

## **Second editions**

**E. H. Wiig and E. Semel**

**Language assessment and intervention for the learning disabled**

*Columbus, Ohio: Merrill, 1984. ix + 708 pp.*

This book first appeared in 1980, aiming 'to put the day-to-day management of the learning disabled child with a language disorder squarely within the domain of the classroom teacher' (iii), and to provide a bridge between the various professionals involved in management. The first edition was generally well received, providing an impressive compilation of assessment and teaching procedures in use with learning-disabled children in the USA. For the new edition, Wiig has added a major new section on pragmatics, and reorganized the text in several ways, but retaining the balance of general discussion, case illustration, and procedure surveys which characterized the earlier work. Phonological aspects continue to be excluded, apart from their role with reference to reading; this is a pity, in view of the links which continue to emerge between intonation, rhythm, etc. and language problems. Also unfortunate is the failure to take into account recent evaluations of the

essential linguistic framework which underlies the organization of the text – a version of early 1960s transformational grammar. And I note few references to recent European developments in the field: UK readers will find many familiar names missing (e.g. no reference to Reynell). There is the occasional superficial linguistic naïvety (e.g. one section (p. 411) talks about ‘dialectal variations’ – on Marxist lines?). Nonetheless, this is probably the fullest compendium of its kind at present, and I am sure that most people will profit greatly from the information which has been so painstakingly compiled and so clearly presented.