

## **Reviews**

**AN INTRODUCTION TO THE PRONUNCIATION OF ENGLISH.** A. C. Gimson. Fourth edition, revised by Sarah Ramsaran. London: Edward Arnold, 1989. 364 pp. + xix.

**ENGLISH PHONETICS AND PHONOLOGY: A PRACTICAL COURSE.** Peter Roach. Second edition. Cambridge: Cambridge University Press, 1991. 262 pp. + x.

In a recent special issue of the *TESOL Quarterly*, invited pronunciation specialist Joan Morley presents a list of "excellent English language reference books" (1991, p. 488) that does not include either book reviewed here. According to a recent review in *Language*, however, "one can hardly conceive of a more comprehensive or better organized reference work" (Sietsema, 1991, p. 652) than Gimson. And according to Gimson's former collaborator, Susan Ramsaran, who revised and published the fourth edition for Gimson posthumously, "despite the increasing number of books concerning phonetics and phonology, none has been published to supersede this volume which has been the most comprehensive and authoritative work on the pronunciation of English for almost thirty years" (p. vii). Even Roach refers to Gimson as a "de facto standard" (p. 6).

Of these two revised works by Gimson and Roach, however, Roach's (first edition, 1983) is the better written and edited, and the more revised and current. Gimson's fourth edition includes only 14 (of 325) bibliographical entries that are not by Gimson or Ramsaran, and that are later than 1980, the year of publication of Gimson's third edition. Furthermore, although Gimson's fourth edition is 70 pages longer than the first edition, 27 of those pages comprise a section entitled "Teaching the Pronunciation of English" (pp. 312-339) that is confusingly referred to as both "Chapter 12" and the "Appendix"—apparently reflecting some uncertainty about what to do with the added section.

Ramsaran preserves a Gimsonian tone and style that reflects atti-

tudes and conventions of an earlier era. The fourth edition, as did the first, begins: "One of the chief characteristics of the human being is his ability to communicate to his fellows" (p. 3). The fourth edition still warns the reader that "a disturbing development concerns the use of English in the Indian and African continents," and prescribes action: "It is for this reason of universal importance that efforts should be made to relate these developing forms of English pronunciation to either a British or American model" (p. 91). But Gimson has passed away, Ramsaran (his former student) is only being faithful, and Gimson's work, one hopes, can be appreciated as a classic.

Roach's work, on the other hand, was conceived in the dawn of "world Englishes." Roach wastes no time in recognizing dialect equality and arguing for a British model of English on utilitarian grounds. Both Gimson and Roach describe the same model, "RP" (explained below), rather than "General British" or "International English." Of the two authors, Gimson devotes a greater proportion of his description to phonetics and segmentals; Roach, to phonology and suprasegmentals. Gimson's work is more than an "introduction"; it is a comprehensive description and reference for RP. Roach's work is more than "a practical approach" to English phonetics and phonology; his purpose is to explain the pronunciation of English in the context of a general theory (i.e., phonetics and phonology) about speech sounds. Roach includes "Written exercises," "Notes for Teachers," and "Notes on problems and further reading." Roach, unlike Gimson, appeals directly to teacher trainers and non-native English users in EFL situations, and includes two cassettes (not treated in this review) with script, exercises, and answers in the book's appendix.

**Treatment of basic concepts and segmentals.** Gimson's Part I, "Speech and Language" (pp. 3-58) introduces basic concepts: communication and speech; articulatory, acoustic, and auditory phonetics; phoneme, allophone, and complementary distribution; vowel and consonant; the phonetic alphabet. Roach also devotes the first part of his text to basic concepts (pp. 3-66), but at the same time integrates his description of many English vowels and consonants directly into the

same discussion. Gimson describes the English sounds separately and in much more detail in his next section.

Gimson's Part II, "The Sounds of English" (pp. 59-219), forms the central part of his book. It begins with background information on English sound change, studies of pronunciation, and the model of English that he describes—"Received Pronunciation" or "RP." Although recent in origin (despite Roach's claim that RP "has always been chosen by British teachers to teach to foreign learners" [p. 5]), RP is the established accent of the educated English middle class, and the variety most promoted overseas by the British Council. British speakers may approximate or diverge from RP according to their feelings about the "Establishment." Roach describes RP as "the accent used by most announcers and newsreaders on *serious* national and international BBC broadcasting channels. It has for a long time been identified by the rather *quaint* name Received Pronunciation" (p. 4, emphasis added).

Gimson (but not Roach) distinguishes three types of RP: "conservative," spoken by the older generation; "general," used by the BBC; and "advanced," spoken by the younger generation. Gimson warns that "advanced RP" may be regarded as "affected" (pp. 88, 107) by speakers of the "general" and "conservative" varieties, just as RP (of any type) may be regarded as affected by speakers of other varieties of English (p. 88). Both Gimson (pp. 94, 315) and Roach (p. 24) describe RP as evolving and describe ongoing phonetic and phonemic changes.

According to Gimson, of the 300 million native speakers of English "only a minute proportion" speak RP (p. 90). Roach makes no claim in this regard. Others (e.g., Trudgill & Hannah, 1985, p. 2) have made more precise estimates: Only three to five percent of the speakers in England use RP. Gimson argues for teaching an RP model because it is "widely and readily understood," "it is adequately described in textbooks," and it "has ample recorded material available for the learner" (p. 315). Neither Gimson nor Roach addresses the fact that few native-speaking English teachers speak RP as a native dialect.

Gimson's description focuses on "general RP." This description,

forming the core of the book, has earned Gimson its many favorable reviews through four editions. He treats each phoneme (sound) consistently in five steps: (a) examples of spelling forms; (b) articulatory descriptions; (c) regional and social variants; (d) historical sources; and (e) advice to the foreign learner. The first three steps have earned what Sietsema (1991, p. 652) and Ramsaran (in Gimson, 1989, p. vii) must have been referring to in their praise. The fourth would be appreciated better in an uninterrupted history of the English sound system.

**Treatment of the teaching of pronunciation.** Why Gimson's fifth step ("Advice to the Foreign Learner") and the related pedagogical section toward the end of the book continue to receive favorable reviews (e.g., Sietsema, 1991) and recommendations (Roach, p. 7) is unclear. For "dark *l*," Gimson's advice is "hands on": "The tongue-tip may be gripped between the teeth during practice" (p. 206). For retroflex *r* the advice is a bit more abstract: "Once the feeling of slight curling-back of the tip and hollowing of the centre of the tongue has been achieved, the student should hold this position" (p. 211). Roach's description (not paraded as "advice") of retroflex *r* (and other sounds) is clearer: "If you pronounce an alternating sequence of *d* and *r* (*drdrdrdrdr*) while looking in a mirror you should be able to see more of the underside of the tongue in the *r* than in the *d* where the tongue tip is not raised and the tongue is not curled back" (p. 60).

Among the major changes in Roach's second edition is the elimination of any claims or attempts to deal with pronunciation teaching methods. This makes his book more focused, coherent, and faithful to its claims. In most of Gimson's sections on teaching pronunciation, people of different language backgrounds are lumped together as "the foreign learner" and advised in mass. This practice contradicts Gimson's (outdated) principle that "teaching should obviously be concentrated on those features of English which are not found in the learner's native language" (p. 318).

When Gimson does attempt to deal with native languages of RP learners (e.g., Polish, French, and Urdu), it is not at all clear what the

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criteria are for selection of these languages. The index does not include languages or dialects—a serious limitation if this book is, as Ramsaran says (p. vii), a “reference” book. native speakers of other languages (e.g., Japanese) and other English dialects (e.g., American English) are, unfortunately, not able to turn directly to the special problems that RP poses for them.

**Treatment of suprasegmentals.** Both Gimson and Roach discuss suprasegmentals after segmentals. In Part III, “The Word and Connected Speech” (pp. 223-311), Gimson addresses “accent” (what Roach and others prefer to call “stress”), phonotactics (rules for the ordering of sounds), intonation, and phonetic variation in “connected speech” (defined as “an utterance consisting of more than one word” [p. 260]). Although Gimson states that “for all learners accentuation must provide the foundation on which any pronunciation course is built” (p. 318), he does not explain why this section follows the segmentals or why his “advice” is extremely brief.

Of the status of English as a “stress-timed” language, and the difficulty this poses for the adult learner, Gimson makes the unverifiable claim that English has “no exact parallel in any other language” (p. 318). Roach opts for a more defensible position: “Some languages (e.g., Russian and Arabic) have stress timed rhythm similar to that of English, others (such as French, Telugu and Yoruba) have a different rhythmical structure” (p. 121). Roach is more likely, here and elsewhere, to admit uncertainty: “English rhythm is a controversial subject” (p. 130).

**Recommendation.** With regard to their treatment of the teaching of pronunciation, the recent editions of Roach and Gimson have made very different choices. Gimson (through Ramsaran) has increased, rather than decreased, pedagogical advice that was often unsound, that never really belonged, and that distracted the reader from Gimson’s real value. Gimson’s book is to be recommended for what made it a classic: Insofar as it describes RP, it is, as Ramsaran claims, one of the most comprehensive and authoritative reference works available. But classics are to be reprinted, not revised.

In Roach's revised edition, on the other hand, the author has eliminated the pedagogical component of pronunciation. He has made his book a more focused and coherent textbook for the study of RP pronunciation, phonetics, and phonology. Although not as detailed as Gimson, Roach is clearer and more current. His "Additional Notes" are an excellent guide for those who wish to look further. For non-native English speakers, Roach's work may be the most straightforward and practical book on English phonetics and phonology to date. Budding authors of practical textbooks describing the pronunciation, phonetics, and phonology of RP or "any other English" should take note. Roach's second edition is the one they will have to emulate.

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**Reviewed by Tim Riney, International Christian University.**

**CONDITIONS FOR SECOND LANGUAGE LEARNING.** Bernard Spolsky. Oxford: Oxford University Press, 1989. 272 pp.

*Conditions for Second Language Learning* plugs an enormous gap in the literature on second language teaching and learning. It provides language teaching professionals with a theoretical model which simply and clearly sets out the multitude of interrelated conditions under which language learning or acquisition occurs. Previous theories of second language learning, as Spolsky points out, had more in common with advertising or promotional literature than with reasoned and logical scientific discourse (p. 2). Theorists were more interested in advancing the cause of their methodological biases than in the processes involved in language learning. As Spolsky notes, they disregarded the fact that "there are many ways to learn languages and many ways to teach them, that some ways work with some students and fail with others" (p. 15). Spolsky's theory is different. It is not linked to any method or way of teaching. It simply attempts to delineate the conditions under which second languages are learned or acquired and to explain why some learners are successful and others are not.

*Conditions for Second Language Learning* contains an introduction, 14 chapters, and an appendix. Chapter 1 outlines the characteristics of a general theory of language learning. The next four chapters deal with what knowing a language entails and the testing and/or measurement of language knowledge and/or ability. Chapters 6 and 7 discuss the effects of psycholinguistic and personal factors on second language learning. The next two chapters detail the linguistic basis and social context of second language learning. Chapters 10 through 12 discuss the effects of attitudes and motivation, opportunities for learning, and formal instruction on second language learning. The last two chapters focus on how to test the theory and what a general theory should be able to do. The appendix describes a case study.

Each chapter consists of three basic parts. The first provides the rationale for the inclusion of the chapter. The second reviews the literature relevant to the chapter. The third part relates the literature to the conditions.

In order to truly appreciate *Conditions for Second Language Learning*, it is necessary to understand what the nature of a general theory is for Spolsky. Among other things, a general theory must account for the complexity of conditions under which second languages are learned. It must also account for both success and failure in language learning. It must account for individual differences in language learning. It must account for some peoples' ability to learn more than one second language. It must be consistent with language acquisition theory. It must encompass all the various ways of learning languages. And it must be capable of being verified empirically. Spolsky's theory, unlike the theories he finds fault with (in his Introduction, Spolsky discusses the limitations and weaknesses of earlier theories of second language learning), possesses all of these characteristics. That it has these characteristics is due to Spolsky's decision to express his theory through conditions rather than to base it on a single overriding principle or to associate it with any particular teaching methodology.

*Conditions for Second Language Learning* is constructed around Spolsky's belief that the conditions which impinge on second language learning are of three distinct types. There are necessary conditions—conditions which must be present for second language learning to occur. An example is Condition #1: "A second language learner's knowledge of a second language forms a systematic whole" (p. 16). There are typical conditions, conditions which are commonly present, but which need not be. An example is Conditions #23: "The younger one starts to learn a second language, the better chance one has to develop native-like pronunciation" (p. 19). And there are graded conditions—conditions in which the degree to which a condition is satisfied influences the amount of language learning. Condition #23 is an example. A graded condition is unlike a necessary and typical one in that it cannot stand alone; it is always coupled to a necessary or typical condition. Thus, a condition can be necessary and either graded or ungraded, or typical and either graded or ungraded.

Many of Spolsky's 74 conditions are not all that original. Most have



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been part of second language lore for years. Condition #1, for example, is an integral component of all interlanguage theories. And Condition #23 is something virtually all of humanity knows. Other conditions seem trite and self-evident. Examples of such conditions are #6: "When one learns a second language, one learns one or more varieties of that language"; and #8: "Individual language learners vary in their productive and receptive skills" (p. 17). that some conditions are unoriginal, trite, and self-evident does not demean Spolsky's contribution; any comprehensive theory must incorporate much that is widely known or accepted.

More interesting than the actual conditions is that Spolsky's typology of conditions make explicit what intelligent and observant language teachers have long based their teaching on. Teachers try to create in their classrooms the conditions necessary for language learning. They also encourage their students to do what they have observed to be typical of successful language learners. And they are aware that how well one learns a language is dependent on a host of gradeable factors: for example, learners who study more usually learn more. That the typology of conditions reflects or relates to what teachers know and do is not accidental. Spolsky believes that a general theory must have a sound pedagogical basis. Thus, there is much in *Conditions for Second Language Learning* which should benefit, interest, and appeal to most readers.

Spolsky's review of the research on language learning and acquisition should certainly interest most teachers. For language teachers, foreign language ones in particular, keeping abreast of developments in second language acquisition can be difficult. They need more books, like *Conditions for Second Language Learning*, which concisely and cogently summarize all but the most recent developments. While much of the research Spolsky discusses will be familiar to teachers trained during the last decade, some will be unfamiliar enough to cause teachers to alter some of their ideas about language learning. This reviewer certainly altered some of his.

Spolsky's review of the literature on the amount of time one must study a language in order to become fluent is revealing. He reports that French immersion students in Canada require 4,500 hours of instruction to attain high levels of fluency (p. 190). One shudders to contemplate the number of hours Japanese students require to reach similar levels of fluency in English. The number must be so astronomical that one begins to question whether the much maligned Japanese teachers of English are doing as badly as is commonly believed.

Much of the other research Spolsky reviews may also lead readers to alter their views. This reviewer found Spolsky's review of the research on the influence of personality and attitudinal variables particularly enlightening. The research he cites indicates, for example, that motivation is not a critical factor in short term language learning success. It may, however, be an important factor over the long term. More highly motivated learners seem to continue their studies for longer periods of time. And, curiously, it does not seem to make much difference whether one is instrumentally or integratively motivated (Ch. 10). And while teachers may believe that extroverts are better language learners than introverts, the research does not support this belief (p. 112). Even aptitude may not be that critical a factor in language learning success (p. 108).

This excellent book (the British Association for Applied Linguistics awarded it its 1990 Book Prize, and the Modern Language Association of America awarded it the tenth Kenneth W. Mildenberger Prize) has few, if any, detracting flaws. That it has few flaws is no doubt due to the refreshingly evenhandedness of Spolsky's approach. He examines the facts as they are presently known and does not manipulate them to support any preconceived notions he might have had. He simply wants to advance the process towards a coherent and definitive theory of second language learning, a process and a goal he obviously views as important (Spolsky, 1990).

While reading *Conditions for Second Language Learning*, readers must constantly keep one thing in mind. As the last sentence of the

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previous paragraph implies, Spolsky has not written the definitive theory of second language learning. He has proposed a model which may or may not develop into a definitive theory. Whether it does will depend on future research and on whether it accounts for second language learning better than competing theories (see *TESOL Quarterly*, Winter 1990, for a review of current opinions).

Although this book is a worthy and welcome addition to the growing body of second language literature, it is not a book for everyone. To support his theory, Spolsky draws upon an enormous body of literature (the book is accompanied by a 21-page bibliography) from a wide variety of fields. Without some familiarity with psychology, linguistics, neurolinguistics, statistics, language acquisition, second language theory, transformational grammar, etc., readers may find many of Spolsky's arguments difficult to follow. Nevertheless, anyone who does read through the book—accepting that the going may not always be easy—will reap a bountiful harvest. This reviewer certainly did. *Conditions for Second Language Learning* is a book which he will consult regularly in the future.

**Reviewed by Richard J. Marshall, Toyohashi University of Technology.**

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**SECOND LANGUAGE WRITING: RESEARCH INSIGHTS FOR THE CLASSROOM.** Barbara Kroll (Ed.). Cambridge: Cambridge University Press, 1990. 256 pp.

Barbara Kroll's book, *Second Language Writing: Research Insights for the Classroom*, is intended for future and for practicing teachers and researchers in second language writing. Her experiences as a teacher-trainer working without a textbook that reflected changes in the field in recent years led her to undertake the writing of this volume in collaboration with fifteen other well-known authors. Each of the thirteen chapters was written specifically for this book. Although the authors wrote separate chapters, they had access to the other chapters. As a result, the chapters refer to each other, with comments included on similarities and differences. Since the authors interact with each other, the book is more than a mere collection of articles.

The book has two sections, each briefly introduced and summarized by Kroll. Section I, *Philosophical Underpinnings of Second Language Writing Instruction*, consists of six chapters. The first, by Tony Silva, is historical, and presents four major post-war approaches. He gives criteria for an effective approach to second language writing, and lays the foundation for the remainder of the book. Chapter 2, by Ann M. Johns, discusses three types of L1 theory: process, interactive, and social constructivist. Chapter 3, by Alexandra Rowe Krapels, gives "an overview of second language writing process research." Ilona Leki discusses issues related to teacher response to student writing in Chapter 4. In Chapter 5, Liz Hamp-Lyons discusses the problems of assessing writing, covering both instruments and scoring, as well as other issues. The last chapter in this section, by Joan Carson Eisterhold, covers theories about the relationship between reading and writing in both L1 and L2.

Section II describes "a variety of specific studies, each focused on a different aspect of writing and/or the writing classroom, representing some kind of option for either the student writer or the teacher." Chapter 7, by Alexander Friedlander, considers the effects of L1 versus L2

planning on writing about different topics. In Chapter 8, Ulla Connor and Mary Farmer explore how teaching topical structure analysis (developed in studies of coherence) can help students revise their work. In Chapter 9, Kroll examines differences between essays written in class and at home to determine the effects of time limitations on composition. The next two chapters look at aspects of teacher response to student writing. In Chapter 10, Andrew D. Cohen and Marilda C. Cavalcante compare how teachers say they respond, and how their students say the teachers respond, with how the researchers observed the teachers responding. Chapter 11, by Ann K. Fathman and Elizabeth Whalley, looks at the effects on student writing of comments by teachers on form and content. Joy Reid, in Chapter 12, examines fluency and syntactic and lexical variables to see if different L1 groups writing on two topic types show quantitatively measurable differences. In the last chapter, Cherry Campbell looks at how language proficiency relates to the ability to integrate background reading into composition. Every chapter is followed by references. A sixteen-page index concludes the book.

The research consists of two types: that published elsewhere and summarized here, and that reported for the first time in this book. As is pointed out in a number of chapters, and particularly in Chapter 3, research in this area often lacks comparability, and when comparable, is often contradictory. This leads to the question of what kind of insights for the classroom are offered here. Perhaps the main insight is that the subject is far more complex and problematic than is generally admitted. Many of the chapters challenge us to compare our own philosophies with those of the different authors. Some, such as Chapters 4 and 5, raise fundamental issues which we must face and resolve every day in our classrooms. Research may give hints and raise new issues, but it has given us few answers as yet. And Chapter 1 points up the size of the gap between modern theory and the quality and availability of composition textbooks—a fact which those of us who teach composition are all too aware of.

In Section II, Chapter 9 points out the need for improvement in teaching composition in Japan. Of advanced learners from five L1s

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(Arabic, Chinese, Japanese, Persian, and Spanish), the Japanese scored far below their classmates in both accuracy and rhetorical competence in both test conditions. This contradicts the frequently made claim (by Japanese) that Japanese write well, and challenges us to reconsider how we teach composition here in Japan. Clearly, there is both room and need for improvement. The chapter which perhaps comes closest to demonstrating one way to improve performance is Chapter 11, which addresses the effects of feedback on writing. Several other chapters offer stimulating ideas to try out, such as topical structure analysis (Chapter 8).

This volume offers an up-to-date overview of issues in second language writing. It also presents results of research related to several issues in the field. However, as is pointed out many times, the need for further research in the field is acute. For this reason, the present book is not definitive. It tells us where we are and suggests directions for the future. Anyone interested in research can find a number of valuable suggestions here for further study. People involved in the teaching of reading may also be interested because of the close relationship between reading and writing. Of course, any teacher of second language writing will be interested in the book.

**Reviewed by Sandra S. Ishikawa.**

# CROSS CURRENTS

## AN INTERNATIONAL JOURNAL OF LANGUAGE TEACHING AND CROSS-CULTURAL COMMUNICATION

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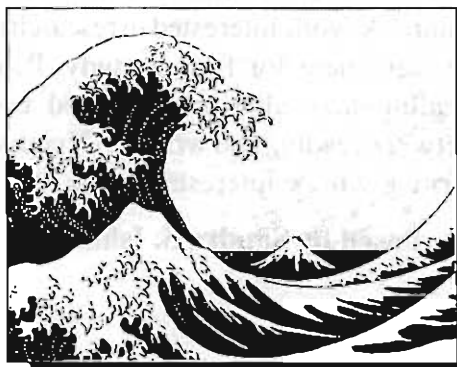
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**CURRENTS OF CHANGE IN ENGLISH LANGUAGE TEACHING.** Richard Rossner and Ron Bolitho (Eds.). Oxford: Oxford University Press, 1990. 268 pp. ¥6,000.

This volume offers a selection of articles which appeared in the *English Language Teaching Journal* between 1982 and 1988. The intention of the editors, Richard Rossner and Ron Bolitho, is to provide readers with an overview of some of the major issues which have been in the forefront of developments in EFL/ESL. There are some twenty-three articles divided more or less equally into the following three sections: (a) the role and purpose of ELT; (b) the second decade of the communicative era; and (c) issues in methodology and teacher training.

**The role and purpose of ELT.** The first section addresses cultural aspects of ELT. The first two authors, J. Rogers ("The World for Sick Proper") and G. Abbot ("Should We Start Digging New Holes?"), discuss the advantages and disadvantages of the mass teaching of English in Asia and Africa. The former suggests that we limit such teaching to those who can best profit from it and not raise the hopes of those who cannot. G. Abbot, on the other hand, while sympathizing with some of Roger's arguments, rejects his suggestions on the grounds that we cannot predict who such students will be. C. and M. Alptekin ("The Question of Culture") and L. Promodou ("English as Cultural Action") deal with the issue of the cultural content of courses, both arguing, from different points of view, for the integration of the local variety into materials. H. Krasnick ("Images of ELT") raises an issue which should stimulate reflection in all teachers. He maintains that teachers tend to adopt a superior, counter-productive attitude toward students. He quotes striking examples to support this contention.

**The Communicative Era: Second Decade.** This section opens with a contribution from J. C. Richards ("Communicative Needs in Foreign Language Teaching"). It elaborates on a number of generalizations about communication, such as the fact that it is "meaning-based," "conventional," and "appropriate." Li Xiaojun ("In Defence of the Communicative Approach") describes the implementation of a com-

municative approach in China. He does so in a somewhat uncritical manner, polarizing methodological issues by emphasizing the defects of the grammar-translation and structural approaches. He would have strengthened his position had he produced results of this three-year project demonstrating the advantages of the communicative approach. This he conspicuously fails to do.

M. Swan's "A Critical Look at the Communicative Approach" might well be considered the outstanding contribution in this volume. It examines in detail the basic tenets of the approach and finds them wanting. Given the limitations of space, one example of this will have to suffice. Widdowson (1978) has pointed out that utterances vary in meaning according to variation in situation, and that this has crucial relevance for language learning. Swan quite rightly points out that this is a feature common to all languages and that, therefore, one need not devote time to explaining this to learners. Does one, for example, as a learner of Japanese need to be told that one might use the remark "*Samui desu ne?*" to hint that one might appreciate the turning up of the heat or the closing of a window, as well as simply remarking on the coldness of the weather? Surely not.

Widdowson ("Against Dogma: A Reply to Michael Swan") responds to Swan's criticisms. He does so either by intentionally or unintentionally misinterpreting Swan's arguments or by conspicuously failing to address the bulk of Swan's contentions (see Tredigo, 1986, for a similar reaction to Widdowson's contribution). Medgyes ("Queries from a Communicative Teacher") expresses the difficulties encountered by non-native speakers in attempting to implement communicative methodology. There will be many who will recognize the problems he describes.

In "Talking Shop," R. Allwright and Rossner interview Corder, who makes a number of points concerning current methodology, some of which appear to have little empirical support. Consequently, one would have expected the interviewers to be a little more probing in their questions. For example, Rossner inquires, "Are we any closer now to

understanding how learners learn?" "Very significantly so," Corder replies, offering as evidence the unconvincing findings of the morpheme order acquisition studies (see McLaughlin, 1987, pp. 31-34, for a review of research which casts serious doubts on the validity of the invariant morpheme acquisition hypothesis. Later in the interview, Corder maintains that teachers should concentrate on the teaching of vocabulary "on the grounds that grammar will look after itself." Substantial research evidence in support of this claim is lacking (see Long, 1988, for a review of the relevant research, but particularly of the effects of formal classroom language instruction). If interviewers allow to pass unchallenged such statements by leading figures in the field, they do a disservice to the readership. The other "Talking Shop" article in the third section, in which C. Gattegno is interviewed by Rossner, suffers from a similar defect. Gattegno makes various unsubstantiated statements which the interviewer allows to pass unchallenged.

**Issues in Methodology and Teacher Training.** Maley ("New Lamps for Old") gives a summary of developments of the decade before 1983. It will prove useful to those who are new to the literature. However, it is a largely uncritical review. Allwright ("What Do We Need Teaching Materials for?") and R. O'Neill ("Why Use Textbooks?") offer two diametrically opposed views on the value of commercially produced materials. Striking differences characterize the opposition. Allwright's is research-based and fully referenced. O'Neill's is experience-based and contains no references. However, the latter's arguments are more convincing, at least from this reviewer's point of view.

The field of EFL is characterized by numerous myths masquerading as received wisdom. One of these maintains that video will facilitate comprehension. I. Macmillan ("Video and Language Comprehension") throws doubt on this, showing that research findings indicate that visual information accompanying verbal information may cause reduction in comprehension. This is an important finding worthy of further research in ELT.

Wenden ("Helping Language Learners Think about Learning") provides teachers with a useful approach in analyzing students' learning styles and strategies. However, caution is advisable before embarking on such an approach. The issues involved here are complex, as is indicated by the extensive recent literature on the subject (see Oxford & Crookall, 1989, for a review of the relevant literature). The next article is by D. King ("Counselling for Teachers"). It is a short but informative paper on counselling and its relevance to teaching.

R. Nolasco and L. Arthur ("You Try Doing it with a Class of Forty") describe a project entailing the establishment of a communicative approach in Moroccan schools. In doing so they attempt to counter the objections of those teachers involved. They do so convincingly, providing that is, that one can be convinced by arguments without empirical support. E. Ramani ("Theorizing from the Classroom"), J. Harmer ("Balancing Activities"), G. Carter and H. Thomas ("Dear Brown Eyes"), and R. Ellis ("Activities and Procedures for Teachers") contribute articles related both to teacher training and teaching. Teachers and teacher-trainers will find these articles both useful and informative.

One might judge a collection such as this on the basis of the sum of the qualities of the individual papers. However, to do so would entail failing to evaluate the extent to which the editors have been successful in achieving their aims: that is, to provide a reflection of the field between 1982 and 1988 as shown in *ELT Journal* articles. During this period, *Journal* articles have dealt with a wide range of interests relevant to practicing teachers. This collection covers most of them. However, it is surprising to find no articles on testing or listening comprehension, two areas which have been both important issues in the field and the subject of papers published in this journal. It is also rather surprising to find that seven of the articles in the collection come from two consecutive issues (numbers 2 and 3 of volume 40, 1986). During the period covered by this volume, there were some twenty-eight issues of the journal. One would have expected a more even distribution.

In spite of these criticisms, the volume does provide an informative and sometimes stimulating account of most of the major issues. Practicing teachers will find it a useful resource, providing that is, as the

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editors imply in their conclusion, they approach the book in a spirit of inquiry but with a dash of healthy skepticism.

**Reviewed by Ronald Sheen, Tottori University**

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