

is the very substance of the papers. Together, these provide the view of its field that any collection presumably seeks to present. For each of the four sections, Fletcher and Garman provide introductions that summarize each paper, clarify points in them (even in some cases by adding examples), and try to connect the papers in the section, placing them in a wider context when possible.

While I disagree with some of the assumptions, implications, and conclusions in a number of the papers, the collection is arranged so that even these disagreements could actually be useful in a (non-introductory) course on the study of language development. The citations in the papers are bountiful and recent, coming together in an impressive bibliography that reflects much of the standard and recent work in language acquisition. The quality of the work is reflected further in the general absence of small errors in editing, with the exception of one or two. *Language Acquisition* is a useful, desirable addition to the library of any student of language development, or of anyone wanting a solid view of the field.

(Received 3 August 1987)

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PRINCIPLES OF LANGUAGE LEARNING AND TEACHING, 2nd ed.
H. Douglas Brown. Englewood Cliffs, NJ: Prentice-Hall, 1987. Pp. xvi + 285.

Second language education has changed considerably since H. Douglas Brown first published *Principles of Language Learning and Teaching* in 1980. Many language education studies have been added to the research base, and several excellent texts have helped to solidify practitioners' thinking about theoretical issues (e.g., H. H. Stern, *Fundamental Concepts of Language Teaching*, 1983, and R. Ellis, *Understanding Second Language Acquisition*, 1986). Brown's text is written for the particular audience of practicing or future teachers who are developing their own theories of second language learning. By incorporating recent emphases on research and communication and extensively reorganizing the original volume, Brown offers the profession a useful text for introductory courses in second language pedagogy.

Changes in chapter titles reflect the changes in the available knowledge base. "Error Analysis" has become "Interlanguage," and "Discourse Analysis" is now "Communicative Competence," for example. Descriptions of teaching methodologies, which were interspersed among various theoretical discussions in the first edition, are now given more prominence as "In the Classroom" vignettes at the end of all but two of the twelve chapters. Although, strictly speaking, these concrete descriptions of teaching and learning behavior are not vignettes, they do show the neophyte the importance and, at the same time, the difficulty of relating practice to theory.

Brown reminds his readers to use an "eclectic, enlightened approach" to theory building and cautions them to remain in classroom contact with second language learners to give real-world validity to their theory building. His theoretical comments about the classroom vignettes contribute to meeting this goal.

Major methodological approaches and current issues in language teaching are depicted in these vignettes. Beginning with Gouin's Series Method, the Direct Method, Grammar-Translation, and the Audio-lingual Method, Brown offers his readers historical perspective and then presents several newer language teaching methods or approaches: Community Language Learning, Sugstopoedia, the Silent Way, Total Physical Response, and the Natural Approach. Another

vignette discusses communicative language teaching and the notional-functional syllabus, and the last one reproduces the ACTFL Proficiency Guidelines for speaking skill (pp. 235–37), without, however, providing guidance for sorting out the complex issues imbedded within them.

The effort to include the best current information is also evident in the research summaries that have been added to the second edition. Anxiety as a language-learning facilitator, language attrition, formulaic phrases, field independence, hemispheric brain functioning, inhibition, risk-taking, introversion, and personality types as they relate to instruction have been included. In addition, Brown presents several helpful summaries of research findings and models of second language acquisition (e.g., Bialystok, 1978; Lightbown, 1985; Yorio, 1976). Any reviewer could quibble with any selection or interpretation of research and models; such quibbling would be more a function of the state of our knowledge than a criticism of the author's judgment. One notable absence, however, is Stern's general model for second language teaching (1983, p. 44). A teaching model, as well as a learning model, could appropriately be included in a text for practicing teachers.

In evaluating the volume chapter by chapter, only the chapter on human learning seems vulnerable to criticism. (In general, content relating to the educational psychology knowledge base does not seem as well handled as content emanating from a linguistics base.) Fortunately, most teacher candidates acquire additional background in this area outside their language education courses. The author chooses to give equal weight to four theories of learning: classical behaviorism, neobehaviorism, cognitive learning theory, and humanistic psychology. Many different criteria might be used to select theories; however, the audience and purpose of this text would seem to argue for a simplification of currently respected theories such as a division into two main types: one that views learning as a result of environmental influences and the other that sees learning primarily as a function of innate organizational abilities.

Organizational changes in other chapters enhance this edition. Chapter 5, for example, delineates and discusses differences among processes, styles, and strategies of cognition. "Skel-etonization and embroidery" and "broad and narrow category widths" have been eliminated; characteristics of the "good language learner" and left- and right-brain functioning have been added (the latter discussion being a bit dated). In Chapter 9, Brown, borrowing from Corder's (1973) model, offers his own categorization of the developmental stages in interlanguage: random errors, emergent stage (learner cannot correct but can explain many rules), systematic stage (learner can correct), and stabilization (learner can self-correct and has very few errors). A detailed discussion of Krashen's input hypothesis, which Brown characterizes as filling the needs of teachers for something "simple and concrete," is balanced with responses by McLaughlin (1978) and Bialystok (1983), both of whom offer models of second language learning that are more fully grounded in research.

Chapter 10 defines and discusses communicative competence and its components. Language functions are described with Van Ek and Alexander's (1975) taxonomy of nearly 70 different language functions. Cummins' (1979, 1980) distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive/Academic Language Proficiency (CALP) provokes thought about context-embedded and context-reduced language learning situations, while Bachman's model (1987) for communicative language proficiency offers a valuable framework for discussing communicative language learning.

Brown's instructions to teachers attempting to form their own theories of second language learning are explicit and sound. He advises them to look for insights into language, human behavior, and pedagogy; to consult research; to consider the affective domain; and to focus on communication. With this mindset, they can form personal theories of learning that will determine their approaches to teaching, the design of their teaching, and the procedures they will use.

Brown's revision of *Principles of Language Learning and Teaching* improves upon the first edition. It provides a brief but broad treatment of the knowledge base in second language education. One must acknowledge, however, that any volume intended to be comprehensive yet brief, risks being superficial. Nevertheless, the effort to update knowledge and the selection of generally relevant content make this volume a worthwhile addition to our literature.

(Received 7 August 1987)

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SECOND LANGUAGE ACQUISITION. Wolfgang Klein. Cambridge: Cambridge University Press, 1986. Pp. ix + 191. £6.95.

This volume is a revised and extended version of an introductory textbook on second language acquisition (SLA) originally published in German in 1984. The past five years or so have witnessed the appearance of a spate of textbooks presenting more or less comprehensive surveys of the research conducted in the field over the years. This is not such a book. It does not set out to summarize research on the acquisition of phonological, morphological, syntactic, lexical, and discourse skills, nor does it aim at presenting an exhaustive account of theories of SLA. What it does aim at is to impose a unified, psycholinguistic perspective on the field and to outline, from such a perspective, the problems a learner has to solve when attempting to analyze input and construct utterances for communicative purposes.

Second Language Acquisition is divided into two parts. Part 1, “The Process of Language Acquisition,” contains three chapters, of which the first presents a brief overview of language acquisition research. Researchers are taken to task for not infrequently offering “facile solutions” (p. 23) to the problem of describing and explaining a process of such daunting complexity as SLA. The discussion is illuminating, but probably too concise for the uninitiated reader, who might want to turn first to recent introductions such as Brown (1987), Dulay, Burt, and Krashen