Reviews

Teachers as Course Developers. Kathleen Graves (Ed.). Cambridge: Cambridge University Press, 1996. 213 pp.

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Anyone who attended presentations at JALT '94 in Matsuyama or heard the JALT '94 plenary address, "Teaching as Decision Making: A Means to Reflective Practice," by Don Freeman, TESOL President at that time, will recognize the general theme of Graves' *Teachers as Course Developers.* While Freeman called for recognition of a theory of teaching, Graves asks teachers to create theories about their own teaching by focusing on their own experiences. In Graves' book, this theory building takes place against the backdrop of individual teachers developing courses.

The book contains eight chapters, the first two of which Graves wrote as introductions to the book and to her framework of course development. The other six are accounts of course development written by ESL and EFL teachers practicing in various situations—a man in Boston helping Chinese immigrants learn essential English as workers in a nursing home, a woman in Japan designing a social studies course for seventh graders in an international school, a woman in Ecuador creating an academic English course for adults, a woman helping students become better writers of English in Brazil, another woman in Japan designing an advanced listening course for Japanese junior college students, and a woman in the U.S. helping Asian, European, and Latin American executives use English more effectively in the corporate world. Reading these accounts just for the feel of the variety of situations in which ESL/EFL teachers teach is reason enough to get the book. The experiences of these teachers are simply fascinating.

At the end of each teacher's account, Graves adds an "Analysis and Tasks" section which help individual readers/teachers focus on various issues raised by the teacher's account. In plain, accessible language, Graves calls on teachers, for example, to create an explanation of goals and objectives for a course they teach to non-teachers, and then to

note how they do the explaining and what elements stand out in their explanations. Anyone who has tried this with department heads at his or her own school will know how very painful, yet clarifying and revealing this process can be. An added bonus is the inclusion in apppendicies of many of the documents the contributors created in the process of developing their courses. In particular, Carmen Blyth (chapter five, pp. 86-118), provides a detailed daily syllabus of her English for Academic Purposes course which should interest other teacher-cum-course developers.

Graves' framework of course development (described in chapter two) consists of needs assessment, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organizing the materials and activities, evaluation, and consideration of resources and constraints. Each of the teachers' accounts in chapters three through eight focus on some aspect of these framework elements. Johan Uvin (chapter three, pp. 39-62), for instance, focuses on needs assessment, an issue in curriculum and course development that can hardly be explained or described enough. The elements of Graves' framework of course development are classic (see, for example, Brown, 1995, p. 20), but she goes into more detail than do many curricularists, which makes *Teachers as Course Developers* all the more accessible. Of particular interest is Graves' "conceptualizing content," where she helps teachers clarify their assumptions about language, language use, syllabuses, classroom activities, and learning strategies through a kind of expanding visual grid.

Along with aids such as this grid, through diary writing, and through a process Graves calls "problematizing," which really is a kind of hypothesis making, teachers can develop courses and thus, in my mind, create theories of their own teaching. However, Graves never states explicitly that this is what she is doing. Instead, she uses terms like "draw on their own experience," "providing them with a conceptual framework," "identify challenges," "figure out," and "need to understand," to describe what she thinks teachers should be doing in their journeys inwards.

Graves' approach to theory lacks conceptual clarity in that she makes a distinction between what she calls "theory in the general sense," and "personal theory." She seems to believe that the theory in her "theory in the general sense" is not a product of human cognitive processes and human subjectivity, and that "personal theory" is. She cites Prahbu (p. 2) in defining theory in the general sense as "an abstraction that attempts to unite diverse and complex phenomena into a single principle or

system of principles." She then defines personal theory as "a subjective understanding of one's practice . . . that provides coherence and direction" (p. 2). I fail to see the difference between the two definitions. Isn't "one's practice" a set of "diverse and complex phenomena"?

Based on this dubious distinction between theory and personal theory, Graves seems to say that theories coming from sources external to the teacher are to be ignored, while theories that teachers themselves create in the course of teaching are to be the sole focus. One example of this comes from Graves' account of a teacher who was assigned to teach a 140 student conversation class. In the context of discussions of doing a needs analysis questionnaire with these students, the teacher commented she wanted to see some examples of needs analysis instruments that others had done so she herself could get an idea of what kind of needs analysis she wanted to do. Graves took exception to this because she felt the teacher had to "problematize" her situation first, that is, the teacher had to "understand the givens of her situation . . . identify the challenges that will shape her decisions . . . and figure out what must and can be done" (p. 5). She seems to say that the teacher has to first create some of her own hypotheses and theories about her situation before consulting external sources, such as books, articles, or colleagues. But who is to say that perusing needs analysis instruments written by others is not part of this particular teacher's theory building? Perhaps by seeing what others had done (theorized) in their situations, the teacher could more effectively conceptualize the whole notion of doing a needs analysis. Taken several steps further, why should teachers be reading *Teachers as Course Developers?* The theories developed by the contributors to the book are, after all, external to the readers of the book. Why should their stories matter to me, for instance, if I am to build my own theories about my course development processes, without external influences? No doubt this is stating it too strongly, but it does illustrate the puzzling loop I perceive in Graves' thinking.

Despite this lack of clarity about the uses of theory, Graves has created an impressive volume of teachers' stories, and has helped them document the processes of their teaching. Perhaps by reflecting on their stories, we can more effectively understand our own.

Reference

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Verbal Hygiene. Deborah Cameron. London: Routledge, 1995. 264 pp.

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Readers of the *JALT Journal* will know Deborah Cameron as the au-
thor of *Feminism and Linguistic Theory* (FLT) (1985), in which she ad-
dressed the theory of the relation between language and world view as
seen in the relation of language and gender. Whether or not one agrees
with it, FLT cannot be dismissed, as such critical and thought-provoking
syntheses are unfortunately rare and are thus to be welcomed, irrespec-
tive of the reader's ideology.

It was with these thoughts in mind that I greeted her 1995 work,
Verbal Hygiene (VH) . Cameron brings her familiar intellectual honesty
and passion to bear on the subject of "verbal hygiene," which she de-
fines as "the practice by which people attempt to regulate" language use
(p. XX). She coined this expression to cover a variety of evaluative
activities people engage in to combat what they view as abuses of "our"
language. One's first reaction to the phrase "verbal hygiene" may be to
conjure up images of an individual, perhaps oneself, sitting in a lan-
guage laboratory or in front of a mirror, carefully repeating after tapes in
order to get one's French "r" out right–pronounce it "cleanly." Or more
locally, an image of new female employees at Japanese companies who
undergo special training so that they can start on April 1st, able to use
keigo appropriately as well as serve tea, answer the phone, and dress,
and even sit down "politely." Clearly, this 264 page book is about more
than such matters; yet such personal images provide anecdotal evidence
of the everyday discourses and practices which fit into what Cameron
means by verbal hygiene.

VH focuses on language use, rather than usage. "Usage" refers to the
conventionalized, generally accepted "rules" about correctness, which
are typically found in dictionaries and pedagogical grammars of a lan-
guage. If a student asks me whether "If I were you . . ." or "If I was
you . . ." is correct, for example, I always explain that for an English
examination only the first one is correct usage. The second one, "If I
was you . . ." involves the question of use, that is, what people actually
do in everyday situations. It is this area of linguistic analysis that con-
cerns Cameron. The importance of use is apparent in the ubiquitous
presence of writers devoting whole books to the state of a language,
usually their mother tongue, a well-known example of such activity, for
Americans, being William Safire's syndicated column "On Language."

However, VH tackles more than instances of language use or misuse. First, it makes a spirited survey of contemporary verbal hygiene practices, such as the political correctness movement in the U.S. Second, drawing from current language and cultural theory, it analyses the motives and meanings underlying verbal hygiene. Third, VH addresses linguists directly, many of whom take pride in what they believe to be the description of language use, reject any notion of prescriptivism, and hold firm to the stance that change in language use and usage is normal and inevitable. Although a linguist herself, Cameron argues otherwise.

In chapter 1, "On verbal hygiene," Cameron argues that investigation of the phenomenon of verbal hygiene is a worthy pursuit for its ability to shed light on the relation between language, society, and identity. Starting with the observation that "humans do not just use language, they comment on the language they use" (p. 1), she contends that normativity is an essential part of language-using, which is a "social, public act." This implies the need for minimum normative standards, in order for communication with a minimum of problems to occur between and among individuals. Distinguishing verbal hygiene, norm-observing, from prescriptivism, which seeks to enforce norms, the first chapter addresses the social construction of normativity and the underlying ideology of value judgments. Cameron considers the ways the fear of fragmentation of communication covers deeper fears of social fragmentation deeply embedded in post-modern societies (Turner, 1989). Having established that verbal hygiene is essentially about values, Cameron next examines particular sets of practices and values underlying evaluative discourse about language for writers (chapter 2), national educational curricula (chapter 3), political correctness (chapter 4), and gender and language (chapter 5). In all cases, her concern is not about using "proper" grammar for its own sake; "proper" language use has symbolic meanings at the individual and societal levels.

"Restrictive practices: The politics of style," chapter 2, examines institutionalized verbal hygiene practices of style guides for writers, specifically journalists, focusing mostly on *The Times* (of London) and *The Chicago Manual of Style*. This chapter shows the moral judgments underlying the myth that "good" writing is self-evident. A careful study of the style manuals along with interviews of editors in the UK and the US enables Cameron to describe and explain the role of craft professionals, particularly editors, in regulating the language of the print media. This leads her to conclude that the entire endeavor is "characterized by authoritarianism, mystification, irrationality, and lack of critical engagement" (p. 77). Editorial fetishes of "correctness," "consistency," "trans-

parency," and "uniformity" communicate a preoccupation with the per-
fectibility of communication and hyper-standardization. Cameron shows,
moreover, that the underlying purpose is to comodify "style," to sell it as
a high-class product, and one which gate-keepers such as editors con-
trol. While criticizing the verbal hygiene practices of the style keepers,
Cameron is more interested in raising awareness and demystifing the
workings of this particular form of VH.

Chapter 3, "Dr Syntax and Mrs Grundy: The great grammar crusade,"
is a case study of the "curriculum wars" which led to the 1988 Education
Reform Act and the national school curriculum in the UK. It will be
immediately accessible to British readers, American readers will relate it
to debates in the U.S. about a "national curriculum." Readers based in
Japan will note the Ministry of Education's (MOE) continuing involve-
ment in language education at all levels, as evident in recent news
reports on the introduction of English in primary schools. Among the
controversies subsumed within the British debate about a national school
curriculum was a highly politicized one about English teaching, specifi-
cally the teaching of grammar. The "pro-grammar ideologues" (p. 86)
held classroom teachers responsible for "falling standards among pupils
and ideological subversion among teachers" (p. 89). Thus, under the
cover of emphasis on proper spelling and grammar, the conservative
supporters of the National Curriculum proposal insisted on standard
English as the only acceptable dialect, for they feared threats to the
mother tongue and national culture. Cameron claims that grammar be-
came a "moral metaphor" for a "cluster of related political and moral
terms: order, tradition, authority, hierarchy, and rules" (p. 95).

As with editors' verbal hygiene, the moral symbolism becomes appar-
ent upon examination: verbal hygiene and moral or social hygiene cannot
be separated and, while one can deplore the beliefs which inform the
value judgments, one cannot ignore the apparent importance of the stan-
dards and values being promoted or the power of those holding them.

Chapter 4: "Civility and its discontents: Language and 'political cor-
rectness'" approaches a highly charged topic. As Cameron states, the
political correctness (PC) debate is essentially about deciding whose
values should be conveyed through planned, pro-active efforts to change
language use. On one level, opposition to politically motivated lan-
guage change represents rejection of feminism, multiculturalism, and
other minority group issues; yet, on a deeper level, it signals questions
about the extent to which language can influence ideas and about folk
linguistic views of how meanings are created and by whom. This chap-
ter briefly surveys the development of PC, its origins in the New Left in

the U.S. in the 1960s and 1970s, and the non-sexist language guidelines developed by the University of Strathclyde's Programme of Opportunities for Women Committee (POWC). Cameron explains that the arguments in favor of using non-sexist language include the notion of "civility" (PC language purports to show greater sensitivity to others' feelings); a concern with accuracy and transparency of meaning (generic masculine terms, for example, might be misleading); and finally fairness (inclusiveness in language use of men and women). Clearly, the verbal hygiene practices of PC can have a long-term effect on changing attitudes. Average people, who may or may not be interested in social change, often object to this. They zero in on what they see as an organized attempt to destroy the existing relationships between words and reality, following the commonsense notion that words correspond one-to-one to things in the "real world." Specifically, Cameron states "the debate on 'political correctness' is most obviously a debate about how democracies made up of diverse populations subscribing to a variety of beliefs and customs are to preserve a common culture" (p. 160). The endless discussion about language implies a lack of social consensus and the end of the belief in a value-free language. Consequently, Cameron advocates public acknowledgment about how language is used and who decides how it is to be used.

The final topic-oriented chapter, chapter 5: "The new Pygmalion: Verbal hygiene for women," discusses the self-improvement movement's concern with a linguistic remodeling of the individual. Verbal hygiene in this case focuses on the notion that the way women speak is problematic, particularly in male/female communication in the work place where men view women as lacking appropriate management skills. A rich body of literature exists on language and gender, in which linguistic research comes together in the best-sellers of Tannen (1986, 1990).

One consequence of this concern has been to advise women on how they should speak and perform their identities as ideal women in the workplace. Cameron illustrates this phenomenon by drawing on both historical and contemporary advice literature. She comments that the proliferation of this in recent years may particularly reflect modern insecurities about femininity. Further, citing an article in *Cosmopolitan*, she notes the recognition by the general public that female speech habits may not be helpful and that learning to be more assertive might enable a women to function more effectively. Assertiveness training subsequently became the main thrust of the self-help literature and workshops have become part of the mainstream efforts to empower women, linguistically and otherwise.

However, the story does not end here as Cameron is quick to point out. Career advice for women that they should talk like men (e.g. speak more directly, avoid using tags, hedges, and interrogative intonation on declaratives) conflicts with relationship advice offered in many of the same magazines, where "feminine" interpersonal skills are valued. Efforts to overcome the negative stereotype of career women as lacking in authority and credibility lead women in exactly the opposite direction of the socially approved norms for women who wish to be attractive to men. Once again verbal hygiene practices go beyond a manipulation of linguistic features; in this case, women seek to overcome their insecurities both in the workplace and in relationships by resorting to the advice in the self-help manuals, whose main function is maintenance of male-female distinctions.

The final chapter, chapter 6, "On the state of the state of language," synthesizes the issues raised in the previous five chapters. The chapter's title refers to attempts to clarify the nature of language, an "overview that will tell us where we are" (p. 212), as if language were something static and unchanging. In VH, however, Cameron demonstrates how "the 'state of language,' is a discursive construct, not an objective description of certain linguistic phenomena" (p. 212). She contrasts the ubiquitous view of language as a "natural" phenomenon with language-using as social practice, as a form of behavior through which human beings act in the world and suggests some principles informing the concerns of verbal hygienists.

Finally, she returns to the question of the role of experts, specifically how linguists can meet the challenge of verbal hygiene without compromising their intellectual values. As Cameron, in my opinion, rightfully states, linguists "make value judgments about language use without stating their criteria" or acknowledging that they are doing so. If linguists claim a particular instance of language use is "acceptable" or "appropriate," they need to define their terms and not hide behind a false cover of "anything goes," as if any use of language were equally acceptable in the social world; normative intent underlies any statement of appropriacy. Cameron concludes by calling on linguists to acknowledge the deep-seated concerns of those who support verbal hygiene, and to work with them, rather than denying what seems to be a pervasive, human phenomenon.

VH has obvious relevance for readers with interests in sociolinguistics, the sociology of language, critical discourse analysis, and the study of language, politics, and ideology. While extremely well-written and edited, and full of interesting, compelling examples, it is not an easy read

as, to make her points, Cameron's argumentation on specific points can continue through an entire chapter, while the macro level argument, i.e. that verbal hygiene is about a lot more than promoting "correct" language use, is sustained throughout the entire book. There are numerous treasures along the way: humorous anecdotes, well-chosen phrases, curious examples of verbal hygiene, and indeed the carefully worked out argumentation. One has to admire the author for her intellectual honesty in taking apart the verbal hygienists as well as her own colleagues, fellow linguists.

As for the usefulness of VH for *JALT Journal* readers, I highly recommend the book to readers who want a better understanding of what human beings do with language in the real world. VH provides interesting and timely reading whether one wants an engaging review of current verbal hygiene practices or an exercise in cultural analysis of one fascinating manifestation of what are generally viewed as conservative reactions to language use in postmodern societies.

However, Cameron's conclusion that linguists should descend into the fray and address the perceived needs of lay people to have some control over what happens to language in society most directly relates to the current situation in Japan regarding the possible introduction into the primary schools of English language education. Recent deliberations inside the MOE concerning the wisdom of introducing English language education into the primary schools in Japan are clearly not an example of verbal hygiene. However, the same critical analysis which Cameron employs indicates that teaching English as a foreign language at an earlier age symbolizes an attempt to do more than have the pupils learn some English. It is an experiment in social engineering, with one of its goals to help pupils develop their ability to express themselves in any language, including their own language, as some of the statements of Japanese people imply in private discussions of this matter. Articles in the popular press already indicate the controversy greeting the MOE report on this topic (see Fukushima, 1996). It is early and these articles do not provide enough detail to get a clear picture of the MOE's stance; nevertheless, it is clear that popular opinion is based on folk linguistic beliefs which, from a linguistic point of view, may not be strictly valid. Linguists and other experts in education have a clear role to help clarify the extent to which many of the issues regarding English language education in primary schools concern language and education less than they deal with social, political, and economic issues, and deeply involve the ethnolinguistic identity of Japanese people. Linguists need to work with the lay public to develop more informed standards, to make in-

formed decisions. Perhaps Cameron's book can help us make sense of this particular effort to regulate language and society.

Acknowledgment

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Understanding Metaphor in Literature:An Empirical Approach. Gerard Steen. Longman. London. 1994. xiii + 263 pp.

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This dense book, part of Longman's *Studies in Language and Linguistics* series, attempts to provide empirical evidence to support several hypotheses about how people understand metaphor in literature. Steen has been greatly influenced by the "cognitive turn" in metaphor analysis; his inquiries are meant to "make progress from the recently achieved theoretical perspective on metaphor as cognition to the development of a cognitive view of metaphor in discourse processing" (p. 5). In the first chapter he reviews this achievement, in order to provide a firm foundation on which to build the reporting of his research. In chapter one he also lists the questions that constitute the main subject of the study:

If people's use of metaphor has become part and parcel of our view of cognition, and its proverbial relation to literature has been undermined, what is the relation between metaphor and literature? Can we still speak of such a thing as "literary metaphor"? And do metaphors in

literature have a special cognitive function which can be differentiated from the cognitive function of metaphors elsewhere? Where do we have to look to find an answer to these questions: in language, in cognition, or still other areas related to literariness? (p. 5)

Steen's book contains three sections, each combining a review of pertinent articles with discussion of his own research. Each section owes much to a specific researcher or team. Part I, "Reader, Text, Context," builds on yet disagrees with some 'findings and methods found in Lakoff and Johnson's (1980) *Metaphors We Live By*. Part II, "Processes," builds on the work of Van Dijk and Kintsch (1983). Steen characterizes metaphor processes more specifically than these writers, paying more attention to communicative processes. Part III, "Properties," draws on and attempts to improve on Schmidt's empirical study of literature (1980).

Steen utilizes a variety of materials and procedures. Those less familiar with psycholinguistics and the empirical study of literature, but familiar with the analytical style of Lakoff, and Lakoff's work with Johnson, may find the contrast provocative. Lakoff and Johnson (1980) argue that metaphors in everyday language and life give coherence to life, and "play a central role in the construction of social and political reality" (p. 159). Their conclusions are analytical and speculative, based largely on analysis of lists of metaphorical usage. For example, they list and examine usage that are built upon ideas such as "ideas are food" or "the eyes are containers of the emotions" (pp. 46-50). Steen has gathered empirical evidence, thus taking into account factors that might be neglected by this more analytical approach.

Steen's array of techniques in and of itself will show some readers the vast potential for research in the study of reading. Techniques includes subjects' identification and explanation of metaphors in 400-word reading passages; rating of metaphorical phrases (highlighted within sentences and brief passages) using Semantic Differential pairings such as original-trite, shocking-touching; and, comparison of subjects' performance during "thinking aloud" experiments. I will describe, generally, most of Steen's experiments, as the variety of methods is a strength of this book.

In the first of two experiments contained in his chapter "Metaphor and Literariness," Steen asked his subjects to underline and explain ten metaphors in a literary excerpt: Norman Mailer's *Miami and the Siege of Chicago: An Informal History of the American Political Conventions of 1968*. (This book blends a literary and subjective style with journalistic reportage.) In their explanations, 42 subjects were supposed to explain why the underlined passages were, in their opinions, literary or literature. There were two groups of subjects. The group which had recently

received formal training in literary analysis underlined more metaphors than did those who had not recently received instruction. Steen also found that both groups tended to underline and explicitly identify metaphors that had been defined (by language and literature teachers) as having a "high degree of metaphoricity" as opposed to metaphors that had been defined as having a "low degree of metaphoricity." Explicit identification was determined by the subjects' use of words such as "metaphor," "image," and "analogy" in their explanations (pp. 59-61).

In a related experiment, Steen looks at some other effects of context on reading. He asked subjects to read two passages and underline and explain language that was literary or journalistic. Both excerpts were in Dutch, one having been taken from a daily newspaper, and the other one from a novel. The subjects were divided into two groups. One group was given the genuine identification of one passage as journalistic and the other as literary; the second group was told that the journalistic excerpt was literary, and the literary excerpt was journalistic. Thus, Steen could study the effects of "text presentation" (p. 67). He presents statistics to support his hypothesis that it is "the literary reading task which promotes attention to metaphors" (p. 70). Subjects highlighted metaphors as typically literary when they thought they were reading literature. They did not use expressions related to metaphors (metaphor, image, comparison) when they explained why language was typically journalistic.

In the book's second section, "Processes," Steen builds on the previously mentioned experiments. He incorporates aspects of other studies of reading, especially Van Dijk and Kintsch (1983), whose work he admires but considers limited as it focuses on the goal-directedness of reading. Steen will take into account "the role of social contexts in the formation of goals for discourse processing" (p. 85). His aim is to "develop an integral theoretical view of metaphor processing during reading" (p. 83). He then will use empirical research to investigate his "provisional picture" of metaphor processing (p. 83). He wishes to provide tools, as it were, that will facilitate the study of metaphor. To this end, he modifies Kintsch's model (Steen, p. 85) which he believes relies too much on the structure of the text as the basis for a theoretical model. The improved model should include three steps: decoding, conceptualization, and communication (p. 85). "Communication" aspects of cognitive processing have been particularly neglected, according to Steen.

In the literature review that precedes his experiments on process, Steen asks and provides possible answers for these questions: "Are all metaphors understood in two stages?" and, "Are metaphors always recognized as such?" (pp. 90, 94). Steen agrees with Gerrig that in time-

limited situations (conversation, theater), there is minimal connection between comprehension and appreciation (p. 105). Bearing in mind the three-part model of reading, the many-faceted process of understanding metaphor, and the relevance of time limitations, Steen proceeds to use a thinking-aloud experiment to examine closely the process of metaphor comprehension. In so doing, he tries to determine whether the previously explained parts of the metaphor understanding process are important in literary reading, and also, whether there might not be additional factors that must be included in studies of literary metaphor processing (p. 107).

In the study, sixteen subjects (seven students and nine lecturers) were asked to read one of eight possible Dutch texts (seven literary and one non-literary). They were given the texts one sentence at a time. Each new, underlined sentence was added to the passage, on a new piece of paper. Readers were asked to verbalize everything that came into their minds. They were asked to concentrate on each new sentence, and not to re-read, although it was possible to do so. Also, subjects were told to refrain from explanation and interpretation.

Steen notes various kinds of processing that occur in the readers' responses. These include focus processing, vehicle construction, analogizing, functionalization, and refunctionalization (pp. 124-128; these terms are all clearly explained). Thus, Steen provides evidence to support a complex model for metaphor processing.

He concludes that some types of processing seem more likely to occur when reading literary texts, specifically those types of processing that he has defined as not involving analysis and explication. He suggests that these kinds of analysis are "probably much more tied to educational or scientific analysis than to other kinds of text processing" (p. 130).

Next, having classified aspects of metaphor processing, Steen uses some materials from a previous experiment (the two Dutch texts from his underlining experiment) to test his hypothesis that literary socialization influences metaphor processing. He compares the behavior of anthropologists and literature lecturers, and offers explanations for similarities and differences (pp. 151-154).

In the third section of this volume, "Properties," Steen builds on his findings regarding the nature of metaphor processing. In this section he classifies literary and journalistic metaphors according to five dimensions. Three are relatively cognitive: linguistic form, conceptual content, and communicative function; two classifications are "less cognitive": emotive value and moral position (p. 181). Steen opposes some literary critics' "devaluation of the text as an autonomous phenom-

enon" and their sometimes "extremely reader-oriented view of read-
ing," (p. 165). The five dimensions reflect this broader view.

In two studies Steen asked subjects to rate metaphors using the Se-
mantic Differential technique. The goal was to use the ratings to help
classify specific metaphors according to the five property classifications.
Subjects rated words or phrases contained within short passages from
literary and journalistic sources. The SD technique, originally developed
to study vocabulary, involves the rating of metaphors using opposites;
the scales were chosen to pertain to the five property classifications.
"Shocking-touching," for example, pertains to the emotive property of
metaphor. Subjects rated a metaphor on a scale of 1 to 5, depending on
whether they found it shocking or touching. (A "3" was chosen if both
or neither was thought to be appropriate.) This technique has the obvi-
ous advantage of producing numbers that can be incorporated into eas-
ily understood tables and graphs.

One conclusion Steen draws from this study is that journalistic meta-
phors are biased, possibly because this discourse's concern for "societal"
interests. Literary metaphors "express a factually more disinterested, aes-
thetic attitude" (207). Steen himself mentions that a weakness of this study
is that the reader might rate the entire passage, or context, instead of just
the highlighted metaphor. It would have been easy, assuming Steen's ex-
amples of passages are representative, for readers to determine whether a
passage was excerpted from a newspaper or a work of fiction. If the raters
were rating the entire passage, Steen's conclusions about the properties of
the metaphorical language itself are weakened. Steen's mention of this
possible weakness demonstrates a noteworthy aspect of this volume that
the author tries to qualify his findings when necessary.

Researchers from other disciplines, including critical discourse analy-
sis, may be inspired to imitate Steen's methods. Norman Fairclough has
appealed to researchers to include close textual analysis in their work
(p. 208). Fairclough suggests that researchers could strengthen their work
with a "three-dimensional view of discourse and discourse analysis," a
view that includes "analysis of context, analysis of processes of text
production and interpretation, analysis of text" (p. 211). Even a reader
who prefers more general analysis will probably be impressed by the
variety of Steen's methods, which take into account the first and third
types of analysis suggested by Fairclough. Steen's attempts to refine and
adapt methods might provide models to researchers trying to incorpo-
rate the methods of social science into their work.

Some readers might think that Steen's efforts to distinguish between
literary and journalistic processing is narrow, as it does not seem to

account for the "intertextual" qualities (to use Fairclough's terminology) that seem self-evident in many twentieth century texts. Steen hypothesizes that works of literature will exhibit qualities of "polyvalence" and "form orientation" and his studies bear this out (p. 35). But those who study journalistic writing, political speeches, advertisements, and other kinds of texts might argue that these too are sometimes polyvalent and form-oriented to a high degree.

The book title of *Understanding Metaphor in Literature* indicates that this work also will be of interest to literary theorists and critics. However, Steen's remarks regarding literary critics are often condescending. For example, when contrasting the literary critic with the "ordinary reader," he describes the critic's reading as unsuitable as a model for reading because it is influenced by his or her status as a paid professional who has unlimited time to analyze texts (p. 75). This condescends not just to the critic but also the so-called ordinary reader, whose readings might be similar to critics' readings under similar circumstances, that is given the time and resources. In another instance, Steen refers to the "language game of literary criticism" (p. 76). The language of such assessments, especially the use of words such as "game," implying an amusement, contrasts critics' work with the serious, objective endeavors of scientists, work obviously associated here with Steen's own procedures.

That said, those whose interest in literature is more aesthetic than empirical may find that many of Steen's conclusions seem plausible, and his findings may even corroborate their own experiences of processing metaphors. Steen's clearly explained research might well inspire further research. It may offer advice by way of example for researchers interested in how people understand metaphor.

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The Functional Analysis of English:A Hallidayan Approach.Thomas
Bloor and Meriel Bloor. London:Arnold, 1995. 278 pp.

Reviewed by
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The study of grammar is seldom seen as a vehicle for studying social
aspects of English. However, *The Functional Analysis of English: A
Hallidayan Approach* provides the tools to do just that. This book dem-
onstrates a way of looking at not just what can be done grammatically
in English, but what is done and why. Bloor and Bloor claim that:

> Since a speaker's or writer's choice of words is constrained by the situation
> of utterance, and since words and groups of words take on special
> significance in particular contexts, the grammar must be able to account
> for the way in which the language is used in social situations. (p. 4)

This claim underpins functional grammar in the Hallidayan model.

The Functional Analysis of English offers an accessible introduction
to Halliday's functional grammar. While this book focuses on develop-
ing a basic working knowledge and understanding of the grammatical
system as proposed by Halliday, it is not just a grammar book. It pro-
vides readers with useful and succinct notes on some basic notions in
Halliday's linguistic theory, historical influences on the theory, practi-
cal suggestions for English language teaching, and suggestions for fur-
ther study and reading in the area. This makes the book particularly
useful not only for students, but also for teachers who wish to see the
insights a grammar can provide into the connection between language
and the functions it serves in our lives.

The authors cover much of the content of Halliday's *An Introduc-
tion to Functional Grammar* (1994), albeit in a less complex manner,
and occasionally direct the reader to relevant chapters of Halliday's
book for further reading or for clarification of points. The first chapter
introduces some basic notions in the theory, such as linguistic choice,
the centrality of the analysis of authentic texts in developing linguistic
description, and the notion of "rank." Chapter two explains functional
labeling in a grammatical system as well as the place of class labeling.
This provides a useful link between traditional grammatical terms such
as adverb and adjective, and functional grammatical terms such as
modifier or actor. The remaining chapters take the reader carefully
through terminology, examples, and exercises in the grammar.

Halliday's book does not include exercises for the student, and so,
Bloor and Bloor offer a practical, hands-on exploration, making it ideal

an companion workbook to the Halliday volume. The exercises appear at the end of almost every chapter along with answers or suggested answers, depending on whether the question is open-ended or not. Exercises are varied, interesting, and challenging and make use of authentic texts in English from a variety of sources, including literature, the sciences, instruction manuals, recipes, jokes, and oral exchanges. They provide practice in analyzing clauses, identifying certain grammatical features of texts, comparing and contrasting texts, and interpreting grammatical choices in texts. The following exercise is taken from chapter six, "Process and Participant."

> Exercise 6.6
> Explain the following old joke in terms of Process and Participant.
> Comedian A: My dog's got no nose.
> Comedian B: Your dog's got no nose? How does he smell?
> Comedian A: Terrible. (p. 129-130)

The use of authentic texts throughout confirms the authors' aim to link grammar with the ways it is used in different situations, and offers a meaningful approach to the study of grammar rather than an approach which views grammar as merely a set of rules. The way in which the exercises and their answers are set out, however, is a shortcoming. The exercises appear on pages adjacent to the answers, making it difficult for students to work without referring to the answers. Because of this, the analyses in these exercises are probably best used as examples for analyzing other texts that the teacher or students bring to class. However, teachers do need to be aware that authentic texts may be more difficult to analyze than they first appear.

The second to last chapter of the book suggests possible applications of the grammar and outlines some significant research conducted within a functional framework. This chapter includes a section on English language teaching applications and a section on writing in science and technology. Both of these are minor sections in the book but they provide very useful insights. The section on English language teaching applications overviews some significant work within the Hallidayan (and related functional) framework on English language teaching, for example, cohesion, genre studies, and hedging in academic writing. It also provides examples of the application of a functional grammar in the TESOL classroom, specifically for the teaching of academic writing. One example refers to the way in which academic writers modify their claims. Bloor and Bloor note that:

> . . . when researchers writing in English make knowledge claims based on their research evidence, they rarely make bald confident statements,

but they usually modify their propositions by the use of modal verbs such as 'may,' modal adjuncts such as possibly or lexical items that decrease the force of a proposition such as 'indicate' or 'appear.' (p. 231)

The section on writing in science and technology would be useful for anyone required to teach a content-based curriculum. In this section the authors not only direct the reader to relevant research in the field, but outline specific examples of the ways a functional grammar can lead to an understanding of the way in which language is used and structured in certain content areas. An example of this is the following quotation which refers to scientific writing. Bloor and Bloor state that:

> The tendency to use Nominal Groups rather than verbal processes has a number of major effects on scientific text. Firstly, it is a means whereby all reference to people can be omitted, and scientific knowledge can be presented as though it has some external objective reality quite apart from the people who are engaged in observing or researching it. This facilitates the expression of general "truths" and "claims" about the nature of the world. (p. 223)

The final chapter sketches the historical setting of Hallidayan approaches within the field of linguistics. This includes some of the major influences on Hallidayan linguistics and some of the differences between this approach and that of other linguists such as Chomsky. This is particularly useful as background information for language and linguistics teachers who are not particularly familiar with the Hallidayan school of linguistics and its connection to other schools of linguistics. It is also an accessible guide for students who are studying introductory linguistics.

Each chapter includes a summary of the main points covered and each chapter but the first includes a "further study" section directing readers to significant and related research in the area covered in that chapter. At the end of the book is a comprehensive glossary of terms, a full bibliography, and an index.

The authors are both highly experienced practitioners in the field of English language teaching, teacher training, and applied linguistics research. Within the pages of this book they demonstrate a thoughtful understanding of what teachers and students would like in a textbook on grammar, particularly if they are approaching this grammar for the first time.

The Functional Analysis of English: A Hallidayan Approach is suitable for introductory linguistics courses and English grammar courses at the university level, as a reference guide to functional grammar for language and linguistics teachers, as a companion workbook to Halliday's *An Introduction to Functional Grammar*, as a source book for func-

tional grammar exercises using authentic texts, and for anyone with an interest in functional grammar.

Reference

Halliday, M.A.K. (1994). *An introduction to functional grammar* (2nd ed.). London: Edward Arnold.

Teaching Business English. Mark Ellis and Christine Johnson. Hong Kong: Oxford University Press, 1994. xiv + 237 pp.

<div align="right">

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Imagining a more complete volume for the instructor motivated to improve his or her business English classes is a difficult task. Teaching Business English effectively synthesizes crucial information about professionals and their working world with theoretical principles drawn from teaching methodology, linguistics, and language testing. This mix of specific content issues with more general teaching concepts makes Ellis and Johnson's book ideal for those teachers of English for Business Purposes who are starting out, as well as experienced instructors who seek a fresh reference.

The book branches into three parts. Part one, "Introduction to Business English," draws upon the history of the field, the categories of learners who commonly need business English, the types of schools where English is taught, and resources available to the developing business English teacher. Part two, "Analyzing the needs of the learners," suggests means of gathering necessary information. Needs are broadly based on four learner characteristics: existing language abilities, job type such as managerial staff or technical staff, purposes for learning, and individual learner variables such as nationality and educational background. Included in this section are detailed charts and tables which break down these needs into categories. Chapter 9 is particularly useful because it connects business skills with language functions. Part three, "Activities and materials," guides the reader through available textbooks and offers detailed suggestions for creating original materials. The latter are grouped by Ellis and Johnson into two

chapters. One covers framework materials, which are "diagrammatic representations which can be used to generate language" (p. 131), and the other examines authentic materials, which are treated as "any kind of material taken from the real world and not specifically created for the purpose of teaching" (p. 157). This third part provides concrete examples of how to implement the planning approaches which are detailed in the first two parts.

The book's push for teachers to carefully consider learner needs and to involve them directly in course design broadly stems from developments in Communicative Language Teaching (CLT) which have occurred over the past 25 years. In addition, advocates of CLT such as Savignon (1991, p. 266) have argued that program goals must be elaborated "in terms of functional competence." Examples in *Teaching Business English* include recommending and agreeing (p. 9). Mastering such functions depends upon a classroom where learners "feel secure and free of stress" (Ellis, 1994, p. 479), and where real communication is encouraged. This book is practical in nature, providing numerous ideas for implementing these principles, particularly in part three.

In a Business English course, the point of all this consideration of needs hinges on the teacher's intention to improve performance, defined by the authors as being "operationally effective" (p. 131). Language training must be carefully aimed in order to efficiently develop the language skills necessary for the target situations. Students will judge their teachers with the same expectations of professionalism that they would hold for other training programs conducted in their primary language. While it may be exciting for teachers to have students who are both highly motivated and who have specific learning objectives, it can also be a source of stress for the teacher who does not have the knowledge and materials needed to meet those objectives.

As a basic resource, *Teaching Business English* has only one particular omission that should be borne in mind. Little information is provided about Computer Aided Instruction and useful resources on the Internet for teachers and learners. Nevertheless, this book is a window of light onto a field with a lack of quality introductory books. I heartily recommend this volume to teachers and teacher trainers concerned with business.

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Literacy and Script Reform in Occupation Japan: Reading Between the Lines. J. Marshall Unger. New York: Oxford University Press, 1996. 176 pp.

Reviewed by
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Those attempting to teach *kanji* to Japanese children, or to foreigners studying Japanese, know how many hours of drudgery are necessary for their students to acquire competence. They must wonder, from time to time, whether it's worth it. Their students certainly do. Wouldn't it be easier, those struggling with *kanji* must feel, to simply use *romaji* or *kana* instead? By doing so, countless hours could be freed up for more worthy pursuits. These imaginary teachers and learners wouldn't be alone in their desire to simplify Japanese script. Calls to reform the Japanese writing system have been heard since at least the Meiji era and continue to ring out today. Literacy and Script Reform in Occupation Japan, which focuses on the immediate post-war years, is such a call.

Unger begins with a survey of script reform in the introduction and the initial chapters. (A more complete and less polemical overview can be found in Gottlieb, 1995.) In the course of this survey he encounters, and counters, many of the objections to script reform which have been advanced over the years.

The first, and perhaps the easiest for him to demolish, is the notion that *kanji* convey meanings, as opposed to speech sounds, or concepts directly, independent of how they are pronounced in the languages which employ them. *Kanji* express, according to this line of thought, concepts in a more immediate fashion than scripts such as the Roman letters you are now decoding, and are thus "unique among all forms of human writing" (p. 4). If this were in fact the case, one could understand why the Japanese would be unwilling to part with them. As Unger makes clear, however, this is not the case.

If each *kanji* really did express a unique idea or word, Unger argues, then "reading Chinese would be the same thing as . . . recalling the names of people while scanning a featureless list of telephone numbers; learning to read Chinese would be like memorizing the phone book for a town of several thousand customers" (p. 11). This, as he points out, is a feat few could manage. Millions of Chinese, though, do manage to read and write *kanji*, which suggests that kanji are not pure ideograms or logograms, and are thus not fundamentally different from scripts used elsewhere in the world.

That so many Chinese do learn to read, and that Japan has long been credited with one of the highest rates of literacy in the world, might seem to suggest that script reform, though in some ways desirable, is unnecessary. Unger believes, however, that the high rate of literacy assumed for pre-1945 Japan, and, indeed, for present-day Japan, is inflated (pp. 6-7).

One reason for this inflation is that literacy itself is a slippery concept. Does literacy in Japanese mean the ability to write and read one's name, or "productive facility in several socially prestigious and functionally distinct styles of Japanese and Sino-Japanese writing" (p. 25)? Most would probably say the dividing line between literacy and illiteracy should be placed somewhere between these two extremes, but exactly where is difficult to determine.

Unger believes that "in the early part of this century most Japanese possessed at best "a restricted set of skills that conferred only a portion of the liberating power we unthinkingly ascribe . . . to education" (p. 25). Indeed, even as late as 1948, a survey found that although complete illiteracy was negligible, only 6.2 percent of those participating were fully literate. A survey conducted in 1955-56 found that 50 to 60 percent of the participants lacked sufficient competence in written Japanese (p. 37).

Japan, therefore, was not as literate as some supposed it to be, and literacy was not evenly distributed: Men tended to be more literate than women, city people more literate than country people, retailers and artisans more literate than fishermen and laborers (pp. 31-32). This might seem to suggest that lack of access to education, rather than the difficulty of Japanese script, lay at the heart of the problem, but Unger demurs. "Few Japanese," he concludes, "were totally illiterate, but the vast majority experienced some degree of difficulty in reading and writing that their education did not alleviate" (p. 43).

Unger continues his historical survey in the third chapter, "Script Reform from Within." As the title suggests, in this chapter the author argues that script reform is not, as some have claimed, a foreign notion imposed on Japan from outside. Rather, as Unger demonstrates through analysis of the historical record, script reform is something with which "thoughtful Japanese" (p. 44) have been concerned for centuries.

In chapter four, devoted to the role of SCAP (Supreme Command for the Allied Powers), Unger makes it clear that, even during the occupation when they could have, foreigners did not attempt to force the Japanese to reform their writing system (p. 59). They may, however, have facilitated such changes. The *toyo kanji* (*kanji* for daily use) list and other language reforms promulgated in 1946, while not imposed by the

allies, were made possible by the eclipse of the rightists who had led
Japan to defeat. By removing the conservatives from power, and pro-
moting progressive politicians, SCAP opened a window of opportunity
for reformers which had been more or less shut since the Taisho era.

This is ironic, because in detailing the behind the scenes machina-
tions of SCAP bureaucrats, Unger demonstrates that several key players
were lukewarm at best about script reform. One functionary who tried
to alleviate his superiors' hostility to simplifying the Japanese language,
the linguist Abraham Halpern, aware of ". . . the miasma of half-truths,
speculation, [and] irrational and tangential reactions" (p. 128) that sur-
rounded script reform, initiated an experiment which he hoped would
clarify the situation. Chapter five is Unger's analysis and interpretation
of this experiment.

The plan was for *romaji* to be used exclusively in teaching children
subjects other than Japanese, and for the performance of these experimen-
tal classes to be compared with classes using the usual combination of
kana and *kanji*. One gets the sense that Unger wanted this little known
experiment, which he calls "the most interesting incident in the struggle
over script reform" (p. 8) to be the core of his book, and as an advocate of
script reform, he was no doubt hoping it would support his cause. The
results of the experiment, nearly half a century after its conclusion, how-
ever, are uninterpretable largely because the raw data is missing (p. 158),
but also because, from what we know of how the experiment was con-
ducted, it is difficult not to concur with Howell V. Calhoun, SCAP's Educa-
tion Research Officer, who wrote in 1950: "it is hard to find words to
describe how completely this project has been bungled" (p. 87).

Although Unger would like to use this experiment to bolster his sup-
port for script reform, to his credit he does not shy away from discussion
of the experiment's methodological shortcomings. One that he doesn't
mention is the experimenters' failure to control for the fact that teachers
volunteering to take on the extra work incumbent upon teaching in an
experimental program are likely to be, in general, more motivated,
hardworking and enthusiastic than the norm. One teacher who volun-
teered to participate in the *romaji* education experiment, for example,
when there were no *romaji* mathematics textbooks available for the class
he was to teach, went so far as to have one transcribed at his own expense
(p. 94). Further muddying the waters with regard to the quality of the
teachers, others reporting on the experiment felt that due to lack of train-
ing in *romaji* the volunteer teachers were inferior (p. 105).

Whether they were in fact superior, inferior, or neither one is an
empirical question which, unfortunately, cannot be answered today.

That it can't be is, in part, because of the lack of rigor with which the experiment was conducted. *Romaji* might be more effective than *kanji* and *kana*, but because of this lack of rigor, coupled with the lack of raw data, we simply don't, and can't, know.

The hypothesis that the experiment set out to test, "that students who did not have to learn *kanji* as a concomitant part of studying mathematics or the like would make faster progress than students who did" (p. 84), is an interesting one. Those teaching Japanese would, no doubt, still like to know whether using *romaji* would make their jobs easier. It is unlikely, though, that the experiment will be replicated any time soon. The window of opportunity that briefly swung open for language reformers at the end of the war slammed shut again all too soon. As the Cold War intensified the United States found it expedient to rehabilitate the Japanese right. When the conservatives returned to power they brought with them their old resistance to language reform as well as to research which might support it.

Unger's book is most valuable as an object lesson in how, rather than reason or research, it is extralinguistic factors such as politics which ultimately determine the success or failure of language planning and reform. Teachers of Japanese, for example, may see little connection between international relations and the lessons they are planning for next week. If, however, the Cold War hadn't happened, and research on romanization had been allowed to continue, such research may have demonstrated that students whose teachers and texts used *romaji* progressed faster than students whose teachers and texts didn't. If this had been the case, the lessons these hypothetical teachers of Japanese are planning for next week might look rather different than they do.

Literacy and Script Reform in Occupation Japan is, in short, an excellent overview of all the reasons Japanese script should be reformed, and of the reasons it won't be.

Reference

Gottlieb, N. (1995). *Kanji politics: Language policy and Japanese script*. London: Kegan Paul International.

Teaching and Learning in Japan. Thomas P. Rohlen and Gerald K. Le Tendre (Eds.). Cambridge: Cambridge UP, 1996. 399 pp.

Reviewed by
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Popular interest abroad in Japan's education system seems to have waned as the Japanese economy has weakened. This is a great pity as the first wave of journalistic analyses and first-person accounts has given way to a much more considered and enlightening research-based approach to the topic. *Teaching and Learning in Japan* brings together analyses from a surprisingly large number of researchers who have spent long periods of time (years, in some cases) as observers in Japanese schools and other teaching/learning environments.

It is much more, however, than a series of disparate observations. The editors, and many of the authors themselves, have pulled together the separate accounts into a coherent overview of the topic which, nevertheless, manages to eschew stereotypes and present a credibly nuanced analysis of approaches to teaching and learning in this country.

Most of the theory-building occurs in the introductory and concluding essays by Rohlen and Le Tendre but much also depends on their definition of the scope of the book. While the heart of the work is a series of detailed examinations of procedures in and around kindergartens, elementary schools and middle schools, the decision to include chapters on novices in a Zen monastery, new employees at a bank and *noh*-performers, sets the whole discussion in a wider social context which both illuminates and is illuminated by the school-based studies.

Section 1, "Fundamental Approaches," includes essays by G. Victor Sogen Hori and Thomas P. Rohlen. Hori's account of "Teaching and Learning in the Rinzai Zen Monastery" is based on personal experience as a novice. He describes how he learnt to carry out his duties, without any specific instructions, knowing he faced harsh criticism when his performance was less than perfect. Rohlen writes about his experiences as a participant in an induction course for new employees at a bank. His analysis sets in context notorious practices involving physical privations and deliberate social disorientation.

Although, these two essays make sense in their own terms and shed light on the subjects they analyze, it is hard at the time to see how they are meant to fit together, still less how they are relevant to the descriptions of school education which follow, despite the editors' attempts to explain this in the introduction. With hindsight, however, it becomes

clear that the "Fundamental Approaches" which these learning experi-
ences share is an over-riding concern for the individual's spiritual de-
velopment as a member of society. This is a theme which recurs
throughout the book.

The second section, "The Emotional Foundations of Early Learning,"
includes essays by three researchers on separate studies of the educa-
tion of young children. Catherine Lewis writes about the values which
underlie practices in the elementary school classrooms she has observed.
As with many of the essays, the comparison with U.S. values and prac-
tices is explicit. She asks why it is that, despite the famously longer
school year, Japanese children spend so much more time than Ameri-
cans off-task: holding sports days and class trips, and talking about how
to do their best. She concludes that the Japanese ideal is to educate the
whole child while the U.S. focus is much narrower.

The comparison continues in Lauren Kautloff's essay which meets
head on the allegation that early Japanese education destroys children's
individuality. Using illustrations from her observation of pre-school
classes, she shows how the efforts of the individual are incorporated
into the group, each child being valued for what she brings to the group.

Nancy Sato's essay challenges the whole individual/group dichotomy
as unhelpful in seeking to understand Japanese elementary classrooms.
Rather than group-oriented, she sees classroom practices as being rela-
tionship-oriented, consciously encouraging children to reflect and work
on their relationships with each other, with the teacher, with learning
materials, and with the subject they are studying.

She also offers a very clear example of a point many of the authors in
this collection make: how the surface homogeneity of Japanese schools
allows individuals to develop and express themselves. The very fact,
she says, that daily routines are standardized and predictable means that
teachers can relinquish control of many classroom activities. This both
frees the teacher to deal with individual problems and allows each of
the students to experience the responsibilities of leadership.

Section 3, "School and Classroom Models," focuses more clearly on
the process of instruction in elementary schools. All of the essays here
make comparisons with U.S. practices, some of them quantitative as
well as qualitative. The picture which emerges from the first three es-
says will surprise many non-Japanese readers: again and again the class-
rooms in which inquiry is stimulated, individual opinions nurtured,
and responsibility for learning given to the students are the Japanese
classrooms rather than the American. The authors here make the point
that many successful Japanese practices fulfill ideals espoused by Ameri-

can educators far better than the practices researchers observe in American classrooms.

These conclusions are not especially new (Harold Stevenson in particular has been writing about them for years) but the stereotypes of Japanese education in the U.S. are so fossilized that little impact has been made on the popular imagination. These three essays present, in distilled form, a wealth of research evidence disputing the stereotypes, at least as far as elementary school education is concerned. Once again the impact of the message will probably be minimal among the public at large but we, as educators with a professional interest in Japan, have a responsibility to inform ourselves. Read these three chapters if nothing else.

The fourth essay in this section deals with a mode of education much closer to the stereotype: the Kumon method. Nancy Ukai Russell describes the method and its origins and then draws out its underlying values and beliefs, which she shows to be of a piece with many elements of the mainstream Japanese education system. One of the ways she does this is to analyze how the method has been changed to accommodate American values in the process of adoption in the U.S. This is a very enlightening approach also used by Lois Peak in her later essay on the Suzuki Method of violin instruction.

By this point in the book, I was wondering "What happens to all the lively, inquiring minds and outgoing personalities nurtured by elementary schools before they come into my university classroom?" A partial answer is provided in Section 4, "Path and Guidance," which deals with middle schools. Both of the essays in this section focus on the concept of *shido* (guidance), not just in the sense of verbal advice offered by teachers to students but as a concept that informs every aspect of relations between seniors and juniors in the school.

"While elementary school socialises children to many of the nuances of Japanese life, middle school is the child's introduction to hierarchical organisation and adult patterns of teaching and learning," writes LeTendre (p. 289). Foremost among these patterns is the understanding that learning is a serious business requiring suffering and dedication. Another is that older people (*sempai, sensei* - somebody "born before," veteran teachers) have a clearer understanding of the world than younger ones and are to be respected and obeyed. A strength of this section is the way it brings nuance to these lessons and shows that not everybody follows them wholeheartedly.

I say that the explanation of post-elementary education is only partial because this collection of essays seems incomplete to me. The richness of insights into pre-school and elementary schools is not repeated in the

two essays on junior high schools. Very little is said about high schools, despite the near universality of high-school attendance. Rohlen's own (1983) study of high schools makes a useful companion to this volume but suffers by comparison as it presents the perspective of only one researcher. Then there is the resounding silence among social scientists about university education in Japan. When, oh when, is this detailed, multi-perspective approach to be applied to university classrooms?

My plea is heartfelt because, as a university-level language teacher, I see much in the descriptions of elementary school life that I would like to incorporate into my own teaching but before I can contemplate doing so, I need to know much more about how elementary school graduates are socialized by the education process before they enter my classroom.

The final section of the book, "Artistic Pursuits—Old and New," looks at training for *nob*-drama and violin playing. Tom Hare's essay on the concept of "training" in *nob* is rather esoteric but does offer insight into traditional beliefs about appropriate forms of education at different points in the life-cycle. Lois Peak's analysis of the Suzuki Method first explains the basic tenets of the method and then shows how these principles have been changed in establishing the method in the U.S. It might have been better placed alongside the treatment of Kumon.

Despite heavy hints in the introduction, the editors do not include essays on learning in everyday life beyond school-age. The hints suggest that such learning follows patterns established in school education but it would have been helpful to include specific studies showing this to be the case.

This book makes a very important contribution to Western understanding of Japanese education. The approach is thorough, subtle, and convincing. The book should be read by any serious student of Japan and by all who come from abroad and teach here. I hope there will be a second volume, dealing with the education of older children and young adults and with life-long learning.

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Rohlen, T.P. (1983). *Japan's high schools*. Berkeley: University of California Press.

The Self-Directed Teacher: Managing the Learning Process. David Nunan
and Clarice Lamb. New York: Cambridge University Press, 1996. 296 pp.

Reviewed by
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Nunan and Lamb address *The Self-Directed Teacher* to all practicing
teachers, embryonic or mature, but primarily to those who are discov-
ering that success in the classroom depends on basing their decisions
on the needs, goals, and objectives of the learners and then executing
those decisions effectively—essentially, all in-class factors. This, how-
ever, is only half of the equation. Nunan and Lamb fail to address the
other half, namely managing learning within the external limits placed
on each teacher's situation, including institutional flexibility, and the
role of outside factors such as parents, peers, and community groups.

The text, its subjects, treatment, educational purpose, and manage-
rial objectives, originated in the authors' many years of discussions and
observations in a variety of classrooms and their subsequent observa-
tion that autonomous and project-based teaching go hand-in-hand with
communicative language teaching. The authors explain how these ideas
impact on classrooms worldwide. Their rigorous and labor intensive
research work provides a solid foundation from which to begin a project
of this nature and magnitude. The general argument can be simply
stated: Teachers must effectively utilize their decision-making ability to
create suitable environment if students are to learn. In many respects,
the authors contend, teachers are unquestionably managers. As such,
they should acquire managerial skills so they can create conditions
conducive to learning, improve their teaching environment, and adapt
to unforeseen situations that arise in the classroom as a result of admin-
istrative or executive decisions.

The book is divided into eight distinct and solidly constructed chap-
ters each of which is concluded with supplementary projects and tasks.
These supplements appear as extracts providing the teacher with the
opportunity to put theory into practice. As a TESOL practitioner him-
self, this reviewer performed several of the end-of-chapter projects to
test the validity of their application in a classroom setting and applied
several of the tasks to his own particular teaching situation. While some
were not suitable or appropriate in certain settings, most were exceed-
ingly effective. Where a project did not help in one learning situation,
it proved useful and suitable in another, illustrating the authors' notion
that "in a sense, each learner is an island, and each learner interests a

particular classroom even in a slightly different way" (p. 157).

Chapter 1 focuses on the significance of laying a strong foundation of good supervision before the teacher enters the classroom. The authors emphasize the importance of TESOL practitioners establishing a strong basis upon which to expedite classroom management decisions. Most importantly, the efficacy of such decisions depends upon the objectives and desires of the learner. Here the reviewer must raise an objection. The book focuses too tightly on the classroom, neglecting many external factors which influence students and their goals and shapes their responses to classroom activities. For instance, the authors provide no role for parents in the decision-making processes of the teacher. It is a considerable omission since parents play a significant role in their children's education and future. Nobody concerned with the practice of English language teaching, particularly at primary and secondary levels, and particularly in second language acquisition, can ignore the significance of the parents' role in their children's education.

Chapter 2 explores some of the preparation work teachers undertake before entering the classroom. The argument is, for teacher to manage and supervise effectively, their decisions should be structured around a curriculum manifesting an understanding of students' objectives and needs. Nunan and Lamb emphasize the significance of teachers making decisions in the light of students' goals, objectives, and needs, but fail to concretely define these goals and objectives. The authors would strengthen their argument if learner needs and objectives were specified, thus providing teachers with possible solutions and pedagogical guidelines for accommodating such needs. For example, some students may want to concentrate on conversation while others may want to spend most of their time studying syntax and grammar. How does a teacher manage a classroom with such conflicting goals without alienating students?

Chapter 3 takes us into the area of classroom talk, which is essential because it is the way teachers most directly reach learners. We learn the uses of teacher monitoring and why teachers should assess their performance in the classroom. The chapter explores a range of questions, "How much talking do I do?" "To what extent should the teachers employ the students' first language to facilitate their acquisition of the target language?" "Do students get the opportunity to express themselves?" The chapter examines the nature and type of questions teacher ask. The section on managing error is particularly stimulating and teachers in training will find this section quite revealing. However, I question the authors' contention "that learners who have developed skills in

identifying their own preferred learning skills and strategies will be more effective language learners" (p. 157), since Nunan and Lamb provide no evidence supporting this claim. For example, I have discovered that I perform well in learning Chinese language in a classroom setting. The question is will I be functional and effective beyond the borders of the classroom?

Chapters 4 and 5 explore time, pacing, classroom monitoring, teacher-learner roles, one-to-one instruction, and self-directed learning, respectively. In an interesting discussion on pacing, the writers start from the two straightforward observations that, since most teachers value constructive use of classroom time, particularly when there is a set amount of material to cover, they must decide how long activities should last and need to be aware of the time available. Nunan and Lamb then note the deeper requirement, "Before managing our time, we need to find out what we are actually doing with it" (p. 126). The discussion of how teachers make effective decisions with the amount of resources at their disposal is particularly interesting.

This section also discusses the constructive use of time in response to cultural factors and behavioral problems teacher must encounter daily, such as cultural differences over roles and rules between teacher and students. Most of all, Nunan and Lamb stress, teachers must be firm, for as Harmer (1991, p. 249) points out, "one way of avoiding most disruptive behavior (though not all) is by making sure that all your students of whatever age know 'where you stand'." This chapter also fails to include the parents in the equation as an important element in resolving discipline problems of students. A section on the role of parents in behavior problems would develop the discussion of classroom discipline. Nevertheless, the classroom snaps (pp. 135-136) are particularly useful.

With increasing numbers of ESL teachers exploring the field of language brokering on their own, the brief section on one-to-one instruction needs more extensive treatment. The number of teachers in Japan giving private lessons has grown over the past five years. A similar state of affairs exists in China and other Asian countries where there is a great demand for English teachers. Nevertheless, these chapters are quite informative and enlightening, and this reviewer particularly enjoyed the interview skit with teacher and student on pages 150-152.

In chapters 6 and 7 Nunan and Lamb discuss managing resources, motivation, attitude, and aptitude. In general chapter 6 notes that commercially produced teaching materials, if used constructively and with the needs and objectives of learners in mind, give the teacher flexibility

to achieve classroom goals. To achieve this, the writers emphasize the establishment of criteria to follow when selecting course materials. We learn that the effective use of such resources is crucial to the successful management of the classroom.

The authors also discuss the roles of motivation, attitude, and aptitude in second language acquisition. This section stresses the teacher's responsibility to find creative ways of enhancing students' motivation and developing their attitude toward the learning process (in addition to whatever aptitude they bring to the language). All this assumes, of course, that teachers have sufficient latitude and independence in the classroom to allow for such flexibility. A teacher without such latitude is at a serious disadvantage and those who operate within a framework of strict limitations often find creativity stifled.

The final chapter discusses at length the importance of self-monitoring and evaluation among teachers in a critically but constructive manner. Evaluation among teachers, whether formal or informal, serves a crucial role in each teacher's decision-making process. Not only does such assessment save time in planning, it also plays a significant role in the learner's progress.

The book has three main uses. Administrators, directors, and principals of schools can use it as they try to better understand and accommodate their teaching staff. Teachers and teachers-in-training will want its insights to help them evaluate and assess their effectiveness as educators and to refine and develop their style and managerial and supervisory acumen in the classroom. Finally, the book's focus on self-direction and its emphasis on teachers' awareness of students' needs makes clear the importance of autonomy in the classroom, for teachers and students. The book appeals to such a broad audience–teachers, teachers-in-training, administrators, supervisors, and principles of schools–by not imposing a particular pedagogical approach to teaching and by encouraging teachers and administrators to seek alternative ways of dealing with the daily managerial problems of teaching by always keeping students' needs in mind.

Undoubtedly thousands of books have been written on management. Just take a look in the management section of any bookstore. This book, however, goes beyond them. It takes a different view, focusing primarily on classroom management from a teacher-student perspective and shows teachers how to use management skills to enhance their effectiveness as teachers and to stimulate learner involvement. This makes *The Self-Directed Teacher* unique. Most books on management concern themselves with financial printouts and profit

and loss aspects of business; the profit factor, if you will. Rather this volume deals with the human aspects of management and devotes special attention to the needs and objectives of the learner as customer in institutions of learning. The authors have, therefore, written a management text from the perspective of student and teacher. In this sense the book is an invaluable resource and is a major contribution to the development of the teacher-student approach to management with one significant omission: conflict management.

The subject of conflict management is crucial to a teacher's management skills and should have been explored in more detail. Situations always arise where there is a breakdown in communication, between teachers and management, and between teachers and students. A chapter on how to resolve such conflicts would have been helpful. This minor oversight does not, however, take away from the book's effectiveness.

Nunan and Lamb, however, have still managed to give us in *The Self-Directed Teacher* an even document of useful research, thought provoking issues, and above all, one that teachers will find of practical use.

Reference

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Phonology in English Language Teaching: An International Approach.
Martha C. Pennington. (Applied Linguistics and Language Study series). London and New York: Longman, 1996. xviii + 282 pp.

Reviewed by
Ron Grove
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Martha Pennington's background prepared her well for making the principles of phonology accessible to those engaged in or training for ELT. Born in Florida, she moved to New Hampshire at age 13 and still recalls the accent shock she and her new speech community experienced. She studied and taught applied linguistics in Pennsylvania, California, and Hawaii, later also at Nagoya Gakuin University and Temple University Japan; she is now Professor of English at the City University of Hong Kong (pp. xiv-xv). Her perspective is "variationist, accent-neutral and international" (p. xvi), both politically correct and practical for JALT members.

Although Pennington does not spare technical terms and writes very dense prose that cannot be read casually, she also explains things clearly, usually with helpful examples. For instance, if "a combination of retroflex and labialized articulation" fails to evoke anything in your mind's ear, the example offered that this speech quality "made the American actor, Jimmy Stewart, seem ingenuous" (p. 160) makes the effect easier to imagine or test for yourself.

Pennington's initial advice to readers is that her book is a multidisciplinary "comprehensive introduction to English phonology" aimed primarily at teachers of English as a second or foreign language (p. xvi), and it is exactly that. There are six chapters: 1) Introduction to phonology in language teaching; 2) Consonants; 3) Vowels; 4) Prosody (e.g., stress, intonation); 5) Phonology and orthography, and; 6) Pronunciation in the language curriculum. The main text of each is followed by extensive "activities" by which readers can check or apply their understanding of the material. The first five chapters also include "teaching ideas." The few that I tried with my college classes worked well and were enjoyable. There are also three appendices: A) Hierarchical analysis of student pronunciation; B) Pedagogical classification of pronunciation errors and problems, and; C) Sample unit plan for teaching the /r/-/l/ distinction.

This last is not the only place where the author's East Asian experience may have contributed to the development of her ideas. Her warning about the difficulty of distinguishing "foreign" from "native" accents (pp. 6-7) and her citation of Nigerian E. Adegbija to the effect that native speakers are

not necessarily the best teachers of a target foreign language being learned for community-internal purposes (p. 240) could usefully correct the "native-speaker [of English]" mystique current in this country, particularly if accompanied by a realistic and critical examination of the goals of ELT here. Sometimes her awareness of English phonological issues relevant to Japan comes out in amusing ways. Teaching ideas involving the "/w/, /v/, /f/, /h/ contrast (e.g. for Japense [sic] students)" include the following awareness activity. When a Japanese student says "manfood," what does s/he mean? (1) food made for humans (cf. dogfood); (2) the condition of being a man (manhood); (3) part of a conditional statement about a man (man would); (4) part of a relative clause statement about a man (man who'd); (5) any or all of the above (p. 84).

In an otherwise exemplary textbook, there are a few spots in need of more careful editing or proofreading. Some errors, like the "Japense" students, mentioned above, are obvious and not problematical, but not all. The prose is so precise and economical that it took me, at least, quite a bit of thought to satisfy myself that the passage below, rather than my understanding of it, contained a serious error.

> A tendency for complementarity in length of the consonant and vowel in syllables made up of Vowel+Consonant (VC), and to a lesser extent in CV syllables, has been found for English. According to this tendency, a durationally long consonant is preceded (or followed) by a short vowel, and a durationally short consonant is preceded (or followed) by a short vowel (p. 100).

The sentences following this passage help clarify that the last two words should in fact be "long vowel."

In another activity in which intonation alone is to be a clue whether a sentence is a statement or a question, all pairs are verbally identical, except for one: "There are three yellow ones. There are only three yellow ones?" (p. 170).

In some cases, the economy with which a situation is introduced makes it hard to interpret, e.g., the following question for an activity: "Why does a cold cause /m/ to be denasalized, with [b] substituting for /m/?" (p. 72). A more natural way to bring up the topic of what it sounds like to talk through a cold ("When you have a cold, why do you tend to denasalize /m/, replacing it with [b]?") would have helped. The sudden introduction of "a cold," unaccompanied by usual collocations, is disorienting.

Less important, but equally bizarre is the stylistic decision to refer to certain quoted texts, printed in the same font as the main text, as numbered "figures" (e.g., "figure 5.1," p. 186, is a poem). The respect for ordinary English usage evident throughout Pennington's treatment of the sound system should be extended to the use of words as well.

This book is exactly what it says it is. It systematically explains the scientific phonology of English as it relates to teaching and learning that language. Although features of other sound systems are sometimes mentioned, this is not an all-purpose phonology text. Although some persons other than those concerned with ELT may find it useful, it was not written with anyone else in mind. I would recommend it as a very useful coursebook without reservation to anyone engaged in training teachers of English as a second or foreign language, as well as to those who wish to acquire the equivalent of a good graduate-level introduction to English phonology through self-study.

Vocabulary, Semantics, and Language Education. Evelyn Hatch and Cheryl Brown. Cambridge. Cambridge University Press, 1995. 468 pp.

Reviewed by
Mark O'Neil
ALC Education

This book, from the Cambridge Language Teaching Library, a companion volume to Discourse and Language Teaching: *Vocabulary, Semantics, and Language Education*, according to the back cover, focuses on "the exploration of semantic and lexical theory and the practical application of this theory to language teaching and language learning." The book does not provide the language teacher with any practical techniques for vocabulary teaching, but rather attempts to draw the reader to an understanding of why a language learner may or may not successfully acquire lexical processes.

The book has five parts, "Semantics," "Lexicon," "Lexical cases and morphology," "Vocabulary choice and discourse use," and "Vocabulary learning and vocabulary teaching." Each chapter contains a variety of activities for practice and review as well as suggestions for further research.

The first part, "Semantics," begins with a description of semantic feature analysis and introduces the different motivations of psycholo-

gists and linguists for describing language. The presentation of a variety of models such as componential analysis, core meanings and prototype theory, and relational models discusses the strengths and limitations of each model. Linguists, on the one hand, are searching for a description of semantics that fits into a complete description of language. In the search for such a description they break language down into increasingly smaller and smaller components in order to classify not just words but also the various separate and different meanings of those words. On the other hand, psychologists are concerned primarily with the relationship between perception and language. Part I also describes the way we use language in a less than literal way.

Part II, "Lexicon," describes the ways the vocabulary of a language increases, including borrowing from other languages, coinage, compounding, and clipping. Hatch and Brown discuss these processes along with their implications for language learners.

The third part, "Lexical cases and morphology," examines traditional methods of classifying words into parts of speech and presents some difficulties arising from such classifications. The authors follow this by a look at word formation processes with derivational morphology, including a discussion of the processes that can lead to learner error. There is also a chapter on inflectional morphology, a grammar-centered description, included here as part of the lexical system.

Part IV, "Vocabulary choice and discourse use," describes of how lexical choice is affected by register, style, gender and other social factors. It also addresses the way that groups or individuals express their uniqueness, biases and preferences through word choice.

"Vocabulary learning and vocabulary teaching," the final part, takes the understanding gained of semantics and the lexicon in the first four parts and applies it to language learning and language teaching. The first chapter in this part describes learners' strategies for vocabulary acquisition , "five essential steps in vocabulary learning," and the ways in which they may compensate for words they do not know. Then comes a chapter on the strategies used by teachers and material writers to help learners understand and learn vocabulary.

The book is an introduction of the study of semantics and the lexicon drawing on a wide variety of research and supported by a large number of examples. It states in the preface that this book was originally prepared as part of an introductory course in linguistics at the University of California, and it does have a "book of the course" feel to it. There is an extensive list of references to which the authors direct those who wish to gain a more detailed understanding of the field.

While the practice exercises, which are included in every chapter, are a very welcome and thought-provoking element of the book, some of the suggested activities or ideas for research could be quite time-consuming and may well be more practically approached by a group of linguistics students or trainee teachers within a cooperative framework rather than by an individual language teacher working alone.

Vocabulary, Semantics and Language Education in many ways is two books in one, either or both of which might interest *JALT Journal* readers. The first four parts are aimed at the student of linguistics; the final part focuses on pedagogy and the needs of practicing language teachers. Those looking for a solid presentation of the theoretical and linguistic bases of vocabulary and semantics will find the first part most valuable. Language teachers looking for pedagogical ideas for facilitating vocabulary learning or wishing to read about what strategies language students employ to learn vocabulary could simply skip straight to part five. In either case, Hatch and Brown have written a book of general interest and practical importance.

Disorders of Discourse. Ruth Wodak. London: Longman, 1996, 200 pp.

Reviewed by
Sandra Ishikawa
Osaka

The title of Ruth Wodak's book, *Disorders of Discourse*, is ambiguous. It could refer to several possible types of disorder causing communication problems. It might be about special cases like mental health problems, or about brain damage. It might be about normal people or non-native speakers having communication problems in ordinary conversation. The disorders in the title are those of ordinary discourse, but of a more subtle kind, those occurring in organizations. Such disordered discourse may involve people in organizations in relation to people outside, in client, patient or other subordinate roles. It may instead involve individuals or groups inside organizations who differ in the amount of power they have. This book presents a method of analyzing the use of power to control, subvert, prevent, or merely fail to promote discourse. These are the disorders of the title, disorders sometimes so subtle that the people involved may be unaware of any discourse failure. Clearly, this is a method with a mission.

Wodak, who works in Vienna, describes her book as presenting a method of analyzing discourse, which has developed over many years of research, from the 1970s through to the present (p. 3). The research provides the examples which demonstrate how the approach works. In the acknowledgments, Wodak points out that much of the research has been collaborative, involving both her colleagues and students (pp. ix-x). The first chapter, the introduction, is the densest. Its 34 pages lay out the background, definitions, rationale, method, and the impact of the research. Each of the next four chapters presents a research project demonstrating the approach. The sixth and last chapter, only eleven pages long, is both a summary and the conclusion. A bibliography and an index follow. Wodak does not mention her target audience, but the back cover claims the book is "relevant for students and academics in linguistics, sociology, psychology and education."

Chapter one begins by presenting sample communications which are not, or not easily, understood by their targets. The samples come from a government tax bureau, a doctor and a news broadcast, and represent "frame conflicts." A frame conflict arises when "worlds of knowledge and interests collide with one another, and those who possess linguistic as well as institutional power invariably prevail" (p. 2). Wodak then presents evidence that people inside organizations also fail to commu-

nicate successfully with each other. These two types of organizational discourse, internal and external, are the subject matter for analysis. "Internal" refers to employees of the organization, of whatever rank, and "external" refers to the clients, whether they are patients, pupils, parents, or radio listeners. This area of study, which she calls "discourse sociolinguistics," looks at both discourse production and discourse comprehension (p. 3). Ethnographic techniques are used to get an insider perspective on the organizations under study. Tests and interviews are used to get the outsider perspective (p. 3). The information gained is used to suggest changes. The approach can also be used to analyze the effect of making such changes.

Continuing with a brief historical overview, Wodak describes her method of analysis as related to several sociolinguistic trends, especially (a) analyzing "text in context," (b) interdisciplinary studies, and (c) political concerns (pp. 5-6). She then presents a number of definitions, and devotes several pages to critical discourse analysis, which has strongly influenced her work. She next discusses methodology, and the viewpoints of several researchers. She explains her decision to use both micro- and macro-analysis and multiple methods. The final sections deal with the implications of such research from the viewpoint of society. This first chapter concludes:

> As discourse sociolinguists, we provide instruments for a less authoritarian discourse. And such instruments may, but do not have to, lead to emancipation. Thus, the results of our studies are important in many ways. First, they make transparent inequality and domination. Secondly, they enable us to propose possibilities of change. And, thirdly, they show the limits of possible emancipation through new patterns of discourse alone. (p. 32)

Having laid out this background, Wodak devotes the next four chapters to presenting four quite different studies demonstrating the discourse sociolinguistic approach. These chapters are easier reading than the first. Chapter two describes disorders of discourse in hospitals. Doctor-patient, or insider-outsider, discourse is taken up first. An overview describes the setting and research methods, as well as the categories of analysis. Three case studies follow. In the first two, an inexperienced patient and an experienced patient are handled quite differently, indicating that a patient's familiarity with medical matters, especially jargon, affect how the doctor behaves toward the patient. The third case study reports on a patient whose time with the doctor is repeatedly interrupted by outside problems. This case leads into a discussion of myths

which hospital personal perpetuate and cooperate in. These myths are discussed separately. Analysis shows that the myths may be intended to increase harmony among insiders, particularly doctors and nurses, but they actually contribute to some of the problems, both internal and external. The chapter closes with a comparison of the type of information obtained by this approach and the type obtained by more common methods of discourse analysis.

Chapter three describes disorders of discourse in schools. These again are both internal (among employees—heads and teachers of various ranks), and external (between these heads and teachers, and the clients—pupils and parents). This research emerged from a 1985 Austrian law intended to increase democratization by requiring "school partnership" among the various interested parties. Chapter six informs us that the research was in fact commissioned by the Ministry of Education to measure the effect of this law (p. 173). Three types of school are examined with several techniques, including quantitative and qualitative measures. Stages and categories of analysis are presented. Several meetings are presented, with transcripts and analyses, showing how control and manipulation occur. The chapter concludes by pointing out that the law has not led to greater democratization, but instead, "power structures have been reproduced more subtly and have thereby become even more difficult to oppose (p. 98).

The next chapter, the fourth, looks at news broadcasts. News stories differ from ordinary stories in ways that make news stories difficult to understand and to update as further information becomes available. There is a discussion of what comprehension is and of various types of schemata. and then a model of cyclical comprehension. Two experimental studies are reported here. One involved 277 students, and the other fifty adults (18 to 73 years old). Text manipulation showed that changes in the texts increased understanding of the news, but that greater increases were shown by those who were already better informed. Comprehension increased, but social class and gender differences increased more.

Chapter five reports a three-year study of the Vienna Crisis Intervention Centre, and focuses on communication among therapists and patient treatment groups. She discusses the ethics of research under such circumstances, and describes the setting, the study and the hypotheses. She introduces a model of therapeutic communication, with three levels of "meaning:" (a) colloquial; (b) group-specific; and (c) private (pp. 143-146). She analyzes the text of the interactions in terms of the meaning levels, and of "moves," although she does not use the term. "Moves" are steps which typically occur in specific sequences and forms in vari-

ous genres. [See, for example, Swales (1990) for a discussion of moves in research papers, and Connor (1996) for a discussion of moves, including Swales'.] The discourse genre in the present study involves problem presentation through such moves as opening focus, scene, narration, circumstance, and closing focus. The text analysis uses the levels of meaning in combination with the moves to examine the progress of therapeutic discourse in therapist-patient group discussions.

The eleven pages in Chapter six comprise a summary each of the chapters presenting research, chapters two through five. Each summary concludes with a discussion of what this research approach can do in that situation, what problems there are, and what social changes this method can and cannot aid. By including a summary for each research type in this chapter, a broad view of the method is obtained. The reader can see how the approach is adapted to different goals and different settings.

This book should be considered from several perspectives. From the first perspective, it introduces an approach to analyzing "text in context" using a wide range of methods, with a view toward initiating or measuring social change. In this it is very convincing. It is difficult to imagine any other method producing such complete and well-documented evidence of the relationships between interaction, participants, purposes and power. This combination of ethnography, text analysis, and other techniques results in impressive breadth and depth of understanding. Although the author does not make claims outside the specific area of each study, anyone familiar with a large variety of meetings in Japan will recognize the school research (chapter three) as describing such meetings very well. Shortly after reading the chapter, I attended a meeting of condominium owners which was run by the board of directors in exactly the way, and with exactly the intentions, described in the chapter. The annual company stockholder meetings are another example of this type of control.

Although the use of analyses such as these for political purposes may be unfamiliar and even surprising to most readers, they may come to appreciate how well such work can explore relationships within organizations and between them and their clients. Such research can not only look for ways to change relationships, but can also evaluate the changes to see if they have met the intended goals, which these studies show they often have not. The first perspective, then, is introducing the reader to the potentials of this type of research approach.

The second perspective follows from the first. Few of the readers of *JALT Journal* will have the resources and the power to undertake some

of the studies described here. Nor would language teachers want to carry them out. The radio news studies and smaller-scale classroom studies modeled on the other studies are perhaps the most likely applications to interest language classroom researchers. The book offers more for the researcher than for the teacher in the language classroom.

A third perspective is that of a member of society who is involved in the kinds of situation analyzed in the book in our daily lives (excepting the group therapy sessions, of course). We interact with various organizations, require medical attention, attend meetings in various capacities, and listen to news broadcasts. The analyses here can increase our awareness of how we manipulate people or are manipulated by them. As Wodak points out, the first step to initiating change is to become aware of what is happening.

As a whole, the book is broadly informative. The admittedly political intentions may put off some readers, but they are not offensive, and readers should try to look past them to see what is intended. They may find themselves persuaded, as I did, that there is a great deal of need for such analyses in many situations involving power-holders and their subordinates or clients. There is also a great potential for multidimensional approaches like Wodak's.

Criticisms of the book are minor. The paper used is permeable, so highlighting goes right through the page. There are a few instances where the language is not quite native. The tables on pages 118 and 119 report the significance levels of statistical procedures as "a" when they should surely be "p." The chapters reporting research , two through five, do not have closing sections. The summaries, conclusions, and implications for these are found in Chapter six. Chapter six, although brief, concludes the book very well, but the reader might like to know this information at an earlier point. On the whole this is an interesting book. It was not what I expected, given the title, but it is well worth reading.

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Books to Review

Reviewers are being sought for the following texts. Contact the Reviews Editor, see Guidelines, for further information.

Baynham, M. (1995). *Literary practices: Investigating literacy in social contexts.*

Durand, J., & Katamba, F. (1995). *Frontiers of phonology: Atoms, structures, derivations.*

Ferris, C. (1993). *The meaning of syntax: A study in the adjectives of English.*

Jacobs, R.A. (1995). *English syntax: A grammar for English language professionals.*

Kunnan, A.J. (1995). *Test taker characteristics and test performance: A structural modeling approach.*

Ridout, R.M. (Ed.) (1996). *The Newbury House dictionary of American English: An essential reference for learners of American English and culture.*

Sasaki, M. (1996). *Second language proficiency, foreign language aptitude, and intelligence: Quanitative and qualitative analyses.*

Spada, N., & Frolich, M. (1995). *COLT (communicative orientation of language teaching) observation scheme: Coding, conventions and applications.*

Street, B.V. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education.*

Information for Contributors

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2. classroom centered research
3. cross-cultural studies
4. teacher training
5. language learning and acquisition
6. overviews of research and practice in related fields

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Format

No more than 20 pages (approximately 6000 words) for full-length articles, including reference list, typed and double-spaced on A4 or 8.5"x11" paper. *Research Forum* submissions should be no more than 10 pages. *Perspectives* submissions should be no more than 15 pages. Authors must supply camera-ready diagrams or figures (if any) before final publication. The author's name and references that identify the author should appear only on the cover sheet.

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Cover sheet with title, running head title (one to four words), and author name(s)
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