theory and of artificial intelligence techniques on approaches to machine translation. The editor’s introduction offers a concise overview of the state of the art.

Pattison, Pat
*Developing communication skills: a practical handbook for language teachers, with examples in English, French and German.* Cambridge: Cambridge University Press, 1987. 272 pp. £15.00 (£7.95 pb).

This book gives practical help to language teachers who wish to adopt a communicative approach; it shows how they can use, change and adapt existing teaching materials and conditions to help their students develop communication skills. Part I is about the What, Why, How and When of oral communication practice in the classroom. Part II contains practical examples of communicative activities and materials which can be used with students of all ages, from beginners to advanced levels.

The examples, all tried and tested, are given in three languages – English, French and German – and often based on standard textbook materials. Some may be photocopied for class use.

Pullum, Geoffrey K. and Ladusaw, William A.
*Phonetic symbol guide.* Chicago & London: University of Chicago Press, 1987. xxx + 266 pp. £31.25 (£8.95 pb).

This book is, in effect, an encyclopaedia of phonetic transcription, allowing the user to identify and resolve ambiguity in the interpretation of phonetically transcribed material. It presents systematically, in an easy-to-use format, the distinct uses of phonetic and phonological symbols that are widely encountered and could legitimately be called standard.

To allow users of this book to locate easily even completely unfamiliar symbols, the guide is arranged according to the shapes of symbols rather than their meanings. Major entries are given for distinct letter shapes (e.g. lower case b, hooktop b, Greek beta), and minor entries for variations on these (crossed b, barred b, slashed b). There are entries for more than three hundred symbols and diacritical marks, and detailed references to the literature of phonetics and phonology are given throughout.

Rather than offering a fixed set of recommended symbol usages, this book provides a comprehensive synthesis of many different traditions of transcription. It includes the proposals of the International Phonetic Association (used in most European journals), the current usage of American journals, earlier American systems such as those of Bloch and
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Trager and those of the post-Boas anthropological linguists, and many less well-known specialist usages (those of Slavicists, Germanicists, Indologists, and so on). Also included are an introduction to the topic of phonetic transcription, a guide to use, detailed charts of the various phonetic systems, a glossary of technical terms used in phonetics, and a bibliography.

Quirk, Randolph

*Words at work: lectures on textural structure.* Harlow: Longman, 1986. 137 pp. £5.75.

This book consists of eight studies of textural structure which Randolph Quirk first gave as public lectures at the National University of Singapore from December 1985 to January 1986, seeking to make accessible to the ordinary writer and public speaker the results of a whole generation of research into communication and the structure of discourse. Books in the field tend to be both technical and seen from the standpoint of the analyst of written texts, but this book is addressed especially to those confronting the task of actually composing material for speech or written delivery. Moreover, while fully reflecting the insights of recent scholarship, the book looks far beyond the roles of words and grammar. Personal attitudes; the place of sincerity; the importance of eliciting co-operation; the role of allusion and such non-linguistic support as pictures; the constraints of convention; the special problems of air and marine communication—all these are given their proper focus in helping the reader to improve skills that are essential to everyone.

Rivers, Wilga M. (ed.)

*Interactive language teaching.* Cambridge: Cambridge University Press, 1987. xvii + 228 pp. £15.00 (£5.50 pb).

In this collection of essays, innovative teachers and writers describe the approaches and techniques they have incorporated into their own teaching. The articles are designed to help classroom teachers make language classes more participatory and communication-oriented.

Successive articles deal with the structure of interaction in large and small groups; imaginative activities for listening, speaking, reading, writing, and testing; the use of poetry, song, and drama; how to perform grammar rules rather than recite them; the special contribution of authentic materials; using audio and video as well as computer software to enhance learning; tapping the community as a resource; learning to interact in different cultural styles; and preparing the student for real-life professional use of language. Questions at the end of each chapter stimulate readers to design their own activities, and the reading lists and bibliography encourage them to read further in areas of special concern.

Swan, Michael and Smith, Bernard (eds.)

*Learner English: a teacher’s guide to interference and other problems.* Cambridge: Cambridge University Press, 1987. xv + 265 pp.

This is a practical reference book which compares the relevant features of the students’ own languages with English, helping teachers to predict and understand the problems their students have. The 19 chapters, each of which covers one language background, are written by specialists with experience in teaching students from the areas concerned. The chapters describe and explain the most important typical pronunciation, grammar, vocabulary and other mistakes of learners who speak Dutch/Flemish, Scandinavian languages (except Finnish), German, French, Italian, Spanish, Catalan, Portuguese, Greek, Russian, Farsi, Arabic, Turkish, Indian languages, West African languages, Swahili, Japanese, Chinese, Vietnamese and Thai. The book is accompanied by a cassette with authentic examples of the various accents described in the book.

Terrell, Peter and Kopleck, Horst (eds.)

*Collins concise German dictionary.* London & Glasgow: Collins, 1987. xix + 528 pp. £8.50.

This dictionary was compiled by a team of linguists from both Britain and Germany. It features over 100,000 references; the basic, most frequently used words in both languages are treated in detail, helping the user not only to understand but also to translate idiomatically; thousands of phrases and examples show how particular words are used in different contexts and how the translation can vary according to the context; entries are divided into specific areas of meaning, enabling the user to find the correct translation quickly; style levels are clearly marked. Other features include up-to-date word-lists, guidance in pronunciation, comprehensive German verb tables and full treatment of English phrasal verbs.

Underhill, Nic

*Testing spoken language: a handbook of oral testing techniques.* Cambridge: Cambridge University Press, 1987. vii + 117 pp. £13.50 (£4.95 pb).

A practical guide to designing and using oral tests of language ability for teachers, testers, course designers
and educational planners. The organisation of the book follows the sequence of stages in which a new testing programme would logically be carried out. The book takes the reader through the testing process, giving practical examples and discussing the issues involved at each stage. The book presents testing as an integral part of a language learning programme. It describes the range of test-types and discusses their suitability for different aims and resources; lists over 50 oral test techniques and variations, with comments on each; integrates the marking system into the process of test design; and provides suggestions for monitoring and improving a test once it is in use.

Vaid, Jyotsna (ed.)
Language processing in bilinguals: psycholinguistic and neuropsychological perspectives. Hillsdale, NJ & London: Lawrence Erlbaum Associates, 1986. xvii + 301 pp. £24.95.

A collection of articles on bilingualism which aims to clarify issues bearing on language perception, retention, organisation, interaction, acquisition, and impairment in users of two or more languages. The contributors include psychologists, linguists and neurologists. It is aimed at readers who are already acquainted with the field and interested in contributing to it or in reflecting on its contribution to their own focus of enquiry. The two sections cover psycholinguistic issues and neuropsychological approaches.

Yalden, Janice
Principles of course design for language teaching. Cambridge: Cambridge University Press, 1987. ix + 207 pp. £15.00 (£5.75 pb).

In preparing and teaching second language courses, language professionals frequently make decisions in response to learner needs: in choosing textbooks, altering a sequence of exercises from a textbook, creating classroom materials, and so on. The author puts these kinds of decisions into perspective, outlining theoretical issues relevant to language teachers today. Set against this theoretical background are practical suggestions on how teachers can devise classroom procedures and materials that best fit the linguistic and communicative needs of their learners. Emphasis is placed on gathering information from and about the learner. This leads to the establishment of 'frameworks', short language-learning modules which give support to all of the components needed in a language course.

Procedures for developing main or supplementary units to new or existing courses are described in detail. Three complete case studies of courses that the author and her colleagues developed are included in the book. They contain numerous examples of resulting course materials.

Books received

Language learning and teaching
Principles of language learning and teaching. 2nd edn. H. Douglas Brown. Prentice-Hall, 1987.

Language
Patterns of spoken English: an introduction to English phonetics. G. Knowles. Longman, 1987 (Learning About Language series). £6.95.
Meaning and the English verb. 2nd edn. G. N. Leech. Longman, 1987. £4.95.

Grammar
Active grammar exercises. D. Adamson and D. Cobb. Longman, 1987. £2.30. Accompanies Active grammar, and provides practice in grammar from elementary to intermediate levels.
German today: the advanced learner's guide. W. B. Lockwood. Oxford University Press, 1987. £30.00 (£11.95 pb).
English usage: a guide to first principles. W. Nash. Routledge & Kegan Paul, 1987. £4.95.

Vocabulary
Everyday French idioms. J. P. Lupson and M. L. Pelisser. Stanley Thorne, 1986. £3.25.

Speech
Situational dialogues. M. Ockenden. Longman, 1987. £2.20. Revised edn.

Dictionaries and phrasebooks
Collins Gem Greek dictionary. Collins, 1987. £2.25.
When in Spain: a holidaymaker's guide to the language and the country. D. Utley, BBC, 1987. Also cassette.

Courses
Orientierung: speaking activities for GCSE German. A. J. Peck. Mary Glasgow, 1987. Pupil's book, Teacher's book with repro masters, cassette. Listening pack £32.75 + VAT, Speaking pack £21.95 + VAT. Series of packs for GCSE preparation, one for