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J. Svartvik and R. Quirk (eds): *A Corpus of English Conversation*. Lund: Gleerup, 1980. 891 pp. Skr 400.

The Survey of English Usage, based at University College London, is now more than twenty years old and access to it, according to the introduction to the present volume, is 'keenly sought by ... grammarians from all over the world'. The Survey corpus comprises texts, each 5000 words in length, sampling written and spoken material with a variety of origins. Among the spoken texts are 34 recordings of conversations made without the knowledge (at the time of the recording) of the speakers, and these 34 5000-word samples are transcribed in the present volume.

The London material is filed (on paper slips in filing cabinets) according to a multitude of classifications, but no attempt to reproduce this classificatory system is made here. In a collaborative project at the University of Lund, all of the spoken London material has been reproduced on a computer; the material presented here is the Lund version of the 34 texts in question. This differs from the London version in that it embodies a more simplified prosodic notation and omits representation of phonation type and other paralinguistic features.

Nevertheless the material contains a generous range of information in addition to the orthographic representation of the text. Odd or deviant pronunciations, or dubious words, are given in a simplified phonetic transcription. The prosody is recorded in considerable detail, including location of accent, type of pitch movement, pitch range, and degree of stress. Differing length of pause is represented by the use of a number of different pause symbols.

The book contains besides the 34 texts only a brief introduction and a basic key to the notational system (the reader is referred elsewhere for a fuller description and justification of the prosodic descriptions employed), plus very sketchy information about the speakers. (This last may not always be reliable; for instance speakers B and C in text 1.13 appear, from internal evidence in the text, to have had their labels reversed in the key.)

The publication of these texts makes available in an easily usable form a wealth of material which was previously accessible only to those who were in a position to consult it in person in London. Moreover, the same texts are simultaneously procurable in a parallel version (containing the same information as the book, but laid out somewhat differently) on computer tape; with the computer version, automatic search routines can be invoked to assist the researcher who is interested in particular lexical items or sequences, for instance, or particular prosodic features. Nor is the usefulness of the corpus restricted to its primary function as an index of modern English usage; already it has provided a source for a

compilation of speech errors (Garnham *et al.*, 1981) which, unlike other error collections, allows an estimate of relative frequency of different types of error within this particular type of spoken material. Thus the availability of this material is clearly a great boon not only to those who research the English language itself, but to researchers in many different branches of linguistics; the compilers are to be congratulated on their Herculean task, and to be encouraged to follow it by making available yet more of this wealth of valuable material.

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Reference

Garnham, A., Shillcock, R., Brown, G., Mill, A. and Cutler, A. (1981). Slips of the tongue in the London-Lund corpus of spontaneous conversation. *Linguistics* 19-7/8, 805-817.

Henning Wode: *Learning a Second Language: An Integrated View of Language Acquisition*. Tübingen: Gunter Narr Verlag, 1981. 350 pp.

The title of W.'s book reflects its two themes: on the one hand it deals with the description of natural L₂-acquisition of English by four German children; on the other hand W. aims to develop an integrated theory of the underlying processes of language acquisition.

The book is divided into eight chapters (A-H): in the first two chapters W. outlines currently available theories of language acquisition (chapter A) and issues in L₂-research (chapter B). Chapter C forms a link between the general description of the 'state of the art' in language-acquisition research (chapters A and B) and W.'s empirical work. Here, W. briefly introduces his four subjects, his data, and his methodology. W. gathered longitudinal data over a period of six months in the form of tape recordings of spontaneous speech, handwritten notes taken down during non-recorded activities, and translation tasks used to 'elicit' particular structures which appear less frequently in the spontaneous data. Chapters D through F concentrate on the empirical data on L₂-negation, phonology, and inflections.

The acquisition of English negation is the core of W.'s book. I will therefore focus my review on this aspect of his work. W.'s basic findings in his chapter on negation lead him to postulate five successive stages. The five stages are I: anaphoric negation 'no'; II: external non-anaphoric negation 'neg X'. 'This stage is marked by the non-anaphoric use of "no" in multi-word utterances. "no" is placed externally in initial position'