

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.

**James P. Lantolf**  
*University of Delaware*

**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

**Andrew Cohen, Ernesto Macaro**



## **Second Language Teaching A Communicative Strategy:**

**Communication strategies : learning and teaching how to manage oral interaction** Luciano Mariani, 2010 What do you do when you need to express the meaning of a word that you don't know in a foreign language How do you start and close a conversation and how do you keep it going What can you do if you are not sure about what to say in an unfamiliar situation Communication strategies is a book about the ways and means that users of a second or foreign language can employ when they have to face problems due to gaps in their linguistic communicative or intercultural competence Strategies also enable them to deal with uncertainty in personal and intercultural contacts and to increase their autonomy in using languages Communication strategies is both a handbook for teachers teacher trainers and educators providing them with a sound methodological background and a collection of 30 practice activities games and tasks for language learners and users Photocopiable worksheets are provided as well as freely downloadable recordings of native and non native speakers of English

### **Psycholinguistic and pedagogical aspects of foreign language learning** Oddleif Leirbukt, 1992

Communication Strategies Gabriele Kasper, Eric Kellerman, 2014-06-03 This book examines the topic of communication strategies the ways in which people seek to express themselves or understand what someone else is saying or writing Typically the term has referred to the strategies that non native speakers use to address the linguistic and pragmatic problems encountered in interactions with native and non native speakers of the language in question Studies adopting a psycholinguistic perspective are well represented and updated in this volume Other chapters re examine communication strategies from a sociolinguistic perspective exploring the strategies non native speakers and their conversational partners use to create shared meanings in ongoing discourse These studies reveal how communication strategies can serve to construct participants identities and social relationships Finally the book incorporates a number of chapters which cover strategy like behaviour in other related areas such as language pathology child bilingualism normal native adult interaction and mother tongue education These studies add fresh dimensions to the study of communication strategies showing how the concept can usefully be extended beyond the realm of second language acquisition and use and pointing out the commonalities in many domains of language behaviour

*Issues in Teaching, Learning and Testing Speaking in a Second Language* Mirosław Pawlak, Ewa Waniek-Klimczak, 2014-11-13 The volume constitutes a state of the art account of issues related to teaching learning and testing speaking in a second language It brings together contributions by Polish and international scholars which seek to create links between theory research and classroom practice report the findings of studies investigating the impact of linguistic cognitive and affective factors on the development and use of speaking skills and provide concrete pedagogic proposals for instruction and assessment in this area As such the book will be of interest not only to second language acquisition theorists and researchers but also to foreign language teachers willing to enhance the quality of speaking instruction in their classrooms

### The Routledge Handbook of Second Language Acquisition and Speaking

Tracey M. Derwing, Murray J. Munro, Ron I. Thomson, 2022-03-10 This Handbook is a comprehensive volume outlining the foremost issues regarding research and teaching of second language speaking examining such diverse topics as cognitive processing articulation knowledge of pragmatics instruction in sub components of speaking e g grammar pronunciation and vocabulary and the attrition of the first language Outstanding academics have contributed chapters to provide an integrated and inclusive perspective on oral language skills Specialized contexts for speaking are also explored e g English as a Lingua Franca workplace and interpreting The Routledge Handbook of Second Language Acquisition and Speaking will be an indispensable resource for students and scholars in applied linguistics cognitive psychology linguistics and education

**Studying Speaking to Inform Second Language Learning** Diana Boxer, Andrew D. Cohen, 2004-05-11 In a series of studies specially written for this volume Studying Speaking to Inform Second Language Learning offers the applied linguist research on spoken interaction in second and foreign languages and provides insights as to how findings from each of these studies may inform language pedagogy The volume offers an interweaving of discourse perspectives speech acts speech events interactional analysis pragmatics and conversational analysis

**Communication Strategies** Ellen Bialystok, 1990-01-01 Facing Diversity in Child Foreign Language Education Joanna Rokita-Jaśkow, Agata Wolanin, 2021-04-29 This edited book uses the concept of diversity in child foreign language education as a major organizing principle Since a foreign language most typically English is taught globally to an increasing number of children the variability in the process and varied learning outcomes are inescapable phenomena This book has been constructed on the premise that heterogeneity first concerns young language learners who due to the disparity in the pace of development need appropriately tailored educational solutions and second it refers to a diversity of contexts in which learning takes place The contexts can be defined on a macroscale e g different countries mesoscale e g different institutions and microscale e g specific learner groups The book consists of four thematic strands In Part One the learner internal causes of heterogeneity of young language learners are clarified Part Two presents a sample of classroom studies in which learner variables such as gender learner preferences and special needs are taken into account Part Three looks at teaching materials and how they meet learners needs Finally Part Four highlights diversity issues that teachers should be prepared to face Second Language Instruction/acquisition Abstracts, 1997 **Second Language Teaching, a Communicative Strategy** Philip D. Smith, 1981

**Linguistics and Language Behavior Abstracts**, 2008 *Studies in Applied Linguistics and Language Learning* Ahmar Mahboob, Caroline Lipovsky, 2009 Studies in Applied Linguistics and Language Learning brings together new and original studies in the area of critical applied linguistics language policy and planning and language learning and teaching The book divided into three sections first offers critical views on various aspects of language in society ranging from the construction of national identity language and justice racial and identity issues in the ELT industry to language in business discourse It then reports on language policy in the school curriculum language learning in tertiary education and Aboriginal

languages policy In the third section it addresses issues in language learning and teaching such as the role of parents in literacy learning multiple script literacy and language learning and maintenance strategies *Language Learner Strategies: 30 Years of Research and Practice* Andrew Cohen, Ernesto Macaro, 2007-11-29 Provides a unique and timely re examination of key issues such as strategies in context strategy instruction and strategy research methods by numerous experts in the field Offers an invaluable overview of what is known from empirical research about listening reading speaking writing vocabulary and grammar strategies Proposes a clear and focused research agenda for the next decades An Introduction to the Concept of Error Analysis Robert Wetzorke, 2010-01-08 Seminar paper from the year 2005 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1 3 Technical University of Braunschweig Englisches Seminar language English abstract Foreign Language Pedagogy FLP in general aims to convey to teachers the essential information about the role of the learner and the teacher in the process of language learning and also provides them with theoretical didactic methods and practical means for the foreign language classroom FLC We can even go a step further by claiming that the mission of FLP is to research for and establish the supreme way of a teaching a foreign language FL to the learners However within this field of research it becomes quite obvious that the learners take in a rather passive role and do not contribute very much to new research data and hence new approaches towards foreign language teaching FLT This thesis can be held true to give just one example when we consider the various teaching methods for the FLC Although the role of the learner is taken into account in each method the learners are fairly more than testing objects of teaching models hypothesized by didactic scientists On the other hand one must admit that in correspondence with the recent emergence and establishment of the communicative approach CA the learners preferences and demands have been taken far more into consideration and their linguistic and communicative performance serve as source for methodological research input and constructive teacher strategies oriented as well as learner strategies oriented output offered by science Recently and paradoxically enough it can be perceived intensive discussion concerning the question how to deal best with errors produced by learners More precisely there has been a shift from the formerly applied Contrastive Analysis CAH toward the occupation with Error Analysis EA

**Papers and Studies in Contrastive Linguistics** ,1983 Vol 1 contains papers delivered at the 2d Karpacz Conference on Contrastive Linguistics 1971 *MIFLC Review* ,1995 *Listening and Speaking Strategies for International Students* Connie Bateman, 2000 *Glottodidactica* ,1980 **Second Language Acquisition and Usage** Britt Erman, 2004 □□□□ ,2003

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