

## REVIEWS

J. P. B. Allen and S. Pit Corder, ed., *READINGS FOR APPLIED LINGUISTICS: The Edinburgh Course in Applied Linguistics* (2 volumes), (Fly House, London: Oxford University Press, 1973, Vol. I pp. 284, Vol. II pp. 366).

*READINGS FOR APPLIED LINGUISTICS* is recommended for those of us who would hope to gain a comprehensive insight into the most important findings in linguistic research over the past fifteen years. This compilation includes articles, lectures and extracts from longer works from a wide variety of internationally recognized experts not only in linguistics, but in other related areas of investigation. Some apparent conflicts of ideas and findings from such outstanding representatives such as B. F. Spinner and Noam Chomsky enhance one's interest and stimulate the creative thinking process.

Both volumes are written to interest a general audience, although the editors acknowledge that some articles are intended for specialists while others are directed at lay readers. Volume I has been divided into three sections: language as an object of scientific investigation, a variety of approaches to the aspect of structural linguistics, and, especially interesting to the classroom teacher, a section on the relation of theory to application.

Language is viewed as a skill intimately connected to social behavior. A sharp distinction is made by F. de Saussure between language and speech, with language defined as being that which gives unity to speech.

Chomsky points out once again that his theories on generative transformational grammar were not to be utilized as a methodology but rather as an explanation of language itself.

The problem of applying theory to everyday classroom situations is aptly clarified. Theoretical linguistics, as it is clearly pointed out, has important but strictly limited aims, and even these are, as Chomsky and Mackey indicate, a matter of disagreement at the present time. Not every valid linguistic theory is necessarily of value to language teaching. If teaching is an activity concerned with the creation of the best conditions for learning, one, at least, of those conditions is the provision of appropriate linguistic data in a form and sequence which can be most readily and practically made use of by the learner. The classroom

teacher acts as a mediator between this data and the learner. Pit Corder maintains that no teacher can make adequate use of classroom materials without some knowledge of linguistics.

Volume II aims at giving specific suggestions to aid the teacher in acting as mediator. Various approaches to the problem of teaching grammar, pronunciation and semantics are developed in a clearly comprehensible style. Not of secondary importance, as all classroom teachers know, are the areas of socio-and psycholinguistics. Ideas for improving group dynamics prove valuable, as well as ideas for creating a classroom atmosphere appropriate to a variety of individual differences in second language learners. Of special interest to some teachers will be the chapter on studies of comprehension by adults, the use of translation in the classroom, the extent to which error should be allowed, and the amount of drilling that should be used as a part of normal classroom procedure.

I found these volumes to be an almost autonomous source, avoiding the necessity of acquiring extensive quantities of reference material and I would highly recommend them to new as well as to more experienced teachers.

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Croft, Kenneth, ed., *A COMPOSITE BIBLIOGRAPHY FOR ESOL TEACHER TRAINING*, Washington, D. C.: Teachers of English to Speakers of Other Languages, 1974. (Available through TESOL, 455 Nevil Building, Georgetown University, Washington, D. C., 20007, \$1.00, U. S.)

This bibliography, as the editor states, was compiled at the suggestion of past TESOL president Betty Wallace Robinett from the bibliographies used by some sixteen leaders in the TESOL teacher training field in United States colleges and universities. As such, it represents a valuable asset to the TESOL student and teacher alike. With 607 entries, it has both breadth and depth in most of the fifteen subject categories covered. Here the usual ones of Pronunciation, Grammar, Reading, Composition, Vocabulary, Testing, Teacher Training, are found, and "Sociology: Sociolinguistics."

The only category which might not have been included is that of Bilingual Education. Only thirteen items are listed--hardly an adequate treatment of the subject in any case--but perhaps only reflecting the fact that not many ESOL teacher trainers view Bilingual Education as a part of their particular field of endeavor. Indeed, several factors argue for excluding the topic from ESOL training courses. Bilingual Education teacher trainees often take TESOL work in their course of study, but this area is both more and less restrictive in nature than the usual TESOL course: Bilingual Education is involved mainly in primary education, and is not limited to language training, but assumes the teaching of subject matter in the native language as well as in English.

The treatment in certain categories is bound to seem insufficient to a given specialist. This is not to be taken as a comment on the Composite Bibliography however, but rather on the "state of the art," or on presumed weaknesses in the approaches taken in ESOL teacher training at U.S. universities. In this writer's case, "Teaching in Specific Places or to Specific Groups," was disappointing. Few articles are mentioned which have special reference to the teaching of English to native speakers of Spanish. It is obvious that more should be done in this area. A bibliography focusing on teaching English to Spanish speakers would be highly useful for TEFL teachers in Mexico.

In the section at the end on "Other Matters" one looks in vain for something on the teaching of English for Special Purposes or English for Science and Technology. It is expected that future bibliographies would have to devote an entire chapter to this relatively new area. Especially since the Composite Bibliography is primarily to serve teacher trainers in the United States, where much of ESL teaching is concerned with preparing students to handle their specialized fields at the university level, this lack of attention is serious and contrasts with the work being done in this area outside the United States, in the United Kingdom, Mexico, Israel, Chile, and other countries. The topic of culture is another area that might warrant separate treatment in future bibliographies.

All in all, Professor Robinett is to be applauded for suggesting this project. Professor Croft and his collaborators have assembled a useful bibliography which all in the TESOL field will find helpful in their work. Except for periodic updating, it should render the task of compiling new bibliographies by new-comers in the field virtually unnecessary.

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Martin Bates and Tony Dudley-Evans, eds., *NUCLEUS: GENERAL SCIENCE*, London: Longman, 1976.

*Nucleus* is a new series designed for students who have had some general exposure to English and need to orient this knowledge towards a scientific and technological application. The Series consists of a general science text plus other books that deal with specialized subjects and language uses. This review will be limited to the former, since it may be used on its own, according to the authors, as well as in conjunction with the supplementary readers.

*General Science* emphasizes the notional, rather than grammatical approach, to the teaching of English as a second language. Thus the student is limited to the examples given in the various formations of sentences instead of being prepared to create further knowledge on the basis of explanation in terms of added constructions and distinctions. One example of this type of limitation may be found in Unit 8 with regard to the relative clause involving "ing." A good contrast to this approach of the unexplained or isolated example concerning the same point is found in Chapter 4 of the *English In Focus* series on *Mechanical Engineering* (Oxford University Press, 1973) where short explanations are used to advantage in order to build and contrast sentence formations dealing with the relative clause. The authors of *Nucleus: General Science* miss another opportunity to elaborate with respect to the formation of the noun phrase in Section 1 of Unit 5 and in Section 1 of Unit 8. Relationship and reinforcement of the language of the general sciences is lost as a result of the omission of occasional explanation which would provide the potential for new material and word-building ability for the student.

Considering the text on its own terms, the teacher's manual stresses that the language utilized in the course is that "... which is shared by the various branches of science and technology ..." This stated goal assumes the reality or possibility of said "shared language." Further clarification of this ambitious project would seem necessary to understand the nature of the supposed reciprocity. Does it lie within the realm of terminology, grammatical structure, and/or notions and concepts? More concretely, does this shared aspect of the sciences allow a student of physics to easily understand a textbook concerning psychology, for example? What is shared and not shared by the language of the different sciences is a vital issue that would require a studied analysis.

The textbook is divided into three major sections that deal with form, process and measurement. Almost every page is graphically illustrated. The technical drawings are excellent and offer many opportunities to elicit oral and written response. For the sake of variety (teacher's manual), the authors break the thematic unity of these concepts with the exception of the first one. The viability of interweaving the ideas of process and measure-

ment in the second set of units seems to be questioned by the authors themselves since measurement is virtually neglected in the review of these chapters. Unit 6, which deals with process in terms of actions in sequence, confuses spatial with dynamic and mechanical processes. The examples given on pages 47 and 48, involve the direction of a road and a railway. These are out of keeping in tone and nature with the technical processes described on pages 44 and 50 and might well have been included in Section 3 of Unit 2, which deals with geographic location. The deliberate shift of tone and approach in Units 5 and 7 detracts from the serious avowal that "The texts and exercises demonstrate ways in which the scientist and technologist describe the phenomena and processes which they are concerned with."

As with any textbook, it is necessary to analyze and revise, so as to receive the full benefits of its guidance and research. Nucleus: General Science can be a useful new series for teachers and students in the field of technical English.

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Marina K. Burt and Heidi C. Dulay, Eds., NEW DIRECTIONS IN SECOND LANGUAGE LEARNING: TEACHING AND BILINGUAL EDUCATION, (Washington, D. C.: Teachers of English to Speakers of Other Languages, 1975)

As a valuable instrument for bringing together new discoveries, insights, techniques and policies that are contributing to new directions in second language education, TESOL representatives effectively draw our attention to the need for an appreciation of the complexities of the human mind and a respect for the particular needs and feelings of individuals and social groups.

Writers are careful to clearly tie-in theory with practical implementation. The wide spectrum from teaching specific language skills to developing non-verbal communication in the classroom is richly covered. Specific suggestions for the use of games, comics, television commercials and error correction are made.

Of special interest to MEXTESOL readers is the publication of "Games Students Can Play" by Grace Scott and "Competence in the ESOL Classroom" by Michael Long, both active MEXTESOL members.

An extensive bibliography helps orient those readers who wish to augment their knowledge of any one specific area of investigation or applied linguistics.

It is with special enthusiasm that I urge readers to acquire this volume for their personal libraries.

L. A.

Margaret Collis, ed., USING ENVIRONMENT: (1) EARLY EXPLORATIONS. London: Macdonald Educational, 1974.

USING ENVIRONMENT: (1) EARLY EXPLORATIONS is the first volume of a series of five for children between the ages of five and thirteen years which helps young people learn science through first-hand experience using a variety of materials. This work deals with discoveries children make through their natural interest in the out-of-doors and the problems that arise from their investigations. "Such first-hand experience is the basis of learning, provoking thought, giving children many ideas to share through speech and writing and sending them to books and other secondary sources of information to add to their own findings."

The text is divided into four chapters, with an additional section on objectives for children learning science. There are many ideas for helping children to become aware of their environment through well-planned questions. The children's discoveries, in turn, lead to ideas for exercises and projects. For example, in the section titled "Concentrating on Looking Downwards," the teacher asks her students, "Why do you think colours are mixed in some stones?" then, "I wonder how many stones of different sizes you can find," and "If you can find two stones that seem to be the same size can you think of any way of finding out whether one is really bigger than the other?" In the section on "Listening" a typical question is "How do you know whether an aeroplane is approaching or disappearing if you cannot see it?"

The fascinating chapter on "Observing Numerical and Spatial Aspects of the Environment" introduces dozens of concepts: the recognition of similarities of items in a set which are not identical; the selective nature of size; the use of a part of a body as a unit of length; the beginning of estimation; and the constancy of length in spite of appearances. Each one of these is followed by a series of questions and projects, making the concepts become self evident through personal discovery.

It is apparent from the extensive coverage of topics in this book that Margaret Collis has spent many years working with children. Any bilingual teacher, even with limited training or experience, could find many ways to use the author's experience for stimulating her students in the learning of English. And living in a large city such as Mexico, D. F. would not necessarily inhibit a teacher from awakening the senses of her students to their surroundings.

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