

Deuxième principe — toute segmentation du donné linguistique qui fait apparaître une suite sonore pourvue d'un rôle syntaxique défini révèle l'existence d'un lieu linguistique sous-jacent au rôle en question;

Troisième principe — il existe une certaine frontière au-delà de laquelle toute opération d'analyse fait violence à la réalité linguistique.

With his vision unclouded by preconceived notions, Father Richer proceeds to examine the raw material of language. He arrives at the recognition and classification of all the types of component units of speech, always with reference to the syntactical rôles which provide the structure of language itself.

While their views may not coincide in every detail with those expressed in this book, teachers of French as a first and second language will gain valuable insights into the nature of language, and will surely admire the uncompromising logic and clarity of Father Richer's work.

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Albert Valdman, ed. *Trends in Language Teaching*, New York: McGraw-Hill, 1966, 298 pp., paper.

Mr. Valdman, Chairman of the Department of Linguistics at Indiana University, has brought together in this volume a series of important papers relative to foreign language teaching. The purpose of the book may be inferred from its Preface where he mentions the "widening gap between current research and incipient trends, on the one hand, and classroom practice, on the other." It is presumably to help bridge this gap that the fourteen chapters of *Trends in Language Teaching* have been assembled.

In his Introduction, the editor begins by reviewing the developments of the last two decades in foreign language teaching. He describes and criticizes the current or "New Key" method, widely used in the U.S., and examines the fundamental principles held by linguists "qua language teachers." A final section of the Introduction indicates, under the subhead "Toward a New Applied Linguistics," certain areas of concern which need special attention from teachers. One of these is "the recognition of a distinct listening phase in language learning and the establishment of techniques designed to induce audio-identification." This phase of language instruction, according to Mr. Valdman, "can be carried on most economically in the language laboratory and controlled most effectively by programmed materials."

While *Trends in Language Teaching* is clearly directed at the college-level foreign language teachers of America, its authors come from a somewhat wider range of backgrounds: besides those from the U.S., two are from England and one from Canada (University of Toronto). The best known is perhaps John B. Carroll, Harvard educational psychologist, who makes an insightful fourteen page commentary on "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages." Another widely recognized writer on linguistics, Sol Saporta (University of Washington), explores the timely topic, "Applied Linguistics and Generative Grammar." Altogether, ten universities are represented in this compendium of linguistic research.

For the foreign language teachers and the teachers of English as a second language in Quebec, the first half of the book, particularly the chapter on "The Implications of Bilingualism for Language Teaching and Language Learning," will probably provide the most rewarding reading. J. A. Fishman's classification of degrees, kinds, contexts and processes of bilingualism should prove thought provoking. However, the very last chapter of the volume, "FLES: Achievement and Problems," should also engage the special attention of those in *la belle Province* who are concerned with TESL programs at the primary level. Here the controversy over the optimum age for second language learning is fully investigated by H. H. Stern, an educator with a background of international experience.

Finally, it should be noted that, in spite of all this stimulating material, the reader who is looking for pat answers to language teaching problems will likely be disappointed with *Trends in Language Teaching*. As the writer of the Foreword tells us, the articles here "report a search for progress in foreign language education" rather than final conclusions about the most efficient way to teach.

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