

establecido comunidades permanentes en diversas áreas donde se desplazaron. Las variedades del inglés existentes en estas nuevas regiones, divergentes del modelo de Londres, se describen con imágenes diversas, basadas, por lo general, en la reputación de los hablantes. El autor ofrece un recorrido histórico por las distintas variedades del inglés colonial, analizando, entre otros, el inglés en la India y el *Pidgin English*. En el capítulo sexto, *Postcolonial English*, se ofrece un análisis del inglés poscolonial en el siglo XIX, atendiendo a países como América, Irlanda y África. Se observa cómo la posibilidad de continuidad en el uso de esta lengua, que oscila entre una naturalización y un rechazo de la misma, depende de la imagen del inglés y de la ideología unida a ésta.

Los distintos esfuerzos por mejorar la lengua inglesa son considerados en el capítulo séptimo, *English Improved*. Richard Bailey expone los distintos intentos que han tenido lugar para mejorar el inglés. Si bien el aspecto que ha gozado de mayor atención es la ortografía, también se observan intentos por mejorar la pronunciación, el vocabulario y la gramática. No obstante, a medida que el inglés va adquiriendo importancia y se convierte en la lengua internacional, se observa una menor preocupación por mejorarla. Asimismo, es interesante señalar los cambios propuestos por el sector feminista de la sociedad como medio de evitar el sexismo en la lengua. Las mejoras sugeridas a lo largo de la historia sólo han afectado la imagen de la lengua inglesa cuando han ido acompañadas de una campaña paralela para cambiar las costumbres.

En el capítulo octavo, *Imaginary English*, el autor aporta una serie de imágenes del inglés propuestas por escritores de ficción, así como por algunos expertos en tecnología, que reflejan las preocupaciones culturales de su tiempo.

Una concepción alarmista, que considera que la lengua inglesa se encuentra en peligro, amenazada por determinados grupos y prácticas sociales, es la que se presenta en el capítulo noveno, *English Imperiled*. Richard Bailey ofrece una serie de opiniones, que abarcan desde el siglo XVII hasta nuestros días, acerca de la degeneración del inglés. Estas opiniones, que combinan la nostalgia y la desesperación, sitúan la edad de oro de la lengua inglesa en el pasado. Entre los peligros que afectan al inglés se encuentra el del sexismo, que es analizado en profundidad. En el último capítulo, *Proper English*, el autor expone algunas opiniones sobre diversos aspectos del inglés, centrándose en consideraciones sobre el vocabulario. Concluye afirmando que las imágenes de una lengua ofrecen intuiciones sobre las condiciones sociales que las originan y que, en definitiva, el inglés no es más que una lengua igual que otras. El libro lo cierra un extensa bibliografía, que contiene hasta quinientos setenta y un títulos, así como un índice de nombres y otro de materias.

*Images of English* es un libro que, escrito en un estilo que invita a la lectura, ofrece una visión interesante y novedosa, basada en imágenes motivadas por aspectos socio-culturales, de la historia de la lengua inglesa. [María Jesús PÉREZ QUINTERO, *Universidad de La Laguna*]

CELAYA VILLANUEVA, M<sup>a</sup> Luz. **Transfer in English as a Foreign Language: A Study on Tenses**. Barcelona: PPU. 1992. Pp. 367.

The aim of this book is the study of the acquisition and use of certain English tenses by Spanish and Catalan speakers, analysing the role that the first language

(L1) may play in that process. It is thus a book which deals with how second language acquisition (SLA) is accomplished, taking into account possible influences on its actual occurrence. It is likely to be of considerable interest to many foreign language (FL) teachers since it tackles many issues relevant to the daily problems they encounter. The author, herself an experienced EFL teacher, wanted to undertake her own empirical research in order to confirm or refute her own expectations in relation to the role of the L1 in SLA. However, it is acknowledged that for transfer to occur it is necessary to consider not only differences and similarities between the source language and the target language, as traditional Contrastive Analysis had done. Therefore, the perspective adopted is wider, with research results in SLA studies accepted which provide evidence of there being factors other than the L1 for transfer to take place. And it is these other variables that become the focus of attention in the book, to discover the influences that there may exist in the acquisition and use of English tenses, namely the simple present, present continuous, simple past and present perfect. These tenses have been chosen for two reasons. First, according to Celaya Villanueva's own experience, they prove to be problematic for the subjects of the study, Spanish and Catalan speakers. Secondly, they will provide a specific area of research so that a detailed analysis may be undertaken and results obtained which are beyond casual observation. These, in turn, may contribute to further research. I believe that the exactitude with which this study has been performed qualifies it as a valuable source for further research into the expression of temporality area in SLA research, and more specifically foreign language acquisition (FoLA).

There are four chapters, including a conclusion and an appendix. A theoretical introduction to the complex fields of first and second language acquisition make up

the contents of chapter 1, where the framework for the later chapters is expressed. The concept of interlanguage (IL) is addressed and first, second and foreign language acquisition are defined, compared and differentiated. The second chapter is confined to transfer, dealing at length with it both (i) from the point of view of the establishment and development of the concept itself, and (ii) as far as a review of the studies which have centred on it goes. Chapter 3 is concerned with issues related to tense-systems such as time, tense and aspect. It aims to specify a number of central concepts which will, from then on, be used and that are basic for the empirical study reported in the following chapter. An analysis of time reference concerning the three languages studied —English, Spanish and Catalan— is made. It also deals carefully with the four tenses on which the book concentrates, establishing their characteristics in English and comparing them with their equivalents in Spanish and Catalan. As a frame of reference for the results of the empirical study later reported, studies on the acquisition of tense forms and tense meaning are also tackled. Finally, chapter 4 is a minute description of the investigation carried out to test the hypotheses undertaken in relation to the role of the L1 in the acquisition and use of English tenses in a FL learning situation. There is a precise statement of the hypotheses on which the experimental part of the research is grounded. A description is also offered of the longitudinal and the cross-sectional studies actually carried out to test these hypotheses, with concurrent discussion of similar empirical studies in order to underline the new approaches inherent in this study. An account is also given of (i) the subjects of the empirical study, (ii) the tests used, (iii) the procedures followed to implement the study, and (iv) of both qualitative and quantitative analyses of the data gathered. The conclusion draws together the different ideas of the main theme of the

book, taking very much into account the results gained in the empirical study. The appendix translates into Spanish those examples which, in the analysis of Catalan tenses, appear in Catalan.

Both the qualitative and the quantitative analyses of the longitudinal and the cross-sectional studies are based on written and oral data deriving from tests and questionnaires. The results obtained through the qualitative analysis indicate some general trends. Thus, there appears to be an influence of the L1 in the four tenses of L2 English under analysis. These results, however, have been corroborated by the quantitative analysis also undertaken. In it, two different statistical programmes —SPSS/PC and VARBRUL 2— have been used, so as to achieve more thorough findings. This way of proceeding displays a praiseworthy commitment to accuracy.

It is important to remember that two hypotheses were examined. One posited that the different time references in the three languages investigated would influence the acquisition and use of the tenses under study. The second stated that other factors, i.e. social —age and sex—, educational —length of study of the L2— and linguistic —style and type of task demanded—, might also influence the choice of English tenses by Spanish and Catalan speakers. Both obtained confirmatory evidence.

The care with which the instruments of the empirical study were designed so as to discover data pertinent to the study must also be commended, as must be the design construction of the study, with both a longitudinal and a cross-sectional study, and the careful choice of the subjects that gave rise the IL data investigated, i.e. secondary school learners of EFL in Barcelona.

Thus, this study proves to be a good example of a research paradigm which is both exploratory-interpretative and hypothesis-testing, since it makes use of both qualitative and quantitative data in its at-

tempt to “shed some light on what is already known about transfer in the acquisition and use of tenses as far as meaning is concerned” (p. 324).

In view of what has been said, I feel this book will be of great interest to all those involved in linguistics —theoretical, applied, and also in the teaching of languages other than the mother tongue. It contains clear insights and the issues are intelligently presented. Fruitful debate, both theoretical and practical, may be stimulated from its reading. [M<sup>a</sup> Adelaida JURADO SPUCH, *Universidad de La Laguna*]

FALCES SIERRA, Marta. **El Pacto de Fausto: Estudio lingüístico-documental de los lieder ingleses de Albéniz sobre poemas de F.B. Money Coutts**. Granada: S. de P. de la Universidad. 1993. Pp. 247.

Ya desde sus primeras páginas *El Pacto de Fausto* revela su naturaleza multidisciplinar al ir presentado, en primer lugar, por dos conocidos investigadores del área de la filología inglesa en nuestro país —los Dres. Serrano Valverde y McLaren—, para seguir con un prólogo del Dr. Torres Mulas, experto en musicología y —concretamente— estudioso de Albéniz.

Tras la sección que podríamos denominar “introdutoria” de este libro, en la que se incluiría, además de la presentación y el prólogo, el capítulo de introducción, y que abarcaría hasta la página 27, se puede establecer una división en dos secciones: la primera, desde el capítulo primero al quinto inclusive, es de carácter biográfico y documental. El primer capítulo está dedicado a hacer revisión de las fuentes sobre la vida de Albéniz; con respecto a éstas, la autora advierte de su relativa fiabilidad: algunas son copias de