

must have a theoretical perspective and cannot limit themselves to practical concerns only. He points out with regard to testing that teachers too often fail to teach subject matter, opting instead to teach students how to pass tests. This chapter concludes with a model of language teaching that blends viable aspects of traditional methods with those of more recent creation.

Although McArthur's book presents information that is of some value to language teachers, because of its many shortcomings, such as those illustrated above, it cannot be recommended as a text for those concerned with teacher training.

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**SECOND LANGUAGE TEACHING: A COMMUNICATIVE STRATEGY.** *Philip D. Smith, Jr.* Boston: Heinle & Heinle, 1981. Pp. viii + 135.

This short book sets itself the task, within its eight chapters, to "attempt to explain the rationale and thinking that contributed to the *communicative strategy* (of second language teaching) and to illustrate the practical applications of its ideas" (p. viii). The latter part of this purpose is ably carried out, while the former, the theoretical part, suffers from certain defects.

Dr. Smith is a believer in a cognitive approach to second language teaching. He never strays too far from this point of view, and devotes the first part of *A Communicative Strategy* to the theories which undergird his thinking. In the area of educational psychology he stresses the importance of motivation, stating that it is "evident that the most important factor governing learning is the importance attached to it by the learner" (p. 12). Thus the learner must see relevance in classroom activities or learning cannot take place because he or she will not persevere. This is just another way of approaching what Krashen has formalized as an affective "filter." Any experienced teacher must agree. However, following Smith, this same teacher will soon be led to the conclusion that after considering the multiple needs and interests of individual students, the teacher probably should make a "grab-bag of curricular components" available to learners, with the possibility of "as many theoretical curricula as there are learners" (p. 14). In line with the prevailing systems approach to course design, Smith would have the teacher lay out or arrange all necessary resources and strategies for the learner to achieve the course objectives. It is unreasonable to expect that the teacher's arrangement of strategies will necessarily mesh with those cognitively favored by individual students. Taylor's more recent article (1983) suggests a better way out of what is both a logistical nightmare and a serious contradiction of the theoretical base supporting the importance of learner motivation. Student initiative in communicating can be evidenced as *the starting point* for an emerging, spontaneously adapting course design rather than as the result of exercises accompanying structural patterns to be learned. Which, for pedagogical purposes, should be primary?

Permitting students to set the groundwork themselves and the lack of control this implies would likely be, for Smith, an abrogation of a teacher's duties to the sound linguistic bases upon which he/she must build the course. Confident in the empirical validity of much current linguistic theory, Smith offers, in the chapter "The Linguistic Base," a Chomskian theory with certain implications

# Second Language Teaching A Communicative Strategy

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