established by research between products of reading and readers' purposes suggests a teaching role of advising, guiding and ultimately evaluating readers' goals and routes, and, most difficult of all for a pedagogy accustomed to assessment against common yardsticks, the acceptance of a variety of provisional interpretations.

In sum, teaching reading becomes itself an investigation.

With this in view, Candlin addresses three additional questions to "teachers as experimenters". First, he asks whether the social conditions of production and interpretation of the texts should not be taken into account in monitoring and exploring the learner's personal process of reading. Second, he suggests further investigation into the finding that recall does not equal comprehension or understanding. Third, he suggests that more should be done to make readers' accounts of the reading process "as rich and as warranted as possible".

There have been few books which have so advanced our understanding of the reading process and of the strategies which are employed in it. Teachers will find it of immediate practical value. So will researchers. It truly opens up the subject.

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Robert W. Blair (Editor-contributor)

Innovative approaches to language teaching. Rowley, MA: Newbury House Publishers, 1982. (Paperback, 257 pp.)

Robert Blair, an enthusiastic and experienced language teacher from Brigham Young University, introduces some of the more unconventional approaches to foreign and second language teaching in this book. The need to accelerate change in language teaching is evident and it also serves as an encouragement to experiment with these alternative approaches. Blair does not compare the various methods, but he rather allows the originators of the methods to do the introduction themselves through carefully selected articles and papers by these people.

In the introduction, Blair emphasizes the need to improve on conventional approaches, as they just do not produce results. In his own words: "... we are left with the challenge of finding more efficient training methods that will accomplish more in less time." Blair has arranged the various contributions in a very interesting way, viz Part 1: Background, Part 2: The evolution of the comprehension approach, Part 3: Approaches to a rich acquisition environment, Part 4: Approaches to rich learning environment, Part 5: An integrated approach.

In Part 1, Blair reviews his own search for better and more effective methods (1950-1981). This becomes a historical overview of L2/L3 teaching, leading up to the methods introduced in this book which he has used and tested. The second section of Part 1 is a paper delivered by Krashen at Brigham Young University in 1979 in which he discusses his nine hypotheses of second language acquisition. This most interesting and stimulating view of second language acquisition forms a crucial backdrop for the other contributions in the book. The notion that conscious learning and analysis of the structure of a language should be subordinate to a natural, communicative acquisition in a rich and varied environment where the learner is exposed to the whole language, forms an important principle for most of the methods.

In Part 2, Palmer, Nida, Asher, Postovsky and Burling advocate the importance of delayed speech production with beginners. The work of Postovsky is particularly convincing, as it is supported by empirical evidence which clearly indicates that beginners who first listen to comprehensible input for an extended period of time, perform much better than learners who immediately start with the production of speech.

Some of the most interesting work is introduced in Part 3 where the emphasis is on rich input and the total person involved in a "dynamic social matrix" (p. 102). Newmark, Stevick, Curran, Lozanov, Terrell and Galyean have this one principle in

common. Newmark advocates natural language input to such an extent that he uses mother tongue speakers to teach the learners of the L2/L3. Stevick pleads for a learner-created curriculum which is in harmony with the learner's personality. Curran's Community Language Learning is both unique and brilliant in its simplicity and profound consideration for the dynamics of learning and for the learner-knower relation. Lozanov's Suggestopedia is arousing more and more interest all over the world, not only for the claims of extraordinary results, but especially for the qualitative results achieved. Lozanov outlines, in an abridged report to UNESCO, the main principles and means of Suggestology and Suggestopedia. Terrell's Natural Approach relies heavily on Krashen's hypotheses, and the method is considered to produce excellent results. Terrell proposes three guidelines: "(1) students should be permitted to use L1 (with L2) in the initial stages of learning to comprehend L2; (2) students' speech errors should not be corrected; and (3) class time should be devoted entirely to communication experiences, relegating learning activities to outside the classroom" (p. 171). The Confluent Design of Galyean has four key processes, viz language practice immersed in the "here and now"; content based upon student-offered material; close relationships established among class members; and self-reflection and self-disclosure as means of assisting the learner with self-knowledge.

In Part 4 the emphasis is on a rich learning environment and it addresses itself to the question of whether a rich and natural acquisition environment in a classroom is sufficient on its own to lead to communicative competence. Gattegno's Silent Way throws the learner upon himself and the learner learns through his mistakes. "... To require perfection at once is the great imperfection of most teaching and most thinking about teaching" (p. 194). Harvey's Communicational Approach through Games is a collection of activities toward the skilful playing of language games which can be part of a whole lesson, series of lessons, and even a whole course. Blair's Grammar Induction is based on the following principles: Grammar should not have a central place in the first 200 hours of language instruction and linguistic training should not be a prerequisite for language training. The formal study of language structure has value, but as an out-of-class study. In Easyfication, Blair describes some mnemonic techniques to assist in the acquisition of another language.

In Part 5, Blair describes his Integrated Approach which can be regarded as an eclectic approach drawing from the methods described in this book. Blair sees the integration of all these approaches as a viable proposition and apparently achieves considerable success with his Integrated Approach.

Innovative Approaches to Language Teaching fulfils a much-felt need, since it has brought together some of the latest approaches in the field of L2/L3 teaching in one book, thus providing one the opportunity to gain some knowledge of these approaches and to compare them cursorily. This book will most certainly encourage readers to read in more depth on each of the methods described in it.

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J. Yalden

The communicative syllabus: evolution, design and implementation. New York: Pergamon Press, 1983. (Paperback, 198 pp.)

The movement away from a structuralist approach in second language teaching to a communicative approach has gained ground rapidly in the past decade, also in South Africa. Inevitably the need has arisen for a new syllabus to accommodate these changes. A great deal has now been written about the advantages of adopting a functional-communicative approach, but many critics have expressed doubts about its successful implementation in the language classroom. Much of this criticism is the result of misinterpretation of the concept "communicative".

The author is the Director of the Centre for Applied Language Studies in Ottawa, Canada. In this volume, she presents a comprehensive description of the design of a communicative syllabus. The book is divided into two parts. Part 1 is entitled "The Background to Syllabus Design". In four chapters, Yalden outlines the changes in linguistic theory which have a particular relevance to the