

Reviews

Comptes rendus

Culture Bound: Bridging the Culture Gap in Language Teaching

Joyce Merrill Valdes (ed.)
Cambridge: Cambridge University Press, (Cambridge Language
Teaching Library), 1986.

In *Culture Bound*, Joyce Merrill Valdes provides a collection of articles representing aspects of current thinking on the teaching of culture in the language classroom. The book, one of the Cambridge Language Teaching Library series, is set out as a text, with questions following each article, and editorial commentary previewing each of the three groups of articles.

Part I, *Language, thought and culture*, looks at aspects of the theories that underly teaching practice. Valdes has included Franz Boas on *Language and thought*, Robert Kaplan on *Culture and the written language* and William Acton and Judith Walker de Felix on *Acculturation and mind*. As the concluding article of Part I, Valdes reprints H. Douglas Brown's outstanding overview of some of the theoretical background to ESL teaching, an article well-suited to the ESL teacher in training. Brown introduces basic concepts such as acculturation, culture shock, social distance and others, and he briefly lays out associated theoretical explanations, including the Sapir-Whorf hypothesis.

Part II, *Cultural differences and similarities*, includes general articles on this topic and four articles that contrast American culture with other cultures. All of these articles are reprinted from other publications. Robert Lado writes on *How to compare two cultures*, and Genelle Morain introduces the role of kinesics in cross-cultural understanding. Then Valdes gives us a group of cultural specific articles with Karl-Heinz Osterloh on the Third World, John C. Condon on Mexico, Orin D. Parker on the Middle East, and Alan Maley on China. These articles take different reference points. Condon, for example, organizes his analysis around values, and draws on anecdotes and quotations in an interesting and highly readable article. Parker focuses on the Middle Eastern student at home and in the U.S., and Maley follows many others in writing on the teaching of English in China. Nessa Wolfson's article on *Compliments in cross-cultural perspective* that concludes Part II draws on students' responses to a class assignment, and in doing so, acts as a kind of bridge to Part III. Valdes encourages the reader to compare the diverse approaches to cultural

differences in the Part II articles through the questions that follow each one.

In Part III the collection turns to *Classroom applications*. Nelson Brooks examines *Culture in the classroom*, Charles H. Blatchford writes about using newspapers, and Valdes writes from her experience in teaching culture in literature. Stephen C. Dunnett, Fraida Dubin and Amy Lezberg offer ideas on techniques and materials for cultural learning in the classroom. George H. Hughes provides *An argument for culture analysis in the second language classroom*, and Carol M. Archer writes about the *Culture bump and beyond*. The book concludes with Rebecca M. Vallette's *The culture test* which provides samples of question types from a high school French as a foreign language examination.

Culture Bound is a welcome addition to the language teacher's professional library. "The cultural gap in language teaching", as Valdes terms it, is difficult to bridge in language teacher education simply because the topic is a complex one that traverses many disciplines.

Valdes has gathered articles from representatives of various fields; some like Boas, Brown, Condon and Kaplan, are very well known. The collection lacks an article pointing out the need for teachers to consciously examine their own first culture and providing some guidelines on how to do so, though Archer's article on the culture bump provides a start. Canadians will notice that many articles take the typical American cross-cultural perspective of one "foreign" culture in comparison with the culture of the United States. In addition Valdes' comments reveal that while she consistently refers to both ESL and EFL, her reference point seems very much to be the foreign student studying in the USA.

Anyone who works with student teachers, and any teacher looking for an introduction to culture in language teaching will find in *Culture Bound* a good beginning survey of the field. The book includes a twenty page bibliography for those interested in further reading. While there is not really much in *Culture Bound* for someone who is already well-acquainted with the literature in the field, at least here, it is all in one place. For that reason alone, it is a worthwhile purchase.

Tracy Defoe

THE REVIEWER

Tracy Defoe of the English Language Institute of the University of British Columbia, has enjoyed a varied career in adult ESL as an instructor, researcher, materials writer, programme coordinator and curriculum consultant. She focussed her Master's thesis research on ESL teachers and culture, and has taught cultural awareness/orientation courses.

Bilingualism: Basic Principles, Second edition

Hugo Baetens Beardsmore

Clevedon: Multilingual Matters, 1986 (first published 1982).

The new edition of this book is indeed very welcome, since it is the only comprehensive introduction to the field of bilingualism. It offers a highly readable presentation of studies of individual bilingualism, especially its linguistic and psycholinguistic aspects. The author deliberately minimizes his discussion of the sociological and political problems inherent in diglossic communities, which would certainly merit another introductory book of its own.

Although this is the second edition, it is obvious that it has been reworked considerably because the text incorporates comments on at least forty titles that have been published since the first edition appeared in 1982. They are among the nearly five hundred works listed in the bibliography, the vast majority of which are reviewed or at least referred to in the preceding chapters.

The book has five well organized chapters in which the author manages to combine a coherent introduction to the subject with a comprehensive presentation of all the major writings that are pertinent to the questions raised. The first chapter, entitled *Definitions and Typologies*, analyzes at least fifty different concepts that are fundamental to the field of individual bilingualism. They range from diagonal bilingualism to late successive bilingualism. One recurrent question that comes up in this and succeeding chapters is that of defining just what a bilingual is. How much competence must a person have in his second language in order to be considered bilingual? The controversy surrounding this issue is so great that no consensus on any possible answer can be imagined. One solution that Baetens Beardsmore excludes is that of thinking that the only real bilingual is an ambilingual—someone who has native-speaker competence in both languages in all domains of linguistic activity without any interference of one language on the other. Although this is often the concept that laymen have of bilinguals, the author is correct in asserting that no such people exist.

In the second chapter, *Interference and Code Switching*, the author looks at different types of interference, from lexical transfer to prosodic transfer. Most of his examples come from the influence of Dutch on Brussels French, but other sources are also used. In his treatment of code-switching, he hypothesizes the existence of “a single code-switching grammar” (p. 84).

Chapter three, *Measurement of Bilingualism and Biculturalism*, presents

different techniques for measuring language dominance, language distance, and the effects of attitudes on integrative and instrumental motivation in second language acquisition. He also looks at measurements of the role that bilingualism plays in children's cognitive development.

Theoretical Considerations is the title of the fourth chapter. In it Baetens Beardsmore regrets the structuralist theoretical framework that has been fundamental in most studies on bilingualism ever since Weinreich's pioneering book, *Languages in Contact* (1953). He would have preferred to see more consideration of Chomsky's theories taken in work on bilingualism. He even suggests that transformational-generative grammar might explain how young bilingual children use the same set of rules to progress from the deep structure to the surface structure in both languages. This hypothesis seems to be a rather awkward attempt to join a fashionable linguistic bandwagon, especially since some linguists are still waiting to see their first deep structure.

The fifth and last chapter is about *Problems of the Bilingual Speaker*. It is especially concerned with the psychological and social hazards of the anomie that often besets bilinguals, as well as with educational problems of bilingual children. The issue of whether or not to raise one's children as bilinguals, if one has the choice, is central to most work on bilingual school programmes. Baetens Beardsmore, like most bilingual students of bilingualism today, gives more credibility to the studies that show the favorable aspects of bilingual development in children.

This is a most attractive book, and one that reads easily. It is recommended to anyone who would like to have a comprehensive introduction to the subject of individual bilingualism, or anyone already familiar with the subject but who would enjoy having a new perspective. Some Canadian readers might be annoyed that Baetens Beardsmore did not bother to look up the correct spelling of *Québécois*, and instead invented one of his own: *Québécquois* (p. 5).

Robert Dole

THE REVIEWER

Robert Dole has been Professor of English at the Université du Québec à Chicoutimi since 1977. He previously taught ESL at the Universities of Metz, Bonn, and Lodz. He did his B.A. at Harvard and his Ph.D. in linguistics at Laval. He speaks five languages and is very humble about himself.

Coast-to-Coast Reader

Joan Acosta

Douglas and McIntyre, 1987.

The dire need for ESL materials with Canadian content was the focus of the most recent issues of *TESL Talk* (vol. 1 1988). Contributors like James Little and Esther Podoliak supply valuable information about existing materials, and it appears that the available resources are mostly aimed at the intermediate to advanced learner of English. However, the beginners and elementary students may indeed be the ones who most sorely need learning materials with Canadian content, since they are least able to get this kind of information from other sources, such as the news media, magazines, or conversations with native speakers. It is therefore encouraging to review Joan Acosta's *Coast-to-Coast Reader*, which is a welcome addition to the small but hopefully growing list of ESL books with Canadian content, intended for learners with very limited proficiency in the English language.

Acosta's reader is a relatively small book (63 pages) using quite large print for most of its content. It is divided into three sections: *People of Canada*; *Canada, the Country*; and *Daily Life in Canada*. The first part, *People of Canada*, takes up half the volume, followed by (both in sequence and size) *Canada the Country*, while the last ten pages deal with *Daily Life in Canada*. Within each segment, a number of topics are presented, ranging from a horse-back riding, 101-year-old lady to a display of the parts of microcomputers. Each topic is treated on one page only, and the texts are very short, mostly between 50 and 100 words. Every text is provided with an illustration, mostly in the form of a photograph. None of the texts is supplied with any language exercises or suggestions for follow-up activities.

The content and the style are distinctly different from one segment of the book to another. In the *People of Canada* section, the texts all tell a short story about the individuals we meet there, and 16 of the 22 texts contain quotations by the persons who are introduced. *Canada, the Country* is more factual in style, and the texts are closer to 100 than 50 words in length. The content here deals with Canadian institutions (e.g. Parliament, the RCMP), cities (St. John's, Toronto, Winnipeg and Victoria), and typically Canadian phenomena (maple syrup, Inuit students, the Bluenose, etc.) In the third part of the book, the content is still factual, and the style often takes the form of instructions or definitions, as the student finds out about the practical side of *Daily Life in Canada*.

There are many positive sides to this reader, apart from the content being Canadian. The very useful information in *Daily Life in Canada* can in many cases be put into practice by the students as soon as they leave the classroom. More material of relevance outside the classroom can be found in the facts presented in *Canada, the Country*, much of which will facilitate the student's comprehension when he or she tries to tackle a newspaper or listen to the news. A positive aspect of the *People of Canada* gallery is that about half of the characters are immigrants to this country, making it easy for many of our students to identify with them. The short text format is also a plus, since it enables the beginning or elementary student to get from start to finish within a reasonable amount of time and without a seemingly insurmountable effort.

However, the impression this reader gives is not only good. My personal criticism can be divided into three areas: the way the content is organized, the choice of sub-topics, and the lack of supplementary material. First, I will address the organization of the content, which after the initial division into three major subject areas (which is fine!) seems to be left entirely to chance. The ordering of the texts within each section does not follow any particular pattern, at least not one that is obvious to the reader. There is no noticeable progression in terms of difficulty, neither is there any grouping of the texts according to topic, which certainly would have been possible. The impression one is left with is unfortunately that of a rather haphazardly assembled collection.

My second criticism concerns in particular the selection of the people who are profiled in the first half of the reader. Where are the ordinary Canadians? As mentioned above, many of the people here are first generation immigrants, who through this very experience are quite extraordinary despite an otherwise ordinary life. But these new Canadians are often outstanding in other ways as well, like the super-fit senior citizen or the family of circus acrobats. The home-grown Canadians are usually also remarkable in some way: we meet people who refuse to let old age or disability slow them down, or women who have successfully chosen male-dominated jobs. Fine, but where is the male nurse or the house-husband? And where do we find the everyday nine-to-five, commute-to-work, pay-the-bills, watch-TV representative of the population at large? We may be boring, but we are out there, and we are certainly *People of Canada!*

The choice of subjects in the third part of the book is (as I said above) practical and useful, but I cannot help wishing that some material had been added to assist the student with the most common-place situations of daily life in Canada. Every student will most likely need to shop at the supermarket, open an account at a bank, buy a bus or subway ticket, or go to the post office for some stamps. Texts on these topics, similar in format and difficulty level to the ones already present, could easily be added and

would enhance the usefulness of this section. Much of what is there already is certainly very practical, but not everybody enjoys house plants or has access to a computer.

The third and last critical point I would like to make, concerns the complete absence of any exercise material or suggestions for related tasks. Granted, the book is clearly labeled as a reader, not a textbook, and used as a complement in addition to an elementary textbook (perhaps of U.S. origin), it is an excellent resource that any Canadian ESL teacher would like to use, at least in part. But the book also has the potential to become the main text used and could already be that in the hands of an experienced and/or creative teacher, who does not mind the extra work required to put together follow-up material. But not all of us are creative or experienced, nor do we always have an abundance of spare time. We are nevertheless ESL teachers, and it would be a shame if some of us might refrain from using this book because of the lack of an accompanying exercise book or teacher's manual with ideas of what could be done to expand the language learning to more skills than reading and to more student activities than using a book.

An improvement which would instantly make the book handier to work with, would be the addition of a proper index. The present table of contents just lists the three major sections of the book; however, an index showing all the titles of the subtopics would make it much easier to organize the material into groups of texts that have a common denominator and could be treated as a unit. Most of the texts can certainly be linked up with one another through a shared content feature, some within the same section of the book, some across sections, and sometimes both methods could be combined. To these could then be added authentic material from newspapers, brochures (from government information to advertising pamphlets), food container labels, radio broadcasts, and taped phone messages, to mention but a few possibilities. Such a unit could for example consist of the "people" texts dealing with elderly persons, the text from *Canada, the Country* about Victoria, B.C. (while informing the students why this city is the retirement capital of Canada), and the daily life entry entitled *Keeping Warm in Winter*, where the introduction mentions that older people (and babies) need to dress more warmly than others. The unit could then be supplemented with government brochures about services to senior citizens and perhaps a pamphlet (with lots of pictures) advertising a retirement facility. I can think of about a dozen other similar pairings of texts into units, which could then be expanded with material from the outside world, and there must be more possibilities than the ones that have sprung to my mind.

To sum up, the *Coast-to-Coast Reader* is a most welcome addition to the small number of texts with Canadian content that can be handled by

beginners or elementary ESL students. My main criticisms, regarding content selection and organization as well as the lack of follow-up material, could easily be amended through the insertion of a more detailed index and the publication of a teacher's manual, which would be especially useful for the less experienced ESL teacher.

Lilian Junkin

THE REVIEWER

Lilian Junkin was born in Sweden and received a Master's Degree from the University of Goteborg in 1971. Her diploma from Linkoping's College of Education certifies her to teach French, English, Swedish Language Arts, and Swedish as a Second Language. She has an M.A. in Educational Theory from the University of Toronto and teaches both Swedish and ESL at the School of Continuing Studies of the same university. One of her special interests has been to set up a Canadian content elective course as part of the ESL Intensive programme.

The Grammar You Need

G.M. Spankie

Macmillan Publishers Ltd. 1987

"At a fairly early stage," the author states in the preface, "learners find it necessary to cope with English that is not merely comprehensible but grammatically acceptable too, at formal and informal levels. That is to say, they need grammar in order to give full meaning to what they say, hear, read, and write. Grammar is essential to meaning."

There is general agreement that this is the underlying performance objective for ESL learners at any level of proficiency. There does not appear to be general agreement about how to teach grammar in order to achieve this. Differing student needs, preferred teaching methodologies and approaches, different learning styles, are all variables which affect the teaching/learning process in the classroom. There are currently available several pedagogical grammars each of which sets out and clarifies the essential aspects of English grammar from a different perspective, be it developmentally, functionally, communicatively, inductively or deductively. *The Grammar You Need* sets out the grammar in yet another way—"thirty-four main headings which deal progressively with the parts of sentences, the parts of speech in their functions and the relationships among

them.” The contents page clarifies this for the reader. In a book which is only 187 pages in length, basic sentence parts and word order are outlined in the first 6 pages, 7 sections (pps. 7-44) cover aspects of nouns—plural forms, mass, number and measure, articles, possessive case, definers; 6 sections (pps. 45-70) cover aspects of pronouns—personal/impersonal, interrogative, relative, indefinite; 13 sections (pps. 71-156) cover aspects of verbs—tenses, modals, passives, conditionals, gerunds and infinitives, indirect speech; the final six sections deal with prepositions, adverbs and adverbial clauses, and adjectives (order, position, and comparison).

The author has not only managed to explain a great deal of grammar, but has succeeded in presenting it in a format which is clear and easily read. There are numerous sub-headings in bold print, each of which has several good examples on the left side of the page with commentary and explanation immediately opposite on the right side. Throughout the text, the examples are printed in blue, which makes them easy to identify and also generally improves the attractiveness of the format.

The author clearly intended this text to be a comprehensible reference for both teacher and student alike. There are no practice exercises. There is a good cross-referenced index. The commentary relates the form to meaning wherever possible, and frequently indicates change in meaning when different forms are used. A good example of the latter is the author’s reference to the use of the gerund and infinitive after the verbs ‘remember/forget/regret’.

The preface states that this text “is for learners at all stages who have already passed through beginners’ classes and can be used as a grammar course in any order without loss of coherence, to suit student needs.” I am sure this is so, since understanding “the parts of sentences, the parts of speech in their functions and the relationships among them,” provides a point of reference whereby any chunk of discourse can provide a context for teaching or analysing the language whenever it is needed, no matter which skill is being taught. Even more importantly, I would also see this text as very useful to help beginning teachers in a very practical and informative way to understand the way in which the English language works. It then becomes their challenge to transfer this knowledge to their students in a creative and meaningful way.

Vivian R. McDonough

THE REVIEWER

Vivian R. McDonough is a teacher of ESL at the University of Toronto, School of Continuing Studies. She is particularly interested in the methodology of teaching grammar communicatively.

Code-Mixing and Code Choice: A Hong Kong Case Study

John Gibbons

Clevedon: Multilingual Matters, 1987

This book offers a fascinating linguistic study of how a very special community of bilingual speakers chooses which language to speak and how they borrow elements from one language while speaking the other. The population in question is comprised of students at the University of Hong Kong, where all classes are held in English and almost all the students have Cantonese as their first language. The choice between speaking standard English and standard Cantonese is thus a rather simple matter: the former is limited to the classroom and the latter is used for the students' contacts with the Cantonese population outside the university.

The code-mixing that the author analyzes, however, concerns the use of English elements in a language that is basically Cantonese and that he calls *MIX*. *MIX* is used primarily among the students when they discuss student life at their own university. Were they to discuss the same subject with people outside their own peer group, even students at the other university in Hong Kong, a Cantonese-speaking one, they would use pure Cantonese.

Gibbons says that *MIX* is not really a pidgin or creole, since it does not involve the simplification of any other language. It probably comes closer to being a koiné than anything else, because it involves a fusion of dialects, to a certain degree. However, it cannot be considered a real koiné until it has been stabilized by being passed on from one generation to another.

The study was based on the actual language used by twenty-seven students, who kept diaries of their speech acts over a twenty-four hour period. A total of 431 verbal exchanges (or diary entries) were recorded and analyzed. 171 exchanges were found to be in Cantonese, 191 in *MIX*, 11 in English with Cantonese admixtures, 42 in English, and the remaining 16 in other Chinese dialects or other mixtures. *MIX* is given a thorough linguistic examination in which it is revealed, among other things, that the stress of English words is often given a high tone, as though it were a Cantonese word. The use of *MIX* is also studied from an ethnographic approach (for factors influencing code switching and code mixing), as well as from a Labovian secular linguistic approach to show the correlation between linguistic variation and sociolinguistic phenomena. Finally, a "social-psychological matched guise approach" is used, whereby subjects project personality qualities onto tape-recorded speakers whom they hear speaking Cantonese, English and *MIX*. The speakers of *MIX* are often

judged as being ill-mannered and ostentatious, and yet the use of MIX is felt to indicate student solidarity and membership in the in-group.

Gibbons should be congratulated for his succinct, straightforward style, which makes this book a true pleasure to read. He has taken a subject which, in the hands of a less talented writer, could easily have been dull and heavy, and he has presented it in such a way that it can be of interest to a wide range of readers.

Robert Dole

THE REVIEWER

Robert Dole has been Professor of English at the Université du Québec à Chicoutimi since 1977. He previously taught ESL at the Universities of Metz, Bonn, and Lodz. He did his B.A. at Harvard and his Ph.D. in linguistics at Laval. He speaks five languages and is very humble about himself.

Project Work

Diana L. Fried-Booth
Oxford University Press, 1986

Project Work is a recent title in the new Oxford University Press series of resource books for teachers edited by Alan Maley. It is a welcome addition as it "fills a hole" in the language teaching market: there is very little in the way of published material that looks in a coherent way at linking language learning in the classroom with the real world beyond.

The book offers a collection of varied project activities for language classes—from a short expedition out of the classroom to a 12-week project involving considerable interaction with the local community. The projects are designed to foster independence in language learners by having them use language (much of which has been practised and learned in the classroom) in order to perform a series of tasks that lead to a specified objective. The objectives themselves are chosen in accordance with the age, level and interests of the students involved.

A very clear and concise introduction serves to place the methodology of project work into the broader curriculum of language teaching and also into the broader philosophical framework of humanistic teaching. A number of points are of importance here for they provide the reader with a theoretical perspective of the methodological and linguistic underpin-

nings of project work. Firstly, the notion of authenticity, which, as the series editor, Alan Maley points out, comprises authenticity of input, of task, of event and of learner experience, all of which project work amply satisfies. The second issue concerns learner autonomy and the responsibility that learners take for their own learning. Here too, as the book demonstrates through the breadth of its suggestions and the guidance offered to learners engaged on working tasks, projects can provide a good deal of autonomy in the learner's curriculum. Lastly, there is the motivational factor, catered to by offering learner-centred (as opposed to teacher-directed) and task-based materials and goals, whose language content derives from the communicative activities themselves rather than from some extraneous syllabus.

The writer has no illusions about certain inherent problems involved in conducting project work. She distinguishes between the "foreign" and "second" language learning situations and caters admirably to the EFL context, which, traditionally, is the more impoverished from a resource point of view. Furthermore, she is acutely aware of the traps that an unprepared teacher and learner can fall into when undertaking a new methodology such as the one she espouses. Consequently, she advocates a graded approach to project work, working from classroom-based, controlled activities of a motivational type to less controlled ones (called "bridging" activities, such as designing an in-house "staff portrait gallery"), before attempting the free language use of out-of-classroom, full-scale projects. Likewise, she emphasizes the importance of prior and meticulous planning, careful monitoring of the project and thorough evaluation of the project once it has been completed.

She is aware that the chief attraction of project work—namely its gap-bridging power between classroom and real world—is also its potential failing or pitfall. There is a desire to put to good use language that has already been studied, and, as well, to put it to good use in the free uncontrolled communicative climate of the real world. The difficulty of catering to and pre-empting the language needs of a project are quite clearly understood. To her credit, the writer has a healthy respect for the complexity of natural language and so she avoids any simplistic solutions that would suggest that any particular language function or skill would necessarily occur in a fixed order relative to other skills.

The approach advocated is a layered one. The writer's experience of her subject matter gives rise to an awareness of both the importance and the difficulties of planning: "One of the perennial difficulties you have to face before a project develops is to try and anticipate the sub-skills which are likely to occur during a project." (p. 49). She knows that because a

project is student-directed, you cannot approach it with any “prescribed list of sub-skills”. She offers an approach that seeks to build up “checklists of sub-skills” in order to see their inter-relationships and in order to meet students’ language needs. This involves the use of a flow-chart designed to help students and teachers cope with the language demands of the project.

The book includes a section on the planning and organizing facets of project work and offers ways of getting an idea off the ground as well as trouble-shooting suggestions for dealing with what can go wrong at the various stages—a lack of confidence at the beginning, the anti-climax that can follow an initial burst of enthusiasm, being swamped by the language demands of a task, and interpersonal problems within a working group. Another section deals with ways in which the project, once underway, should be monitored, with practical suggestions for supporting vocabulary learning, monitoring error and conducting interim classroom feedback sessions.

Included among the suggested projects are six case studies of full-scale projects with practical guidance on every phase of the activity. (One I particularly like is *The Good Wheelchair Guide*, a project whose objective is to produce a handbook for disabled people on facilities that cater to wheelchairs). There are also two appendices, one offering further resources for conducting projects in non-English speaking environments and the other, offering feedback-information about real projects that have been conducted in a range of countries as far-flung as Belgium and Brazil. (On the whole, however, the book is rather Euro-centric and this fact would require some adaptation for, say, the Asian or Australasian contexts). An annotated bibliography appears for enthusiastic readers who want more information.

Any weaknesses in the book lie perhaps in its target learner. While there are a few suggestions for low-level learners, the majority of the projects are targeted to an intermediate-advanced language learner. It could, of course, be argued that it is inherent in the nature of the methodology of project work itself that low levels would necessarily be excluded from all but the controlled and semi-controlled activities. Another aspect of the target learner that reduces the scope of the projects offered is the age factor: on the whole, the work caters for the adolescent student and many of the activities would not be appropriate for a more mature adult class.

Project Work is a valuable addition to the resources commercially available for the English language teacher and teacher trainee. It offers practical suggestions and sound advice from a writer who has an obvious feeling for every aspect of her subject matter. For those who already incorporate

projects in their teaching programme, it will offer new ideas and some trouble-shooting solutions to old problems, and for those who haven't, it may well open up new ground.

Ruth Wajnryb

THE REVIEWER

Ruth Wajnryb is Head of Teacher Training at the Institute of Languages, University of New South Wales, Australia. She has an M.A. in Applied Linguistics. Most of her T.E.S.O.L. experience has been in adult teaching in Australia, Europe, the Middle East and South America. Her books *Grammar Workout* (1986) and *Grammar Workout 2* (1988) are based on the Dictogloss method.