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REVIEWS

Learning, Keeping, and Using Language: Selected Papers from the 8th World Congress of Applied Linguistics, Sydney, 16-21 August, 1987 edited by M.A.K. Halliday, John Gibbons, and Howard Nicholas. Amsterdam/Philadelphia: John Benjamins, 1990. Vol. 1, xx + 508; Vol. 2, xv + 489.

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The first part of this review is meant to give the reader an overview of the content and organization of the 55 papers selected by the editors to represent the 8th International AILA Congress in Sydney. The second part addresses five issues that are raised by this two-volume collection of papers:

- How well does the collection represent the field of applied linguistics?
- Which research paradigms and approaches are represented?
- How many of the world's languages are represented?
- How well does the collection represent the international community of applied linguists?
- How accessible is the collection to non-specialists?

The 8th AILA Congress of the International Association of Applied Linguistics (AILA), held in August 1987, opened with an address by Dick Tucker and featured four other plenary speakers: Wilga Rivers, Michael Clyne, Braj Kachru, and Chris Candlin, all of whom contributed to the collection. The Congress as a whole had 23 sessions on 17 different topics in applied linguistics, which leads one to wonder how the editors selected the 55 papers that appear in the present collection.

In the foreword, the editors state that they decided to concentrate on three broad areas which had emerged as the dominant motifs of the Congress: (1) the learning and teaching of languages, both mother tongue and second or foreign languages; (2) language as institution, including language maintenance and loss,

and language policy and planning; (3) the nature and analysis of text, including register variation and the social construction of discourse. Their title, *Learning, Keeping, and Using Language*, reflects these three general motifs.

To tie the papers together, the editors provide not only a foreword but also an afterword and a brief introduction to each of the three sections. Volume 1 consists of the first section (Learning Language), while Volume 2 contains Sections 2 and 3 (Keeping Language & Using Language, respectively). Each volume has a table of contents plus a list of the contributors (with their institutional affiliations and addresses) to the entire two-volume collection, which is hard-covered and well bound.

For purposes of this review, I find it useful to depart from the editors' broad tripartite division, which perhaps reflects Halliday's penchant for three-way divisions. Instead, I offer my own narrower classification of the 55 papers, using eight categories which I believe are more useful and meaningful to most applied linguists: (1) discourse analysis; (2) literacy acquisition; (3) language pedagogy; (4) language acquisition; (5) language maintenance, shift, and attrition; (6) language policy and planning; (7) the nature and scope of applied linguistics; and (8) miscellaneous.

Of the 55 papers in this collection, 13 of them, or the largest proportion, represent discourse analysis and include topics as diverse as service encounters (Simounet de Geigel, Ventola), conversation (Auer et al., Murray), language and ideology (McGregor, Lemke), register variation (Adams-Smith), ellipsis in news headlines (Jenkins), and various types of text analysis (Ciliberti, Puglielli, van Stapele, Fries, Gunnarsson). The Ciliberti and Puglielli papers represent the macrotextual and microanalysis levels respectively of instructions written in Italian for using equipment of various kinds and as such form a set to be read together.

Eight papers focus on either L1 or L2 literacy acquisition, often with implications for teaching. The topics discussed include exploring the consequences of similarities and differences in oral and written language (Rado & Foster, Hammond), development of genre or register (Pappas, Ostiguy et al., Elliott), the development of cohesion in writing (Yde & Spoelders), learning to read in a second language (Wallace), and L2 orthography acquisition (Luelsdorff).

There are seven papers representing language pedagogy. Of these, three are methodological in thrust (Rivers, di Pietro, Gassin), and two deal with curriculum issues (Tickoo, Moore). The other

two involve specific techniques for teaching vocabulary: cloze (Carter) and computerized word analysis (Goethals et al.).

Another six papers deal with child language acquisition (both monolingual and bilingual/simultaneous). Three of these focus on the role of parents in the development of bilingualism (Comeau & Therrien, Hasan & Cloran, Doepke), while there is one paper each on the relationship of language and learning (Oldenburg), the role of transfer (Kwan-Terry), and artificial bilingualism (Saunders). By contrast, only three papers deal with adolescent or adult second language acquisition (White, Bolander, Borland).

Questions of maintenance, shift, and attrition in languages and dialects are addressed in five papers. Here it is worth mentioning the language or dialect involved in each study: Skibotn and Northern Norwegian (Bull), Krefeld German (Bister), Sydney Italian (Bettoni), Overseas Hindi (Siegel), and Torres Strait Creole (Shnukal).

Language policy and planning is the subject of four papers. Clyne examines Australia's language policy and its research implications. The papers by Bendor-Samuel and Walker both address aspects of vernacular literacy for languages with newly developed writing systems; they form a set and should be read together, much like the Ciliberti and Puglielli papers mentioned earlier. Finally, Gonzalez's report on bilingual education in the Philippines argues that evaluation must be an integral part of language planning.

Three papers address the nature and scope of applied linguistics from various perspectives. Tucker provides a disappointingly brief and incomplete overview (only 4 pages), Kachru looks at varieties of English around the world and the related challenges this diversity poses for applied linguistics, and Candlin argues that applied linguistics must become critical by applying language study to the amelioration of the human condition for individuals and for groups. The afterword by the editors also addresses the question of what applied linguistics is and acknowledges how difficult it is to define the field. Certainly, the second issue of this journal, which contained a special feature on this topic (*IAL*, 1990), provides a useful complement to the three papers and the afterword in these proceedings.

The six remaining contributions are scattered and less connected to the others and thus constitute a "miscellaneous" category. Two of these papers deal with the issue of regionalisms (or peripheral vocabulary) in language description and language teaching (Willemyns, Maire). Another two deal with

neurolinguistics: one attempts to redefine the field (McKellar), the other reports on a dichotic listening experiment with Mandarin-English bilinguals (Thomas & Gradman). Finally, the fifth paper examines professional vs. nonprofessional text translation (Tikkonen-Condit), and the sixth deals with varieties of English (Platt)--although one could argue that Kachru's paper covers this topic, too.

How well do these two volumes represent applied linguistics as a field which has accomplished interesting tasks and which is headed in productive and interesting directions? As the above survey of content reveals, many areas within applied linguistics are covered; however, language assessment/testing, a major area of research in applied linguistics, is totally absent from the collection, while other major areas of concern--such as second language acquisition, classroom research, literature, and language for specific purposes/content-based language teaching--are underrepresented. To be fair to the editors, however, they did not set out to represent the field as a whole but rather to reflect the main themes that emerged at the Congress. One would have to examine the Congress program, which I do not have at hand, to evaluate how successful they have been.

What research paradigms and approaches are represented in the collection? Given that Michael Halliday was one of the Congress organizers and also one of the editors of this collection, it is not surprising that of the 55 papers published, 18 of them draw either on his systemic model of functional grammar (Halliday, 1985) or his model of cohesion (Halliday & Hasan, 1976). This is certainly the dominant paradigm, though by no means the only one, represented in this collection. Furthermore, a majority of the papers are qualitative/observational rather than quantitative/experimental in approach. A better balance between the two research approaches would have been more representative of the field as a whole. Indeed, Candlin, in his closing plenary, calls for better integration of quantitative and qualitative methods in future applied linguistics research.

How representative of the world's languages are the papers? According to the foreword, the editors had intended the collection to be published in English and French; however, since only two of the 55 papers accepted for publication were submitted in French, the editors decided to translate the two French ones and publish the collection in English, an indication that English has become, de facto, the language of communication and publication in applied linguistics. Fortunately, this does not mean that standard English is

the only language taught, learned, used, or analyzed in the 55 papers; data from and/or speakers of the following languages are also represented in the research reported: standard or dialectal French, Italian, German, Swedish, Norwegian, Dutch (Flemish), Spanish, Finnish, Cantonese, Mandarin, Hindi, Pilipino (Tagalog), and Gooniyandi, an Aboriginal language. Likewise, the focus in some of the studies of several types of English--including creoles, regional varieties, and interlanguages produced by a variety of L1 speakers--also contributes to the linguistic diversity of the collection.

How representative of the international community of applied linguists is the collection? The 55 papers in the two volumes are written by 67 authors representing 16 countries, of which Australia and the United States are most heavily represented, with 18 and 15 contributors respectively. Outside of North America, Western Europe, and the host country, Australia, only three Pacific Rim countries are represented: New Zealand, Singapore, and the Philippines. This geographical imbalance leaves the reader with the impression that applied linguistics is largely a North American/Western European/Australian undertaking, yet we know that important research is being done in Africa, Latin America, South Asia, and the Middle East. Apparently these voices were not heard in Sydney (or were not selected to represent the Congress in print).

How accessible is the collection to non-specialists? Making this collection accessible was one of the stated objectives of the editors. Yet clearly the readers are expected to be familiar with terms and concepts representing a variety of research paradigms and methods used in linguistics and applied linguistics. Some of these specialized terms are, for example, Pearson's correlation test and ANOVA (from statistics); tenor, mode, and field (from systemic grammar); the subjacency principle and Pro-drop parameter (from Chomskyan linguistics). Non-specialist readers will thus need substantial background to comprehend many of the papers.

Despite these reservations, the collection is certainly important for historical reasons. It is a partial (yet nonetheless the most complete) published record of the 8th International AILA Congress. As such it should be in all libraries of institutions which train and service applied linguists. Individual researchers will want to read papers of interest to them, and clearly discourse analysts and child language/literacy development specialists are the two groups best served by the collection. I cannot conceive of either or both volumes being used as a textbook for a class; the papers are too diverse and too uneven. Selected papers will, however, provide

useful supplementary reading for applied linguistics courses dealing with a number of topics, such as language pedagogy, language policy/planning, literacy, child bilingualism, and languages/dialects in contact.

For future congresses, perhaps AILA should consider a policy that TESOL adopted several years ago: no longer to publish the proceedings of its annual conferences. Instead, individual members of TESOL are encouraged and assisted in editing smaller focused and thematic volumes whenever a particularly good related set of papers emerges from a given conference. The conference program with the abstracts of all the papers presented then becomes the official record of the conference, and those thematic volumes that are published contribute very positively to developing specific professional areas; they are potential texts and references for teacher/researcher training programs and for individual educators and researchers. Although this AILA Congress did produce a few thematic volumes, I believe the practice should have been extended to include most of the papers in this two-volume collection as well, and that the tradition of producing lengthy "proceedings," with many unrelated papers, should be abandoned.

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