

THE ANNUAL REVIEW OF
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The Annual Review of Applied Linguistics, 1980 came into being as a result of the growing need of an increasing number of applied linguists to keep informed about the new developments in their particular fields of interest. This first volume of what is planned to be a continuing annual publication contains state-of-the-art papers, annotated bibliographies of the most recent publications and unannotated general bibliographies in the areas of Bilingualism, Language Teaching/Learning: New Pedagogical Approaches and Texts, Psycholinguistics and Sociolinguistics and is under the general editorship of Robert Kaplan.

This first volume combines articles of interest for the teacher of English as a foreign language as well as for the applied linguist. The sections on Language Teaching/Learning: New Pedagogical Approaches and Texts and Psycholinguistics are especially helpful to the language teacher since they focus on issues of extreme relevance such as error analysis, second language acquisition/learning, language testing research, sign language, notional/functional approaches, and structural/cognitive texts. These state-of-the-art papers sum up general notions and discuss controversial issues with knowledge, intelligence and, at times, even a light touch of humour.

There are two papers in the section "Language Teaching/Learning: New Pedagogical Approaches and Texts" worth noting from the point of view of the foreign language teacher: "Structural-Cognitive" by F. Gomes de Matos and "Notional/Functional Approaches" by Jenny Barnett. The first one deals with structural-cognitive textbooks and the theory behind them. Dr. Gomes

de Matos states that "learners need to acquire a structural or grammatical competence as well as a communicative competence" and that this fact has been "satisfactorily taken into account by the materials designers" whose works Gomes de Matos reviews in his paper. He suggests that both "structurally-based materials and techniques . . . can be integrated into cognitively-oriented ones", thus establishing a "balanced approach" within the framework of cognitive eclecticism. Dr. Gomes de Matos says that in six-volume textbooks, at the beginning stage (Books 1 and 2), more emphasis is placed on structural aspects rather than on cognitive ones. He does not criticize this fact, but merely points out a fairly general truth in textbook design. His opinion is important in view of the fact that there is a growing tendency to underestimate the structural approach, denying any possible benefits students could derive from it, especially when combined with the cognitive approach.

The paper "Notional/Functional Approaches" by Jenny Barnett questions the existence of a unique approach and deals with what she calls "a set of beliefs about language and language learning." The terms "communicative competence", "functions" and "notions" have been in fashion now for several years. However a great number of language teachers feel rather uncomfortable at the mention of them. Professor Barnett explains these terms; how they arose, their implications and their future development. The paper is extremely well organized, clear and to the point. Jenny Barnett deals with the difficulty of putting the theoretical aspects of the notional/functional approaches into practice, but recognizes "the advantages and potential" present in the already published courses.

In the section on Psycholinguistics there is also a paper extremely relevant to language teaching - "Second Language Acquisition: Error Analysis" by Jack C. Richards. In it he throws light on the development of a more "rigorous methodology" for error analysis. Professor Richards reviews "the use of Error Analysis: (1) to account for linguistic competence; (2) to identify learning processes and strategies, and (3) to provide input to language pedagogy." In his paper Professor Richards proves that error analysis "retains its value as a useful accessory to language teaching pedagogy and second language acquisition research.

The first volume of The Annual Review of Applied Linguistics provides valuable information for both teachers of English as a foreign language and applied linguists since the papers included deal with the applied aspects of theories which have influenced the teaching world, through insights about language learning and teaching, in the areas of syllabus and materials design, language planning policies, textbook writing, methodologies and teaching techniques. The application of theory to the practical field is what both applied linguists and teachers are most concerned with. Both state-of-the-art papers and bibliographies help make this evident.

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