

## REVIEWS

### COMPTES RENDUS

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#### The First Step on the Longer Path: Becoming an ESL Teacher

**Mary Ashworth**

Markham, Ontario: Pippin Publishing Limited, 1992. 126 pp.  
ISBN: 0-88751-054-X

Near the end of the introduction to this volume Mary Ashworth writes: "I am retired!" The exclamation mark suggests her own astonishment at having moved, nominally at least, into that state where one could justifiably reflect more on what to plant in the garden than on issues of language teaching and learning. However, readers familiar with Ashworth's body of writings, including *Immigrant Children and Canadian Schools* (1975), *Beyond Methodology: Second Language Teaching and the Community* (1985), *Blessed with Bilingual Brains: Education of Immigrant Children with English as a Second Language* (1988) and her many articles, chapters in books, and conference presentations, will be surprised neither at the appearance of this book from a "retired" person, nor at the clarity and energy with which it approaches its subject.

The book is addressed to "student teachers, teachers, administrators and consultants" who may not have any training in teaching English as a Second Language, but who have contact with ESL learners or influence on policies and programs that affect them. In this the book acknowledges that in most English speaking countries the majority of classrooms reflect, to at least some degree, a multilingual and multicultural diversity to which we are still struggling for an adequate response.

This continuing demand is one of the factors responsible for the shifting of emphasis away from discrete ESL classes towards integration of the ESL learner into the educational mainstream. As a result, teachers and administrators who might in the past have been able to simply send the ESL child to the ESL class as a "problem" to be dealt with, must increasingly take greater responsibility for that learner themselves. One of the concerns about the trend towards integration is that there is insufficient training and education in ESL of those people who are now expected to take a more active role in the

education of students from ESL backgrounds. It is this concern that *The First Step* begins to address.

The book is structured around ten sections:

- Learning about Students
- How Language Works
- How a Second Language is Acquired and Taught
- Assessment and Programs
- Listening and Speaking
- Reading
- Writing
- Language and Content
- Lesson Planning
- Communities, Conflict and Classroom.

The final section is a bibliography with selected references relevant to the subject matter of each of the chapters.

Even in this list of chapter headings, the experienced ESL teacher will notice elements that separate this from other "how to teach ESL" books. In particular, "Learning about Students," "Language and Content," and "Communities, Conflict and Classrooms," are part of what we might term the "Ashworthian" perspective. They are also the issues which perhaps more than any others reflect current thinking in ESL. "Learning about Students" reminds us how important it is to acknowledge and understand the priorities, interests, skills, and experience that the learner brings to the language learning process. Questions designed to increase understanding of the learner and the learner's context are included as part of this section.

Similarly, "Language and Content" is based on the recognition that language learning must be relevant, and integrated into a motivating environment. The ESL teacher must build on the inherent linking of language and thinking skills. In Ashworth's words: "language teaching and content teaching go hand-in-hand" (p. 103).

The chapter entitled "Communities, Conflict and Classroom," while very short, makes explicit the need to see education, and ESL in particular, within the larger socio-political context. Included are Ashworth's "20 Axioms" that relate to the process of recognizing problems and formulating responses to change the situation for the better. The inclusion of this chapter is appropriate. At a time when the field of ESL is being subjected to enormous pressures, it is inconsistent that in most ESL teacher training/education courses this is still the component that gets little, if any, recognition.

The book is written for people who have little formal exposure to the complex elements of ESL teaching. It is, indeed, "the first step on

the longer path." Quite appropriately, the ESL professional reading *The First Step*, while finding much that is stimulating and rewarding, may note various favourite methods or techniques omitted or treated too briefly. Yet the experience we have had with those outside the profession, especially those who see the teaching of ESL as a quick fix, "training" process, suggests they are unlikely to pick up books like Douglas Brown's *Principles of Language Learning and Teaching* (1987) or the Bowen, Madsen, Hilferty publication *TESOL Techniques and Procedures* (1985). They are likely to pick up (or be given) this publication, and to find it both accessible and instructive. It is to be hoped that if readers are stimulated to continue the journey, they will then move onto readings, and into courses, that will add detail and dimension to the understanding they gain from this book.

The ability to explain complex theory in terms accessible to those without substantial background in the field is a mark of good teaching. Ashworth consistently reveals her abilities here, with a minimum of jargon and a refreshing absence, for our field, of acronyms. Compare, for example, her treatment of the subject of the Monitor Hypothesis with that of the many books that include the same subject:

Stephen Krashen also believes that some older ESL students monitor their own performance, provided they are conscious of some of the rules. Students who over-correct themselves can become self-conscious, hesitant to speak because they are focusing on form. On the other hand, students who under-correct themselves can be difficult to understand because they are focusing on content and garbling the form. The optimal situation occurs when students pay some attention to both form and content. Teachers can help students do this by showing them strategies they might employ and by explaining when it is appropriate to monitor their language. (p. 43)

There is an enormous amount of underlying theory on input/output, grammar, errors and error correction, and acquisition/learning embedded in this clear, straight-forward paragraph. Yet, uncharacteristically for an academic, Ashworth avoids the swamp of over-explanation that slowly sinks the inexperienced reader in detail and frustration.

At a time in her career when she might have produced, and is perfectly capable of producing, a highly complex and detailed treatment of ESL teaching and learning for experienced ESL teachers, Ashworth has chosen to go in quite the opposite direction. In a book aimed at those with little knowledge of ESL, who might be expected

to understand much more, Mary Ashworth shows how well she understands the theory, practice and context of ESL. In a paradoxical way, only someone with Mary Ashworth's accumulated experience and knowledge would be able to take the complex theories and techniques of ESL and make them clear, relevant, and accessible to people just starting out. It is a fitting and elegant gesture by someone who has done a great deal over the years to shape the ESL profession.

**Nick Elson**

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### **THE REVIEWER**

Nick Elson is with the Faculty of Arts ESL program at York University, North York, Ontario. He has many years' experience in ESL teaching, and ESL teacher education and training. He has particular interests in the link between language learning/acquisition theory and the ESL classroom, and in the larger socio-political context of education in general and second language teaching in particular.

## Innovative Multicultural Teaching

Vincent D'Oyley and Stan Shapson (Eds).

Toronto: Kagan and Woo Limited, 1990. 214 pp.

ISBN: 0-921009-06-1

In their preface the co-editors, D'Oyley and Shapson, state:

All Canadian classrooms *need* to be seen as multicultural: thus the task of the teacher is to reinvent the classroom as a public space (p. 9; my emphasis).

The introductory chapter then continues to define the parameters of the text as the authors, D'Oyley and Shapson, situate classrooms and classroom events within the larger arena of public policy and the society at large. In identifying the classroom as public space the text captures the concept of multicultural education for all, and posits the view that "the multicultural nature of Canadian society and schools suggest that the most appropriate choice for teachers is to ensure that their classrooms are public spaces open to the participation of people in Canada" (p. 17). The teacher must broaden his or her own perspectives to meet the challenges of classroom diversity. The text then moves the reader from the public multiculturalism policy of 1971 to the more current implications of the Meech Lake Accord.

**Section One: Multiculturalism within Subject Domains** provides specific strategies and approaches that may be employed in teaching social studies, science, drama and music. These are subject areas in which teachers can readily infuse a multicultural perspective which may lead both teachers and students to greater sensitivity and cultural awareness through understanding key concepts such as prejudice, stereotyping, justice and equality. Social Studies, which deals basically with groups of people and relationships, can be used as a vehicle to develop in students positive individual and ethnic/race relations. La Bar and Wright in their contribution—Multicultural Education in the Teaching of Social Studies—emphasize the development of moral reasoning through the student's understanding of concepts such as human rights and the Charter of Rights and Freedoms. They further advocate the application of sound teaching strategies for conflict resolution in the examination of differing values inherent in diversity.

Bringing a multicultural perspective to science teaching, it is demonstrated, will allow dominant Eurocentric views to accommodate the contributions of other groups (e.g. Native Peoples) to the body of knowledge which informs classroom activities. Haig-Brown, using aspects of a science curriculum specific to Native Peoples, moves on to argue ethnic and gender issues associated with Eurocentricism and the "malestreaming" of science; and to suggest that modern science curriculum be more inclusive. "The responsible curriculum planner must build in opportunities for both students and teachers to view ideological concepts critically rather than take for granted assumptions which reproduce the dominant view of scientific knowledge" (pp. 98-9). A multicultural approach may very well lay the foundations for acceptance and mutual respect.

Both drama/theatre and music are re-asserted here as useful tools (as a heuristic) for helping students to develop reflective thinking; for providing opportunities for examining differing cultural values; as well as for allowing students to engage in conflict resolution strategies as they "play out" and critically analyze issues related to race, gender and ethnicity.

Patrick Verriour points out the need for a more central and dynamic role for drama education in the school curriculum. He suggests that schools move beyond children's use of drama to express "shared concerns" to address a more significant role that is often ignored; that is the role "that drama can play in challenging conventional thinking and stereotypical views of society" (p. 61).

In making a case for multiculturalism in the teaching of music, Robert Walker uses an interesting juxtaposition between language and music. Like the symbolic representation of language, he purports, musical notations are "an invented and arbitrary system" (p. 86). On the other hand music is unlike language in that sound notations cannot be translated across cultures as one would translate written text in different languages. But basic to all music, across all cultures, is sound; and Walker suggests that successful multicultural approaches to music education begin with "the only common basis of all music—the use of sound in all its varied parameters" (p. 81). He describes a variety of cross-cultural "sound activities" while suggesting that sounds should be used in the same expressive manner as language" (p. 85).

**Section Two: Special Contexts for Multicultural Teaching** brings to the centre potent political questions about: a) the Compatibility of Multicultural Education and Native Self-Government (G. Simms); b) Educational Policy for a Culturally Plural Quebec (d'Anglejan/De Koninck); and c) The Canadian Court as a Multicultural Classroom (H. Krasnick) and thus broadens the context for multicultural

education. All three topics are timely as they examine issues related to the realities of students' experiences.

**Section Three: Curriculum Building and Evaluation for Multiculturalism** addresses perhaps one of the most intimidating areas for teachers deciding to incorporate multicultural perspectives into their teaching. But the discussions on Curriculum Positions, Using Appropriate Cultural Materials; and An Agenda for Evaluating Multicultural Teaching are very assuring.

The transformation position, as opposed to the transmission and transaction positions, is claimed to be the curriculum position "most conducive to multicultural education" (p. 192). The rationale for a holistic approach toward the student has a familiar ring, except for the fresh emphasis on the inclusion of the student's cultural identity. The transformation position stresses growth or change in the individual as well as social change—with the teacher playing a vital role in first being fair, and secondly in establishing a just classroom community. Judicious use of carefully selected curriculum materials is important to this process of change as effective materials are not only expected to enhance student learning in the general sense, but are also expected to ameliorate prejudice and racism, for example.

The multicultural evaluation process and criteria set out by Shapson are no different in expectations from those of any sound, effective curriculum in matters related to accountability, effectiveness and careful monitoring of the transition from curriculum development to classroom implementation. Some innovative procedures are suggested for evaluating program, curriculum and teacher effectiveness. These include Collaborative Research, Multisite Qualitative Studies and Descriptive and Case Study Methodologies. Emphasis is placed on naturalistic enquiry which would take into account cultural diversity.

In **Conclusion**, the text both complements and extends the views of other writers in the field, such as Banks, DeFaveri, Lee, Lynch, McLeod, Kehoe, and Young, to name a few. But the text has its own character; and what is particularly unique about it is the drawing together in a balanced manner, of a number of issues from different levels of discussion. The result is a well-rounded text which addresses different audiences simultaneously. This observation includes, equally, the other contributions that are not specifically discussed in this review. *Innovative Multicultural Teaching* speaks loudly to pre-service and beginning teachers by offering a kind of "starter kit" with ideas for curriculum development; teaching strategies for multicultural settings; some models for specific content areas; and multicultural perspectives

on evaluation. The text also speaks to veteran teachers. The notion of curriculum infusion as a strategy for legitimating multicultural education should be particularly appealing to those concerned with the time factor involved in creating new instructional materials. The text encourages, too, teacher initiatives by providing some necessary scaffolding. Furthermore, the text is not without implication for teacher education departments, for it challenges them to examine the "fit" between teacher preparation and the realities of contemporary classrooms. A group of pre-service teachers who used the text recently found it both informative and challenging.

Coupled with its functionality, another real strength of the text is its currency and the success with which a variety of topics are juxtaposed to maintain an academic balance between theoretical concepts of multicultural education and suggestions for sound, practical application both within and outside the traditional classroom setting. The text is eclectic, but this does not in any way minimize its wholeness and its integrity. The extensive references at the end of each presentation provide the reader with an excellent choice of reading material in the field. One weakness in the text, however, is the absence of an index for quick reference.

We owe a debt of gratitude to the publishers, editors and the many contributors for such a timely, useful and innovative effort.

**Beryle Mae Jones**

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## **THE REVIEWER**

Dr. Beryle Mae Jones is an assistant professor in Language Education in The Bachelor of Education Program at The University of Winnipeg. She has done research in Language Development in Multicultural Classrooms, in London, England.

In response to the challenges of diversity facing pre-service teachers doing their practicum in inner-city schools, she developed and taught the course: "Education for Multicultural Settings". *Innovative Multicultural Teaching* is one of the required textbooks in the course.



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# **A Model for Pre-S.P.C. Training: Learning Materials for Instructors to Assist Workers to Prepare for Statistical Process Control Training**

**Gisele U. Armstrong**

North York: North York Board of Education, 1992. 187 pp.

ISBN: 1-55000-196-5

This book is an excellent tool for English for Specific Purposes (E.S.P.) classes in the workplace. It is well laid out with very clear instructions for the teacher. The objectives, learning materials and evaluations for each topic are clearly laid out.

The author displays a practical knowledge of workplace language training. Here suggestions for adapting company specific material and using the Statistical Process Control (S.P.C.) manuals combined with both commercial and authentic text are sound. A variety of activities for vocabulary development are used—vocabulary match-ups, crossword puzzles, opposites, synonyms and abbreviations.

The language of S.P.C. is often difficult out of context. In this book functions and activities are created to make them more relevant to the learners' lives. The reading and writing passages are simply taught and demonstrated.

The design of the text follows logical workplace sequencing. There are four parts:

- Part I Language. This is divided into three Topics, each topic focusing on a particular skill: vocabulary, essential language and reading. This part depicts the book at its best. The activities and exercises include a good combination of workplace terminology and survival vocabulary. Each section has learning activities which are graded in level from basic to high intermediate. Following the instructions are activities which reinforce them. Throughout this part of the book there is attention to detail and sufficient variety of material for the teacher to create interesting lessons.
- Part II Arithmetic Skills. This has fifteen subsections, all of them working on aspects of skill building to facilitate S.P.C. training. The section which includes calculating G.S.T. and interest rates will no doubt initiate lively discussions.
- Part III S.P.C. Interpretive Skills. This is well designed with clear graphs and diagrams. In addition, the variety of activities using data and tally sheets can easily be transferred to other organizations.

Part IV Independent Activities. This is the only area of the book which I felt to be weak. There could have been more innovative ideas using workplace examples.

There is no question this book will be useful in Canadian multicultural workplaces. It is unlikely to be used from cover to cover, but I am sure that the teachers in my organization will use it as a reference text. This is an area where there is a real shortage of relevant, interesting and suitable materials. Armstrong's *Model for Pre-S.P.C. Training* will be a valuable addition to any workplace teachers' bookshelf.

Laraine Kaminsky

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#### THE REVIEWER

Laraine Kaminsky is the director of Malkam Consultants. The company evaluates, designs and delivers language training for specific purposes in a variety of workplaces.

## Vidioms: Activating Idioms for ESL

**John F. Chabot**

Virgil, ON: Full Blast Productions, 1991

The Video: 2 hours and 14 minutes

ISBN: 1-895451-01-9

The Workbook: 194 pages

ISBN: 1-895451-02-7

Vidioms is the first in a promised series of video/workbook packages edited by G. Irons and J. Sivell. The package covers ninety idioms in fifteen lessons aimed at intermediate and advanced level learners of English. The stated purpose is to "bring English idioms off the written page and make them come alive" by engaging learners "in all aspects of language learning (comprehension, pronunciation, conversation, reading, writing and grammar)."

The selection of idioms represents a good variety of commonly used idioms. Some may be classed as phrasal verbs; such as, back out, clear up, calm down, get over and rip off. Others include prepositional phrases (off the top of my head, in the long run, beside the point, on purpose, over my dead body), noun phrases (last straw, one track mind, something the matter, second thoughts, a lost cause) and verb phrases (hold something against someone, jump to conclusions, bore to death, has it made, get on one's nerves).

The video contains three short skits for each idiom; two in the case of fixed meaning idioms. Each lesson of six idioms is about nine minutes in length. Although the most common setting is some part of the home, there are a number of other settings such as an office, a supermarket and a car. The characters include both male and female in a variety of age categories. The choice of characters represents some cultural diversity.

The skits are well written, providing learners with good, clear contexts for each idiom. The situations also present cultural aspects common in North America. Most are humorous with definite punch lines. A few negative stereotypes exist; for example, a wife spends too much on a shopping trip irritating her husband, a husband is a poor cook, and an elderly woman (labelled "Granny" in the workbook) is a poor driver and doesn't know what she's doing wrong. The instructor's notes could include stronger suggestions to have these stereotypes discussed in class; however, of the more than 250 skits, only a small number include such stereotypes. It should also be noted that a very

small number of skits contain black humour; for example, a driving instructor turns into a skeleton as a result of the student's driving, and a wife feeds her husband poison and then laughs as she watches him die. Such humour may not be appreciated by all learners. These are exceptions and the vast majority of skits certainly are correctly labelled "good, clean fun."

The continuity in roles and situations assist the learners in understanding the idiom being presented. Learners will begin to ask questions about the characters as they reappear: Will Matthew ever be healthy again? Will the rabbit or the turtle win the race? Will Jackie ever agree to marry Oscar? This is not to suggest that skits can only be shown in order. Each skit provides the explanation required for it to stand alone. When Dracula is unable in lesson fourteen to bite his victims on the neck, he explains that the dentist pulled his teeth by mistake, a reference to a skit in lesson two. The continuity adds to the humour of the situation as learners are able to anticipate events.

Although the acting is less than professional, learners wanting to hear an idiom in a context will not be hindered by poor acting. Low intermediate learners may find two characters, Rachel and Jed, difficult to understand; however, their infrequent appearances can serve as a reminder that not everyone speaks in broadcast English. Undoubtedly, learners will benefit more from short memorable skits with poor acting than from lengthy oral or written explanations.

The workbook includes brief instructors' notes, fifteen lessons and a dictionary of the ninety idioms. Each lesson contains the script for each skit, definitions with sample sentences for each idiom and seven oral and written exercises. Illustrations are included throughout each lesson.

The seven exercises in each lesson are an effective means of reinforcing the learning of each idiom. Exercises one and seven are cloze exercises asking learners to use the correct idiom with the correct verb tense. In the second exercise, learners respond to a question orally using one of the idioms. In exercise three, learners must complete a sentence which already contains the target idiom. Exercises four and five ask learners to describe situations using an idiom; one in a new situation and the other based on the video. Exercise six asks learners to act out one of the skits or to create their own skit and act it out.

According to its stated purpose, this package should engage learners in pronunciation. This is done in four of the workbook exercises by having learners use the idioms; however, there is no indication in the workbook of the stress pattern unique to many idiomatic expressions.

This would be a welcome addition to an otherwise well organized set of exercises.

The *Vidioms* package contains a thorough presentation of ninety idioms. Although the video skits are clear enough to be used independently, the workbook exercises will assist learners in not only understanding these idioms but in using them effectively.

**Garry Dyck**

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### **THE REVIEWER**

Garry Dyck teaches EAP at the University of Manitoba English Language Centre. He also serves on the executive of TEAM (Teaching ESL to Adults in Manitoba).

## Socio-Political Aspects of ESL in Canada

Barbara Burnaby, Alister Cumming (eds.)

Toronto: Ontario Institute for Studies in Education, 1992. 334 pp.

ISBN: 0-7744-0386-1 (paperback)

This volume, in 21 chapters by 26 contributors, is a new addition to the Ontario Institute for Studies in Education *Research in Education Series* that addresses the social and political concerns surrounding second-language education in Canada. The scope of the book is wide-ranging, painting a landscape of Canada that covers official policy, training programs, settlement issues, the workplace, and school concerns. It is a powerful collective statement that identifies issues, provides background perspective, and establishes the research base necessary to help the stakeholders in ESL education become aware and involved in the process of beginning to tackle existing problems head on. Basic student advocacy issues—many of which have been of concern to TESL Canada and a focus of meetings for several years—are brought to the table and addressed formally and comprehensively.

Some of the topics addressed include: demographic changes, proficiency in official languages, barriers to access, discrimination, inadequacies and inequities, interagency inconsistency, awareness gaps, educational alternatives, and the role of multilingual and multicultural diversity. ESL professionals can be pleased that a variety of authors critically concerned with the social and political welfare of ESL learners, and of their teachers, have come together to offer a collective statement that raises these issues and provides objective and systematic direction for those who wish to take action.

The book is divided into three parts. Part I reviews policy issues; Part II reports the results of surveys; and Part III presents a set of case studies. To begin Part I, Barbara Burnaby provides a coherent and authoritative outline of the organizational or "co-ordinational" framework within which the stated issues revolve in Canada. She very clearly illustrates how the needs of immigrants are "progressive" rather than static—requiring "comprehensive brokerage for information"—and defines terms used throughout the volume.

Mary Ashworth's long-time position of advocacy is refined in Chapter 2 with a lucid vision of the educational process in Canada, first-language maintenance, and the advantages of ethnic diversity. Here is an incisive outline of the root of the problem and of the

direction that solutions must take, including, for example, the idea of a two-part K-12 conference involving ESL professionals and then government officials. In Chapter 3, Janet Giltrow and Edward Colhoun remind SL teachers of how much they have to learn in order to understand the needs of those from other cultures, citing as an illustration the experience of a Vancouver program for Mayan ESL students that uses apprenticeship learning. Chapter 4 is a critical look by Nuala Doherty at the reality of accessibility to language programs for immigrant women, reporting on an ongoing court challenge intended to eliminate policies and regulations that discriminate against women. Laura Ho offers a structural framework for adult education in Chapter 5, requiring "mutual accommodation" by established organizations as well as by minorities. In Chapter 6, Kelleen Toohey illustrates the linguistic richness of SL students' home environments as well as of their conversations outside of classrooms, suggesting how classrooms can adapt to accommodate commonly encountered out-of-class skills.

The complex history of the rise of government support in Quebec for French-language programs is reviewed in Chapter 7 by Alison d'Anglejan and Zita De Koninck, as is the concurrent support for "ethnic-language" education in preference to English. The need for research in Quebec schools involving all of Quebec's minorities is highlighted. Nick Elson evaluates testing in ESL contexts in Chapter 8, and proposes research into an integrative model of language assessment for post-secondary admissions purposes. In Chapter 9, Barbara Burnaby paints a picture of the history and current reality of Canadian society which are the basis of attitudes towards immigrant settlement. Her comprehensive analysis of the social and economic life of Canada leads to the logical identification of the stakeholders in the process and to strategies for engaging their participation.

In the first of five national surveys in Part II, Monica Boyd focuses on gender inequities in language training policies and programs. Solutions are suggested which will have an impact on the socioeconomic status of immigrant women. Ravi Pendakur offers a clear breakdown in Chapter 11 of just who does what in the labour force, with an emphasis on the role of immigrants who speak neither English nor French. In Chapter 12, Lorraine Flaherty and Devon Woods address the crisis in ESL programming and staffing which came to a head in 1988 when the Canadian School Boards Association took action to seek government relief. Their review of the CSBA study, of related research, and of the political response is comprehensive and informative. Tracey Derwing's survey of the accessibility and suitability of citizenship programs questions some basic assumptions about the process of becoming a citizen. A number of initiatives are cited that



offer promising alternatives in citizenship education. In Chapter 14, Stan Jones reviews the incidence of literacy difficulties among speakers of nonofficial languages, scrutinizing the factors responsible for these difficulties with extensive data from Statistics Canada.

In Part III, Mary Ellen Belfiore and Monica Heller provide a solid piece of ethnographic research on the discourse of the decision-making process in cross-cultural interviewing. The role of background knowledge and style of self-presentation are illustrated with numerous excerpts. Alister Cumming and Jasinder Gill's in-depth case studies of 13 Indo-Canadian women examine the factors influencing their participation in a formal language program. Implications and a possible explanation from the theory of socialist feminism are offered. Chapter 17 reports Cecil Klassen's ethnographic approach, using narratives, to the obstacles facing nine Latin-American ESL adults. Detailed accounts quoting three women with no prior Spanish schooling identify the domains in which they have least access. In Chapter 18, Margaret Early begins the process of elucidating which students will be successful academically and why, by interviewing 26 high-school ESL students, both successful and unsuccessful. Recurring themes in the interviews—time, help, strategies, purpose—are suggested as factors on which to base ESL programming.

Benjamin Shaer offers an intriguing insight in Chapter 19 into a teacher's-eye view of what could be called schooling factors, or the pitfalls and socio-political constraints of teaching ESL in Montreal. A stark picture is presented that needs to be measured against the policy positions in the report on Quebec in Part I. In Chapter 20, Dean Mellow examines how ESL services could be provided more adequately for a rural community. A barrier model is proposed to explain existing conditions. To conclude the volume, Barbara Burnaby, Helen Harper and Bonnie Peirce survey the development of language training in Canada, making a three-site case study of the motivations for and impact of workplace ESL classes. The extensive findings of the study are the basis of a set of implications and recommendations for workplace-based ESL programs. The analysis is thorough, and the answers provided are central to contemporary socio-political debate.

There is a wealth of knowledge here. The book should serve both as a guide for program administrators and as a text on the sociolinguistic status of ESL. It provides the requisite theoretical and methodological background, contextualized in case studies, for examining many of the implicit social and economic premises that underlie ESL programming and TESL teacher preparation. *Socio-Political Aspects of ESL* offers a progressive challenge to the status quo, consistent with the rapidly changing conditions in the economy

and patterns of migration that surround other-language users of English in Canada, and offers a principled basis for seeking solutions.

**John H. Esling**

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### **THE REVIEWER**

John H. Esling is an associate professor of linguistics at the University of Victoria whose interests lie in accent, sociophonetics, and teacher training.