language speakers. At the beginning the discrepancy is very obvious, but the smaller it becomes (towards the end of the process of language acquisition), the greater 'the matching problem.' Chapter eight deals with certain aspects of the matching problem. After outlining some of the obstacles to an investigation of the matching problem, various matching procedures such as self-monitoring and feedback from other speakers are discussed. It becomes obvious that at any point in time the learner can focus on only a limited number of aspects of his defective language performance. Klein concludes chapter eight with a comprehensive study of self-correction in second language learning.

This book should be of great value to anyone interested in second language acquisition.

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CATHY PIENAAR
UNIVERSITY OF SOUTH AFRICA
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Christopher Brumfit, *Communicative Methodology in Language Teaching*. Cambridge: Cambridge University Press, 1984. x + 166 pages. Paperback.

Although this book derives from Christopher Brumfit's Ph.D. thesis, he has made enough changes for it to be more suitable for a wider audience. This book will be invaluable to any serious teachers of language and students of language teaching methodology because, although the emphasis is on communicative methodology, the author also covers a wider field which will enable the reader to grasp the varied aspects of language methodology.

After four chapters dealing with background to the language students' ability to learn a language, the author deals with practical methods of language teaching in as many chapters. In the first four chapters Brumfit discusses research and teaching methodology; first and second language acquisition; language form and language meaning; and accuracy and fluency. These chapters contain important arguments concerning the social, historical and psychological influences on teaching methodology and language learning.

In the final chapters Brumfit stresses the roles of fluency and accuracy in language teaching and learning. The suggestions he makes and the approaches he recommends are very practical and,

with some adaptations, would probably be most helpful in a class-
room situation. This is because the author has vast teaching
experience and uses his own methods and findings when making sug-
gestions. Unlike some books which are limited to only either
first language or second language teaching, this publication
deals with both approaches, with the achievement of fluency
being a major goal. Apart from the emphasis on language
teaching, Brumfit states that this study 'concerns itself with
the needs of normal state educational systems, even when these
may limit the possibilities of educational innovation. And it
examines language-teaching principles from the point of view of
the teachers who are committed to positive intervention in the
lives of other people. Above all, it is an attempt to devise a
simple conceptual framework for the whole of language teaching,
within which the needs of specific courses can be worked out
according to the requirements of local conditions.'

LAUREL BECKER
UNIVERSITY OF SOUTH AFRICA