

Monika Kehoe, ed., *Applied Linguistics: A Survey for Language Teachers*, New York, Collier-Macmillan International, 1968, 154 pp.

In this brief text, Monika Kehoe, Chairman of Applied Linguistics at Marianopolis College, has brought together a set of original papers written to introduce teachers to the field of applied linguistics, especially as regards second-language teaching. The topics that receive particular attention include the history of linguistics, the organization of language, contrastive analysis and linguistic interference, methods of language teaching, and the description of specific programs in teaching English as a second language. These subjects and others are compressed into six papers, an introduction where the editor tucks in a bonus paper by William Moulton, and some concluding remarks. Two of the three appendices especially complement the main text: a selected bibliography and a list of information sources on language instruction and teaching opportunities around the world.

The development of linguistics as a discipline, particularly in the United States, is treated by Estrella Calimag in "The Historical Background of Linguistics." European trends and the situation in Canada are sketched in Professor Kehoe's Introduc-

tion. These two papers, along with Moulton's essay, also attempt to cover the internal organization of language, and introduce the student to useful terminology. But the task is too much for the few pages devoted to it. Many of the points in the exposition demand further refinement, elaboration, and examples to prepare the students adequately for the other chapters.

Several of these are given to the presentation of contrastive analysis, that is, the comparison of linguistic subsystems for similarities and differences in order to provide an understanding of language-learning difficulties and, by extension, to provide a basis for the organization of instructional materials. This topic is handled by Gaston Saint-Pierre in "Language Learning," by C. Douglas Ellis in "Teaching Classical Languages: The Structural Approach," and by L. Bruce Barkman in "Bilingualism and the Teacher of English as a second Language." The emphases here, as suggested by the titles, are different: Saint-Pierre treats learning to speak and write a language in the classroom, Ellis convincingly brings classical languages to that setting in spoken form, while Bark-

man wisely views the classroom as only one particular setting for language contact. Each writer gives detailed attention to the contrastive analysis of phonology that is certainly instructive. But in this compact book, the elaboration of the same central points in three different chapters is a luxury taken at the expense of greater attention to grammar, vocabulary, writing systems and socio-linguistic contexts of language use.

The chapters by Saint-Pierre and Ellis also exemplify how a given stance on linguistic structure and its realization in speech can shape instructional materials. Their arguments for what they call the "oral approach" and the "structural approach," respectively, make sense in terms of their view of language and are, presumably, supported by their experience. But it is worth noting that A. V. P. Elliott later in the book questions linguists' authority on the matter of methods, reminding us that they assure psychological principles along with their linguistic rationale. These psychological principles are too often taken for granted. Because this is the case, Elliott's remarks on the doubts that some specialists in Britain hold for the virtues of applied linguistics should make for valuable class discussion.

With his chapter entitled "Teaching and Training: The British Experience" and Monika Kehoe's "Teaching English to Speakers of Other Languages," the book moves away from linguistics to an overview of teaching English as a second language. Elliott vividly describes the involvement of the British Empire — later Commonwealth — in establishing English programs in Asia and Africa, teacher-training centres in Britain, examination procedures, as well as courses to fit the needs of immigrants. Dr. Kehoe reviews North American programs, outlines conditions that a teacher in a developing country might face, and examines English teaching in the specific context of Korean and Ethiopian society. Her aim here, and in her Conclusion, is to enlarge her readers' view on the present and future of nations, their linguistic needs, and technical responses to these needs. Just as in the early chapters which introduce linguistics, many of her points are stunted in their development. But Dr. Kehoe's verve encourages the reader to pick up where she left off in projecting the place of second-language learning in the twenty-first century.

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