

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 Galycan 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 skillful 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

work of the applied linguist in his role as designer of language syllabuses. She then traces the evolution of syllabus design up to the emergence of the so-called "semantic syllabus". There follows an attempt to analyse the shift in North American language teaching theory from a formalist approach to one based on the question of *how* a learner acquires a second language. This leads naturally to the question *why* he acquires a second language, thus emphasizing the functions of language for man as a social being.

A discussion of the Notional-Functional syllabus follows. Distinctions are made between speech events (or speech situations) and speech acts (or language functions) which are, in turn, realized in linguistic forms. In discussing the principles and components of the Notional-Functional syllabus, Yalden makes the following point:

... there is no intention to exclude linguistic competence, in the sense of knowledge of grammatical structures and the ability to manipulate them, since without such competence there can be no communication (p. 68).

Part 2 is a treatment of the processes involved in the actual planning and development of a communicative syllabus. Emphasis throughout is on the preparation of language-teaching programmes and courses for adolescents and adults. A general description of the phases of language programme development follows. Six phases are identified: a needs survey; a description of the purpose of the programme; the selection and development of a syllabus type; the production of a proto-syllabus; the production of a pedagogical syllabus and the development and implementation of classroom procedures. Various approaches to tackling each of these phases are suggested and described. The question of evaluation of new and existing programmes is also raised.

In Chapter 6, an interesting and informative taxonomy of communicative syllabus types is presented, ranging from the structural-functional to the fully communicative syllabus. Chapter 7 is devoted to "The Proportional Approach", which advocates the principle of balance in syllabus design, i.e. balance between linguistic form and communicative function. A plea is made for an integrated

approach, which, in the words of Widdowson, "is based on the recognition that acquisition and use are not distinct, but complementary and interdependent aspects of the same process" (p. 125). These considerations lead naturally to the question of methodology and the choice of teaching techniques. Unfortunately, the section on techniques is rather sketchy.

The final chapter deals with the proto-syllabus (i.e. the description of syllabus content) and the use of check-lists to specify this content. The discussion of a pedagogical syllabus includes an example of the form a basic unit could take in such a syllabus. Very useful and comprehensive check-lists of communicative needs and syllabus specifications (including language functions and discourse skills) are provided in the appendices.

In contemplating the implications of a communicative syllabus for classroom procedure, Yalden emphasizes the change in the role of the teacher—from an authority figure to that of a guide or facilitator. Second language teaching in its communicative guise is learner- rather than teacher-centred:

The syllabus provided will depend for success on having teachers available who understand why the items in it have been selected, why a communicative methodology is essential, what this methodology consists of, and how to implement and encourage the communicative activities suggested (p. 152).

There has been considerable confusion over just what the functional-communicative syllabus represents. This volume does much to clarify the matter and to demonstrate how a communicative approach appropriate to a particular environment and to local conditions may be prepared. Although it does not quite meet the expectations created by the word *implementation* in the title, the book should prove invaluable to both the syllabus designer and the teacher of SL today.

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