

**Koenraad, Kuiper and W. Scott Allan.** *An Introduction to English Language. Sound, Word and Sentence.* Hampshire / London: MacMillan Press Ltd. 1995. Pp. 341.

This new textbook offers students a comprehensive and up-to-date grounding in the basics of English linguistic studies. Written in a lively and accessible style, it has been primarily designed for introductory courses on English language and linguistics. As stated in the Preface, beginners in the study of language will find this work very helpful due to its simple treatment of linguistic issues.

The book is structured in eight chapters grouped into four sections. The first chapter (and section) is actually an introduction that poses the question *What is language?*, whereas the aim of the three subsequent parts is to introduce the readers to the sounds, the words and the sentences of the English language, as the title suggests.

The study provides a variety of worked examples and practical exercises throughout, and each unit is completed with further exercises. A key with the answers to most of these exercises is offered, although as indicated in the introduction, “a disagreement with our answers does not mean that the student is wrong. Sometimes differences of opinion are the beginning of a new understanding.” At the end of each section the authors include extensive glossaries that can be used for reference and for revision. Additional reading and references related to the core topics studied

are also suggested at the end of the three main parts.

In Chapter 1, which serves as an introduction to the book, Kuiper and Allan embark on the arduous task of defining language by dealing with the various properties of human language, namely, that of being a code, with symbols which have function and form, and rules that determine how linguistic units can be combined. Other features of language, such as its being an specifically human capacity, or the creativity and constraints of language use are also commented.

The first part contains three chapters that extensively cover aspects of the phonetics, phonology and the syllables and suprasegmentals of English, respectively. Chapter 2, titled “Speech sounds,” contrasts English sounds and spelling before concentrating on articulatory phonetics. The segmental phonology of English is studied in detail in Chapter 3, where phonemes, allophones and various allophonic processes are carefully revised. Chapter 4 defines the concept of syllable and explains its boundaries, phonotactics and structure; finally, the suprasegmental features (i.e. stress, pitch and intonation) of English are discussed.

Part two consists of two chapters that focus on the words of English. Chapter 5 studies the form and function of words, describes their grammatical categories, and deals with the processes of word formation, the kinds of morphemes and several morphological properties; whereas chapter 6 investigates word meanings and vocabularies.

The third part of the book comprises two chapters which aim at examining the sentences of English. Chapter 7 analyses the structure of simple sentences. It starts with an introduction to simple phrases, and identifies the different types of phrases before explaining simple clauses and their functional constituents.

The final chapter (chapter 8), which is devoted to complex syntax, emphasizes the interrelation between the constituents of the sentences. Through an exploration of complex phrases and clauses, and of several syntactic processes such as *coordination and embedding*, students will learn to analyse structures and to draw their corresponding tree diagrams. Incomplete sentences in casual speech are also discussed briefly.

I feel this is a highly commendable book. It provides students of English and introductory linguistics with a solid grounding in basic linguistic concepts while preparing them for further work in the discipline. (M<sup>a</sup> Isabel GONZÁLEZ CRUZ, *Universidad de Las Palmas de G.C.*)

**Studia Linguistica. A Journal of General Linguistics.** Vol. 48, no. 2. 1994. Cambridge - USA: Blackwell. Pp. 181.

Published twice a year within the varied scope of publications by Blackwell Publishers, *Studia Linguistica* is edited from Sweden, while its Editorial Board consists of scholars from a great number of countries. The journal covers a range of articles probing the ample ground of theoretical linguistics, more specifically in

the fields of grammar, cognitive semantics and language typology. It combines articles together with the section called "Publications received."

The first contribution of this issue features Paolo Acquaviva's work, titled "The representation of operator-variable dependencies in sentential negation." The article, which is neatly structured in six sections, supports the author's hypothesis that negatives are negated infinitives on the assumption that current approaches to sentential negation are insufficient in both the theoretical and empirical levels. The author's view *not only* takes into account the former assumptions in this field, but also solves former discrepancies on the subject. To conclude, as Acquaviva claims, the relevance of this proposal is that it "affords a general analysis of sentential negation as unselective binding of the event variable and possibly of variables associated with indefinites, including negative infinitives."

In his article, entitled "C-Selection as Feature-Checking," Peter Svenonius proves the existing "relation between a head and the head of its complement" in the subcategorization relation or c-selection (terms used by Chomsky (1965) and Pesetsky (1982) correspondingly). The article begins with the identification of the sort of relations encompassed in subcategorization. Svenonius makes an analysis of the properties and limitations of this category within grammar, and proposes that "subcategorization might be better thought

of as a relation between a head and the head of its complement.” In addition, the author notes that this approach broadens and outlines the case of subcategorization, and proposes the treatment of these cases as “head movement.”

The last contribution of this issue presents “The role of triggers in the Extended Split INFL hypothesis: unlearnable parameter settings,” written by Akira Watanabe. In this article the author makes an approach to language acquisition through historical linguistics. He emphasizes the new perspective developed on how children acquire verb raising, based on the Extended Split INFL hypothesis of Chomsky (1991). On the whole, his article deals with aspects such as problem areas in the history of English and Mainland Scandinavian; the necessity of a synchronic system which provides the basic assumptions about verb raising; the explanation of how this system works; the proposal of a language acquisition system, together with the solutions to the difficulties raised by this approach; the need to consider “Degree-0 learnability & unambiguity of triggers,” to explain qualitative differences between Mainland Scandinavian and English, understood in terms of the loss of verb raising, etc.

Watanabe contends the roles of preverbal adverbs in verb raising languages, and underlines “the specification of triggers and the conditions on parameter setting triggers” as relevant points to be considered in further research on the theory of parameter setting,

thus laying the background for future work on this field.

To sum up, for readers concerned with the fields of Linguistics and ESP, I feel that this cross-disciplinary and international journal is bound to be a respectable academic reading to consider. (M<sup>a</sup> del Pilar GONZÁLEZ DE LA ROSA. *Universidad de Las Palmas de Gran Canaria*)

**English for Specific Purposes.** An International Journal. (Formerly *The ESP Journal*). Vol. 15, no. 2. 1996. Oxford - UK: Elsevier Science Ltd. Pp. 175.

A major contribution to the field of specific purposes on the aspects of professional development, and English taught as a foreign language within the broader field of Applied Linguistics, makes of this journal an invaluable and relevant international publication.

From an overall point of view, the journal is devoted to publish articles and research notes presenting “basic research in the linguistic description of specialized varieties of English and the implementation of such research on specific methodological concerns.” From the perspective of English for specific purposes, the topics covered primarily include discourse analysis, second language acquisition in specialized contexts, needs assessment, curriculum development and evaluation, materials preparation, teaching and testing techniques, the effectiveness of various approaches to language learning and language teaching, and the training or retraining of teachers for the teaching of ESP.

Furthermore, the journal encourages contributions that identify the evolution of needs in the relevant aspects of ESP; the scope into which the practice of ESP may be developed; the possibilities of interaction between current ESP syllabuses and the students' occupational or vocational interests, and finally, the helpful signification that findings from connected areas can have for the profession of ESP.

This issue brings together the works of D. Allison: "Pragmatist Discourse and English for Academic Purposes," J.M. Murphy's "Integrating Listening and Reading Instruction in EAP Programs," J. Flowerdew and L. Miller's "Lectures in a Second Language: Notes Towards a Cultural Grammar," and A. Schramm's "Using Aspect to Express Viewpoint in EST Texts."

The first section of the journal before the articles, appropriately entitled "From the editors," constitutes the core of this precise issue. In this case, apart from giving an overview of the articles' contents, this section highlights the existence of "social and other changes," apart from the sociological factors, in the fields of international and language education.

In an attempt to characterise pragmatism in EAP in his article "Pragmatist Discourse and English for Academic Purposes," Allison suggests to consider the sociopolitical perspective to contextualise EAP learning and teaching experiences more effectively. She is confident that "resolutely pragmatic approaches towards academic enquiry will continue to assist

teachers and researchers [...] to contextualise and investigate the questions of purpose and value that matter to them, throughout and beyond the domain of EAP teaching and learning."

A proposal of the latter sort is presumably outlined by Liz Hamp-Lyons (one of the editors), in the note "From the Editors," as previously mentioned. This is what we understand when attention is drawn to the important role played by the sociocultural dimension within ESP. The editor puts forward a new division of ESP alongside the existing ones of academic, professional and vocational ESP, namely "sociocultural ESP or ESCP" (Master, 1996). In her view, "ESCP" pursues "to satisfy the individual desire for a betterment of circumstances that is not directly connected to a need for employment...[It] includes literacy, citizenship classes, migrant education, survival English, and ESP courses in specific environments such as prison ESL, ESL for the elderly, and AIDS-education classes." Her thought will surely pose a good number of questions and will give us matter for further reflection.

The second article in this issue, J.M. Murphy's work on "Integrating Listening and Reading Instruction in EAP Programs" places a strong emphasis on a bimodality conception of EAP comprehension and learning, through both academic listening and reading experiences as essential for L2 students' academic success. The article gives certainly helpful strategies and guidelines to integrate both facets within

EAP course planning. Murphy's proposal also helps us centre our efforts as course instructors, curriculum planners and material developers.

"Lectures in a Second Language: Notes Towards a Cultural Grammar," by J. Flowerdew and L. Milles, offers some data collected from an ethnographic research project conducted in the learning context of second language lectures at university level. The survey focuses on the different sociocultural perceptions existing between students and lecturers in the context of lectures. This kind of research posits a cross-cultural perspective approach to lectures in a second language, and as the authors add, "provides a preliminary set of notes towards the creation of a cultural grammar" in the training of lecturers and students.

In the last article, by A. Schramm, on "Using Aspect to Express Viewpoint in EST Texts," a historical explanation on the rhetorical interpretations of tense and aspect forms in EST (English for Science and Technology) is reviewed. The author claims that "each grammatical tense/aspect form in English, including the passive, can be reduced to a unique semantic core that may be combined with one of several event types into which predicate phrases can be classified based on their lexical-aspect properties." The most substantial contribution of his work is, therefore, the definition of "aspect;" firstly, as a much more suitable frame of reference to be employed when dealing with viewpoint; secondly, as regards the

choice of lexical and morphological items on the basis of the rhetorical functions; and lastly, in the author's opinion, because it opens up opportunities for further research into this subject and other related elements.

As well as articles, the journal includes a major section of "Reviews" that keeps readers informed, and provides splendid analyses of interesting and professional textbooks material and scholarly books. On this occasion we have two substantial reviews: Belcher and Braine's "Academic Writing in a Second Language," (1995), by Betty Samraj, and Helen Fox's "Listening to the World: Cultural Issues in Academic Writing," (1994), by Alan Hirvela.

Given the growing interest in the discipline of ESP, and in a broader sense, the ever-growing interest in the whole dimension of "Languages for Specific Purposes," the expansion of the journal to four issues a year in 1996 provides an example of the relevance of this journal to our understanding. As above stated, *English for Specific Purposes*- and particularly this issue - offers a thoughtful and reflective insight into the predicament of cultural studies within ESP. Therefore, we feel the journal builds into an essential source of reference for all of us, native and non-native teachers of ESP working in these interdisciplinary areas at both the academic and professional levels. (M<sup>a</sup> del Pilar GONZÁLEZ DE LA ROSA. *Universidad de Las Palmas de Gran Canaria*)