Wexler, K., & Manzini, M.-R. (1987). Parameters and learnability in binding theory. In T. Roeper & E. Williams (Eds.), *Parameter setting* (pp. 41–89). Dordrecht: Reidel.

                                                 Alan Munn
Michigan State University

INTRODUCING LANGUAGE AWARENESS. *Leo van Lier.* London: Penguin, 1995. Pp. xii + 161.

This book is one in a series aimed at introducing teachers with little background in linguistics and applied linguistics to a range of language-related issues. Other books in the series include *Introducing Applied Linguistics, Introducing Discourse Analysis,* and *Introducing Listening.* This book by van Lier has the goal of developing "an understanding of the human faculty of language and its role in thinking, learning and social life" (p. xi). Chapter 2, "The Building Blocks of Language," briefly introduces readers to the phonetic alphabet, assimilation, intonation, morphemes, and syntax. Readers of *SSLA* (who are not the intended audience) will find, because of its introductory nature, that it does not take them far in their knowledge of language awareness. Teachers new to applied linguistics will find it very accessible and easy to read.

Judging by the chapters in the book, van Lier considers the important areas of language awareness to include correctness, classroom interaction patterns, prejudice, bilingualism, and voice. The earlier chapters of the book dealing with formal linguistics do not prepare the reader well for these topics; it may have been more useful to look at areas such as language change, standards, folk linguistics, and discourse analysis instead.

Much of the motivation for the language awareness movement comes from the need to find a useful role for attention to language in first language schools. *Introducing Language Awareness* deals with this issue well, and school teachers will find it an engaging introduction to this area. The book provides useful and challenging projects and helpful indications of further reading in a short annotated bibliography to encourage teachers to continue to expand their knowledge of language awareness.

With this book, van Lier has faced a difficult task. Language awareness has very practical aims, most of which involve the ability to see how language is being used to achieve certain communicative purposes, an ability that often requires quite a sophisticated knowledge of language. This difficulty is apparent in some of the project topics where readers are invited to undertake modest research projects to gain a hands-on understanding of language awareness. A project for the chapter on language in education, for example, asks the reader to record, transcribe, and examine a classroom lesson—a useful but daunting task.

Introducing Language Awareness is very much an introductory text and on its own does not provide enough examples of good practice and detailed coverage to be the sole text for developing a course. It is, however, clearly written and full of illuminating and engaging examples of occasions when informed language awareness would have made life easier. It will make teachers unfamiliar with applied linguistics aware of some of the values of language awareness and its role in an educational program. They will then be able to read more widely to see how such a program can be taught.

                                                 I. S. P. Nation
Victoria University of Wellington