

Reviews

Compte rendu

Blessed with Bilingual Brains: Education of Immigrant Children with English as a Second Language.

Mary Ashworth.

Vancouver: Pacific Educational Press, 1988.

Fourteen years ago Mary Ashworth published *Immigrant Children and Canadian Schools*, a pioneering work that described the response of Canadian school systems to the increasing numbers of immigrant children. That work provided the first coherent conceptual framework for judging the adequacy of programmes that had been developed to assist ESL children adjust to Canadian schools and it challenged Canadian educators to become advocates for ESL students through its articulation of "the three inalienable rights of immigrant children." These rights are:

1. The right to facility in one of Canada's official languages;
2. The right to continue their education beyond school leaving age; and
3. The right to be accepted with their linguistic, cultural, and racial differences by their teachers and peers and by members of the community.

The recent publication of *Blessed with Bilingual Brains* is timely, not only because much has happened since 1975 in the field of Applied Linguistics, and specifically in TESL, but also because it allows us to gauge how adequately Canadian educators have responded to the continuing influx of ESL students. The recent history of the education of immigrant students is placed in historical context in the first chapter, entitled *Vignettes from History*, which describes the educational experiences of Black, Jewish, Ukrainian, Mennonite, Chinese, Japanese and Doukhobor children in Canadian schools. This chapter succeeds beautifully in presenting the perspectives both of minority communities faced with intolerance and racism and of the dominant group anxious to preserve the political, racial and linguistic status quo. It also illustrates the fact that schools cannot be construed as neutral instructional sites, as they often are by members of the dominant group; rather, schools are sites where inter-group power relations are contested with the focus usually on issues of race, religion or language.

The themes introduced in this first chapter are skillfully woven into the

fabric of the succeeding nine chapters in such a way that the social context of ESL is never far from the surface. For example, in discussing the educational provision (or lack of it) for Black children in Nova Scotia in the 18th and early 19th centuries, Ashworth makes the point that "poverty and hopelessness, then as now, did not provide much incentive for sustained study" (p. 4). The lack of priority accorded to research in ESL in Canada is put into context in the third chapter dealing with *Figures and Funding* with the remark: "It is a sad reflection on our society that far more money is spent on research into lethal weapons than is spent on research into the best ways to educate children."

The content of the book goes very much beyond what we normally think of as TESL; for example, chapters are included focusing on demographic and funding trends as well as multiculturalism and heritage language teaching. In considering historical and current trends in immigration (Chapter 2), the author makes the point clearly that, as a result of the sharp decline in the Canadian birthrate, immigration must inevitably increase and consequently the numbers of ESL students in schools will remain substantial. The third chapter outlines the numbers of ESL students in different provinces and leads us through the morass of provincial funding formulae. One might assume that this material would be of relevance primarily to educational administrators; yet, Mary Ashworth's lively style maintains the reader's interest and makes clear the link between the demographic and financial context and the conditions under which ESL teaching is conducted in the classroom. The paucity of funding for research in ESL is noted and among her suggestions is that a computerized database could readily be established by school systems that would track the progress of ESL students from first entry into the system and allow the influence of individual and programme factors on the learning of English and academic success to be assessed.

The fourth chapter is a very useful update on the variety of programme types that exist in school systems across Canada with succinct commentary on the advantages and disadvantages of each. She once again notes that "although formal programs in ESL have been in place in some school districts since the first decade of this century, few research reports dealing with their successes or failures have been published" (p. 105). The importance of staff training and support is also emphasized in this chapter and she notes that "regular classroom teachers into whose classes ESL/D students are mainstreamed are, by and large, poorly informed of those theories and practices of second language/dialect teaching that would help them to provide effective programmes for these students" (p. 105-106). This point assumes major importance in light of the fact that the proportion of ESL students in urban school systems is rapidly increasing (e.g. over

50% in several Metro Toronto systems and almost 47% in the Vancouver School System) yet few Faculties of Education have acknowledged this fact in their programmes which still, by and large, relegate issues relating to ESL students to a marginal position. In urban school systems ESL students are increasingly the norm and *all* teachers should be prepared to handle in the regular classroom the range of individual differences that they represent since there is no way that segregated ESL classes or reception centres can cope with the numbers (even if that type of programme organization were considered appropriate).

The fifth chapter focuses on students and includes lucid consideration of the complexities of reception and placement of ESL students and the organization of reception and placement in provinces and school systems across the country. Then issues relating to ESL teachers (particularly teacher training) and the status of ESL as a professional focus are examined in Chapter 6. Curriculum and methodology are discussed in the next chapter with particular attention paid to Bernard Mohan's work on integrating the teaching of language and content. Chapters 8 and 9 bring us back to the current social context of ESL students by describing and analyzing provision across Canada for heritage language programmes and multiculturalism in education. Once again the treatment of these contested areas is lucid, comprehensive, and balanced.

The final chapter is entitled *Looking Ahead* and in a few pages it summarizes the agenda for progress and change that has been so eloquently and forcefully developed in the preceding chapters. The chapter concludes with the importance of leadership at different societal levels and with 20 axioms for making educational change.

The focus on changing schools "to make the very best education accessible to every child" (p. 223) is an appropriate way for this book to end since the entire thrust of the book has been to help us understand the societal forces that both promote and obstruct change. The book reveals to us the persistent nature of issues and conflicts relating to the education of ESL students and how long the struggle has been to arrive at where we are now. As Mary Ashworth makes clear, despite the major progress of the past 20 years, we as a nation have a long way to go before our rhetoric about multiculturalism and equality of opportunity is reflected in adequate provision with respect to research and programmes. However, the progress we have made during the past 20 years is in no small measure due to the extraordinary energy and insight that Mary Ashworth herself has brought to the field during this time. This book should be compulsory reading for everybody who aspires to teach children in Canadian schools because increasingly children who are "blessed with bilingual brains" are the norm in our schools. Mary Ashworth has presented both a window on our past

and a map of where we have come to such that we emerge from her book not only enlightened but also sharing her own enthusiasm and optimistic vision of what we as a nation can become and our role as educators in that process.

Jim Cummins

THE REVIEWER

Jim Cummins is an Associate Professor and director of The National Heritage Language Resource Unit at The Ontario Institute for Studies in Education. Among his publications are *Bilingualism and Special Education: Issues in Assessment and Pedagogy* (Multilingual Matters, 1984) and (with Merrill Swain) *Bilingualism in Education: Aspects of Theory, Research, and Policy* (Longman, 1986).

The Learner-Centred Curriculum

**David Nunan (1988). Cambridge: Cambridge University Press.
Paperback: 196 pp., \$16.50. Hardcover: 208 pp., \$41.50.**

This is not a book about “learner-centred curricula” as its title suggests. Students barely figure in the book; nor are they said to make curriculum decisions. It is about ESL teachers acting as curriculum decision makers. Fundamentally, the book documents a project to evaluate the teaching of ESL to adult immigrants throughout Australia, in view of the localization of curriculum organization. Secondly, it is an explanation of why, since curriculum organization in adult language teaching is mainly performed by teachers, it can no longer be considered simply as adherence to one instructional “method”, just a predetermined administrative policy, or solely a matter of sequencing linguistic content. As is increasingly evident in adult education throughout the world, ESL teachers assume the major responsibilities for planning courses, organizing learning tasks, and conducting students evaluation (Breen 1987, Cumming 1986, Yalden 1983). More importantly (but less successfully), the book is an effort to clarify what this idea of curriculum may actually mean in the minds, practices, and circumstances of instructors of adult ESL.

These are noteworthy purposes. They will have much appeal to Canadian teachers and programme administrators in comparable situations in Canadian colleges and settlement programmes. They will be of concern to advanced students of curriculum and language education. Unfortunately, while the book illuminates these issues, it also obscures many of them, succumbing to various contradictions of the kind evident in its title.

A major contradiction appears in the organization of the book. It is a perplexing blend of project report (of the kind useful to establish new knowledge about particular circumstances) and introductory theory on ESL curriculum (of the kind suited for initial study by experienced teachers in masters level courses). These aims pull at one another, with the result that neither is satisfactorily realized. The substance of the project report is by far the most informative, incisive and valuable part of the book. But this is self-contained, and disconcertingly concealed, in the final chapter.

In contrast, the main part of the book aims to explain key curriculum concepts, citing relevant authorities and perspectives, providing data from informal surveys as illustrations. But the presentation of these concepts are couched in terms which are, confusingly, prescriptive and descriptive. Nunan claims to be describing curriculum processes as they actually occur for ESL teachers. At the same time, he advocates a more interactive model in which teachers act as curriculum developers, implementers, and evaluators. But the model is fundamentally conventional—containing the

usual aspects of pre-planning, content specification, methodological options, resource selection, student evaluation, and teacher development. I believe most experienced adult educators are already aware that they perform these functions.

A second contradiction appears in the view of curriculum which Nunan conveys. It claims to be process-oriented, innovative, and a remedy to the rigid, impractical traditions of institutional programming. But Nunan's image of curriculum is exceedingly "technical". Curriculum processes are portrayed as organizational techniques. Checklists, grids, organizational schema, and questionnaires abound—presumably to guide inexperienced teachers in planning, needs assessment, and evaluation. Conspicuously absent are analyses of the political, social, psychological, phenomenological, ethical, or even linguistic aspects of curriculum—aspects which many curriculum theorists would argue are, in fact, paramount.

As a consequence, curriculum decision making becomes, for Nunan's ESL teachers, "an administrative, management and organizational problem" (p. 171). By the end of the book, we come (sadly) to see this as an additional, unsatisfying burden on the already complex demands of classroom instruction. This stands, ambiguously, in contrast to the argument, in the book's initial chapters, that curriculum concepts offer informed educational advances. I would suggest this reduction develops because Nunan "depersonalizes" teacher thinking, abstracting it from the particular social contexts in which it occurs. This image is supported by his over-reliance on survey data (much of which is too inadequately reported to permit critical interpretations). This research methodology conflates curriculum issues to administrative generalities, failing to account for the richness and diversity of thinking, action and relations which characterize classroom situations. And which make them satisfying, intriguing and important for many of us.

The third contradiction concerns Nunan's appeals for continued systematic research on second language curriculum, instruction, and learning. This is sorely needed, I would agree, if we are to understand what happens in ESL education. But Nunan's own methods to further these aims are hardly exemplary. His choice of questionnaire-survey methodology to address the more intricate, complex issues of curriculum is unfortunate and inappropriate. This is abundantly clear in the one instance where he deviates from this methodology to present a case study portrait of a single instructor teaching students at a level she is unaccustomed to teaching. This descriptive, narrative account is revealing of many concerns previously neglected in the book. It allows us to see and understand this one teacher as she struggles with demanding curriculum decisions in her classroom practice. This is a glimpse, albeit too brief, of the particularities and natural situations which Nunan should have assessed more fully in trying

to understand ESL curriculum. He appears curiously unaware of the exemplary research on curriculum issues in this vein (see Ball and Feiman-Nemser 1988, Clandinin 1986, Cumming 1988, Elbaz 1983; Cumming 1989 attempts this kind of case study for ESL instruction).

We are left to consider Nunan's book against the various other books which have recently emerged on ESL/EFL curriculum. Despite my criticisms, I feel Nunan makes unique contributions to this field. His contributions are distinct as concerns for adult ESL education in non-academic settings, teachers as central decision makers in curriculum organization, and exploring many issues which were previously unstudied. However, to understand curriculum theories more deeply in school foreign language teaching, I believe Clark (1987) offers a far more profound analysis. Likewise, Mohan (1986) provides a more articulate conception of the curricular relations between content and language, thinking and social action, and academic study and second language learning. For introductions to curriculum in language teacher education courses, Yalden (1988) or Dubin and Olshtain (1986) provide more comprehensive and balanced, though conservative, perspectives.

Or we might properly turn to more general books on curriculum, like Miller and Seller (1986), to see how the broader field of education has conceived these issues. I wondered seriously if this is the more sensible choice while reading Nunan and his perplexing claims to "look beyond linguistics to the general field of educational research and theory for assistance in developing curricula" (p. 20). Why should second language teaching need to formulate its own versions of curriculum, distinct from those of general education? Are these bound, by definition, to be limiting and limited?

Alister Cumming

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THE REVIEWER

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Crossword Puzzles for Beginners

By Anthony Mollica

Language learning dull and boring? Not to Anthony Mollica. He has written fifty crossword puzzles for beginning learners of English as a second language to provide “an alternative to translation, definition and description . . .”, and provide “hours of fun” in a book called *Crossword Puzzles for Beginners*. Drawing on ten themes such as *At School, Sports, Activities, Articles of Clothing, Means of Transportation, etc.*, twenty new vocabulary words are introduced through five different puzzles, ranging from ones where the clues are pictures with the words in alphabetical order listed at the bottom, (so that the students need only count the letters in the words to fill in the blanks correctly), to a final one where all the words in the theme are needed to complete the puzzle, but none of the words appears on the page to give any visual clues. This last format is designed to “test”, to “verify whether the student has learned all the words of the visual vocabulary page.” Teachers are urged to use the puzzles selectively, and to reproduce pages for their own classes.

The author hopes that these puzzles will be as much fun for the students to do as he has had in preparing them, and as I reviewed the pages, I had visions of all kinds of students, sitting in pairs or groups, working through new or reviewed vocabulary. Because the pictures represent people, activities, and items which cut across ages, older children or adults who are beginning their study of English could use these puzzles. Finding materials which do not offend adults, but which can facilitate instruction for children, is often difficult and I think these puzzles do well in transcending those barriers.

But it is precisely the pictures which I had the most trouble identifying. I think illustrations may be the most critical, and the most difficult of all sign systems; there never seems to be a one-to-one correspondence between what the artists think they are drawing and what is the anticipated connection. The following picture, for example, taken from an out-of-print reading test, was supposed to elicit the term *face* from a selection of three words.



My students have guessed *scientist, hair, grandfather, moustache*, and other non-relevant (at least to the success of the test), characteristics when the picture has been presented without the words.

Thus, I was puzzled by some of the relationships between the pictures and the words. In the first puzzle in the theme *Activities*, for example, there is a picture of a person stepping on something representing stairs. The vocabulary item is "to go up." Wouldn't "climb" be more appropriate? (I am not sure, in addition, why the grammatical form of the infinitive is used instead of the base form, e.g. "climb," "listen," "speak," "eat.") In that same first puzzle a person listening to what appears to be a radio is supposed to elicit, "to listen to." But the picture more clearly represents "listen to the radio".

As I thought about the intended relationships, I realized that my concern comes from a basic philosophical difference I may have with the author: I think vocabulary can only be learned in rich contexts, building bits and pieces of how and where the word will be used only through seeing, hearing, and using the word in real, authentic situations, oral and written. These puzzles assume there is a rather direct, simple connection between words and what they represent. And further, that that connection will be evident through the pictures. I don't think pictures provide context; I think people and the demands elicited through audience and purpose do. Some of the terms seem self-conscious or forced to me: instead of "broom" in the kitchen, why not "food processor," or "microwave"? Instead of "stag," why not "moose"? In one puzzle of *At the Zoo*, both a "camel" and a "dromedary" are listed. (I thought dromedaries were sub-species of camels.)

Although as a teacher I am not ordinarily concerned with grammatical form, (believing rather that authentic environments, nurturing caregivers, and sufficient reasons for oral or written communication will, with time, produce language similar to that of the environment in which the learner lives), I did have some grammatical idiosyncracies jump out at me. With so little context available, how is a new student of English to know that, (in the puzzles marked *Sports*,) "football" and "basketball" are nouns representing the game itself, but that "boxing" and "fencing" represent the act of. (To be parallel, should it be "playing basketball?") Similarly, how is a student to know why there is one "raspberry", one "strawberry", but many "cherries" and "blueberries"? Since the semantic context is so limiting, I think I would rather have the syntactic context be as clear as possible. And I certainly would want the graphophonic system perfect; when learning the spelling of words is so critical, it is unfortunate that "corkscrew" is spelled "corkscrew" in one of the puzzles but not in the others.

I still, however, have some reservations about the book. For example, what is the chart after the introduction for? And there is an even more fundamental concern. The book claims to be a definite "alternative to translation, definition, and description. But it just isn't enough of an alter-

native for me, given my theoretical beliefs about language learning. I think some conscious attention to vocabulary may be important, and may even be helpful. But I don't believe I can choose what someone else should learn, nor expect the learning act to be so simple that counting the letters of words to fill in a blank is going to be much of a help. I would rather spend my time, and my students' time, establishing activities, and providing lots of reading materials, that will teach vocabulary through the very act of speaking about real things, and reading texts which teach, (such as predictable books.) I might even ask my students, as one of a number of activities from which they may choose, to work with a group and make up their own crossword puzzles, which they can then share. And I probably would not provide the words for visual clues, believing that through a developmental process of working out the rules for spelling, the underlying structure of "the way it spozed to be" will be learned.

Not memorized. No matter how much fun it is.

Carole Urzúa

THE REVIEWER

Carole Urzúa is a Professor in Residence in Stockton, California. Always a kid-watcher and an advocate for second language learners of all ages, she is most at home teaching and learning in the classroom. She tries to make her teaching consistent with theoretical constructs about the centrality of authenticity and purpose in learning, (sometimes called whole-language), and she tries to make her research classroom-based and observational in design. When she succeeds in either enterprise, she knows how to be a true learner.

A Companion English Grammar

Frances Hopwood

London: Macmillan, 1988

A Companion English Grammar is an excellent little book. It is very small in size, containing only 144 pages, and yet is remarkably comprehensive. When reviewing such a book, it must be reviewed on its own terms: i.e., it should only be evaluated as a handy *companion* for easy reference by the second or foreign language learner of English, as the title states. Therefore, it should not be approached or judged as a complete grammar of English, nor should it be judged as a reference text for the teacher. However, this does not remove the necessity that it be accurate, relatively complete, clear and comprehensible, and accessible to the second language learner. And, in spite of some relatively minor criticisms that are listed below, Hopwood's *Companion of English Grammar* scores high marks in each of these areas.

General Comments on the Book as a Whole

On the back cover, there is a statement of what the book provides:

- Information arranged in short manageable sections
- Simple and straightforward explanations
- Practical examples from everyday English
- List of the main irregular verbs in English
- Index and Glossary to explain grammatical terms.

In fact, this is a remarkably accurate description of this book. The author describes it as being for "complete beginners or for intermediate and advanced students wishing to revise" (back cover). I would question the viability of this book for the "complete beginner", and would suggest that it would be of most use for learners at a higher level seeking answers to such questions as: "When do I use X tense?" or "Should I use Y or Z form here?" or "How do I express this particular notion—what is the grammatical form that I should use?"

The model is clearly British English, and there are a few places in which this would pose a problem for the second language speaker exposed to Canadian usage. For example, there are sentences like: *He oughtn't to have gone away without telling them* (p. 60), *Need I come* (p. 63), and *They didn't use to drive a car in those days* (p. 64). It must however, be

pointed out that these dialectically different forms are peripheral and very few and far between in the book, and virtually all the forms being advocated are acceptable in everyday Canadian usage. There are, of course, a few sentences that are very British in their lexis, for example: *If I won the football pools, I would sail around the world* (p. 42). However, these are no more than minor, insignificant irritants, given that more than one example is always given. Neither of the observations made above would be sufficient to argue that this book is 'too British' to be used in Canada.

Format and Layout

The size of the book makes it very easy to carry around, and its smallness also helps, in the sense that it does not appear 'threatening'. Each section is very clearly laid out, where possible spanning exactly two pages, and the convention of bold type for explanations and regular type for examples is very clear visually. In addition, the masthead for each section is very clear, contained in a solid black box, and immediately below it, there is a model sentence printed inside a frame. In this way, the student can easily find his/her way around, either by the heading in the black box, or by the sample sentence in the frame.

The items included in the book are grouped according to grammatical patterns, and not according to communicative functions. For example, *Can* is covered on pp. 51-53, and *May/Might* on pp. 54-55, although both sections include expressing the notions of both 'permission' and 'possibility'. I would have preferred the grouping to have been by notion/function (see #2 below). However, to be fair to Hopwood, it must be made quite clear that she does group the modal auxiliaries by communicative function/notion on p. 50, and, what is more, *can*, *may*, and *might*, as well as 'permission' and 'possibility' feature in the Index.

The Index is very well presented, and once students have been shown how to use it, it will probably be the most useful aspect of the book. One slight difficulty with the Index is that a significant number of pages do not have their page numbers printed on them because of the solid black masthead getting in the way. This sometimes makes it a little difficult to find the exact page referred to in the Index.

The book also contains a Glossary of grammatical terms. On the whole, these are clear and adequate, and Hopwood has done an admirable job walking the tightrope between simplicity and absolute accuracy and completeness. There are one or two items that are somewhat confusing, however. For example, *collective noun* and *group noun* are separate entries, and their definitions are virtually identical: 'COLLECTIVE NOUN—a noun which refers to a group of people or things: a crowd, an army, a team, a set' (p. 136). "GROUP NOUN—a noun which refers to a group

of things: a class, a family” (p. 137). Not only are the definitions virtually identical, but I am unaware of what distinction Hopwood is trying to capture. As well, *uncountable noun* is explained simply as “a noun which does not have a plural form because you cannot count it: milk, rain, bread” (p. 140), but no reference is made to abstract nouns. In fact, this term is neither used in the Glossary, nor does it appear in the Index, and this is a special class of uncountable nouns whose usage poses difficulties for the second language learner.

Availability of this Text in Canada

To write a positive review of a book such as this is only useful if the book is easily available in Canada, and at a reasonable price. This book meets both of these requirements: it costs a mere \$8.75, and is available from Collier Macmillan in Cambridge, Ontario.

Comments on Specific Sections of the Book

1. **SHALL:** While I recognize that this is a British text, and I do not claim to be an authority on modern British usage, I would question the accuracy of this section, which implies that *shall* is perfectly normal usage today (nothing is stated to the contrary). In fact, the main use of *shall* is explained as: “You use shall with I/we for the future form instead of will or won’t” (p. 58). To the best of my knowledge, this form is at least obsolescent, if not completely obsolete. What is more, there is a danger of confusion on the part of the student who looks up *will* which appears just two pages back, and finds examples such as *We’ll be in Rome this time tomorrow*, and *I’ll take the red pair I think*, without any reference to the possibility of using *shall*.

2. **FUTURE TIME:** The way in which items are grouped together in this book has already been referred to, but on trying out a little “test” on the book, I came up with a problem: On p. 20, I found the following about the use of the *Present Continuous Tense* “You can use the present continuous to talk about the future, when you have a definite arrangement or plan: We’re meeting outside the Odeon at 6 this evening.” Then, on p. 36, dealing with *going to*, the following entry appears: “You use *be going to* to talk about the future: We’re going to visit our son in Canada in August: we’re really looking forward to it.” And then, on p. 34, under *Future Tenses*, the following appears: “You use *will* to talk about the future: when something is certain to happen (or not happen): Student registration will take place on 1st June.” While I see nothing inherently wrong with any of the three explanations, and their page references are all listed in the Index under *future time*, I am not sure whether the second language learner

using this book would understand the difference. Or, perhaps the implication is that there is no real difference, and if that is the case, then this should be stated.

3. *CONDITIONAL SENTENCES* (pp. 40-43): The explanations in this section are clear and simple, but it might have been helpful, perhaps in the 'Usage Notes' section at the end of the explanations, to give examples of Mixed Conditionals such as *If I had agreed to go on that trip, I would be in prison now.*

4. *THE INFINITIVE* (pp. 69-73): I was disquieted to see the modal verbs being described on p. 70, as being "followed by the infinitive without to." I fear that this could confuse learners, or even reinforce their common tendency of putting an infinitive *plus to* after a modal. The book uses the term "base form", and I would have felt more comfortable had that term been used in this explanation.

Concluding Comments

To find points to criticize in a book of this type that attempts to make a very large amount of complex information accessible to the learner, is easy. To write such a book is extremely difficult, and I commend Hopwood for this fine effort!

David Mendelsohn

THE REVIEWER

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East • West. Books 1, 2, 3, plus Teacher's Manual

Kathleen Graves and David Rein
Oxford University Press, 1989

The comprehensive Teacher's Manual which accompanies the student book *East • West* describes the 3 book series as "a three level course in ESL/EFL for adults and young adults. It develops the four skills . . . and is based on a carefully organized syllabus that integrates grammatical, functional, topical and situational content with its use in discourse." Book 1 is designed for beginners, Book 2 for low intermediate and Book 3 for intermediate to high intermediate students, and all are level appropriate.

The topics covered are varied and interestingly presented. For example, Book 2's fourteen chapters all address adult concerns such as food, shopping, sports, housing, the family and the workplace.

But the real strength of this series lies in the wonderful presentation of the material. Each large page is clearly and colourfully illustrated, with the pages "brimming" with communicative practice activities designed for pairs or small groups. Thus the books could serve continuous intake classes or multi-level ESL classes very well, as they are very practically oriented.

The readings are topical and the pictures certainly assure that the subject is 'context-embedded'. Extensive functional practice also allows for an integration of the grammar learned and the reading and taped listening practiced.

Further enhancing this excellent series, the Teacher's Manual contains a host of teaching ideas for the many exercises. It also includes tape transcripts and the answers to all the exercises. This is a series that works in the adult ESL/EFL classroom. East • West is best!

Linda Prue

THE REVIEWER

Linda Prue teaches ESL at the School of Continuing Studies, University of Toronto. She also instructs ESL adult methodology at the Faculty of Education at York University. Her latest challenge is directing TESL Part 1 and Part 2 for Nipissing University College at Sault Ste. Marie.