

By organizing the essays around development, process and product, the editors have shown the unique contributions each has to make and, in effect, demonstrated their interdependence. It is clear that they all have a great deal to add to our understanding of the intricacies of writing and also our concept of the writing process.

The fourth and final section consists of seven articles of interest to those seeking to incorporate pedagogical theory into their programs and classrooms. The articles are actually extensions of the theoretical assumptions covered in the first three sections, yet they are not simply lists of pedagogical techniques. Rather, they deal with the issues of curriculum reform in light of current and on-going research recommending a radical departure from the practices of the traditional classroom. The ideas of the British approach (Bennett, Martin, Dixson) point to the necessity for making a fundamental shift in the relationship of teacher and learner. The American approach (Winterowd, Squire) is similar to that of the British. They emphasize a better balance between the development of writing and the teaching of writing skills. The last two articles by Johnson and Raimes are *TES/FL*-related but deal with separate concerns: Johnson with rhetoric and writing at the level of syllabus design; Raimes with incorporating composition theory and research into the classroom procedures.

Learning to Write: First Language/Second Language offers something for everyone. Researchers will benefit immensely from the rich source of empirical data; administrators from its implications for curriculum implementation; teachers from the theoretical insight they can use to adapt and modify existing methods and materials. This collection of essays captures the optimism and enthusiasm of the writers, in particular, and more generally of the new discipline as it strives to discover the complex nature of writing. This is certainly essential reading for anyone trying to keep abreast with the rapidly evolving state of writing.

Teaching and Learning Languages 《语言教学与学习》 by Earl W. Stevick. Cambridge: Cambridge University Press, 1982. 215 pp.

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I have been impressed by Earl Stevick ever since I read his very clever article "Technemes and the rhythm of class activity" years ago. Since then his many articles have confirmed my earlier impressions and his book *Teaching and Learning Languages* continues his thought-provoking and insightful writing.

The book is divided into three sections. The first section, *Before you begin*, looks at "the people in the classroom" and deals with topics which include communicative competence, learning and acquisition, and memory. In many ways this first section of the book is a careful distillation of years of reading, thinking and experience, and it contains the following statement, advice that should be pinned to the wall of every staffroom.

In the long run, the quantity of your students' learning will depend on the quality of the attention that they give to it. The quality of their attention will depend, in turn, on the degree to which they are able and willing to throw themselves into what is going on. And they will throw themselves in only to the extent that they feel secure in doing so. (p. 5)

The second and largest section of the book deals with teaching techniques. Almost all the techniques are directed towards the speaking skill. The title of this section, *Some techniques and what's behind them*, clearly reflects Stevick's dual purpose—to describe some techniques and, more importantly, to help teachers *understand* them.

... this is not a 'how-to-do-it' book. Instead, I've tried to write a 'how-it-works' book.
(p. 2)

The techniques range from the most mechanical drill through closely controlled memorization exercises to debates and role-playing. The techniques are thoughtfully examined in a nonjudgemental way to show what assumptions lie behind them and how they are intended to promote learning. This, for me, is the most exciting section of the book and one of its real strengths. In this section Stevick suggests that we should not accept or reject techniques just because they fit or do not fit the current orthodoxy, or because they seem to go down well in the classroom. Instead, we should examine them to understand how they work, to see what they require from the teacher and the learners, and discover how they affect the teaching-learning relationship. In this analysis Stevick applies the ideas he introduced in the first section and introduces new ones. This is done very clearly and convincingly. I do not like drills, but I found Stevick's description and analysis of drills to teach pronunciation on pages 50 to 56 interesting, revealing and thought-provoking. I still do not like drills, but reading Stevick's analysis taught me a lot about how this teaching technique works. In addition, I also found several techniques I had not met before and I am sure all readers will have this instructive experience.

The third section of the book, *Beyond the classroom*, introduces linguistics and suggests further reading. Using phonology as an example, it shows what linguistics tries to do and how it can be of help to a language teacher. This section is interesting but probably the least satisfactory part of the book. However, it is always interesting to see what other people think are the best books to read, and Stevick's wise decision to devote a chapter to further reading rather than just give a list reflects the main purpose of the book, namely to whet the reader's appetite and provide the groundwork for further study and experience.

On its content alone this book deserves to be set reading for teacher-trainees, and in spite of Stevick's modest statement that it is intended for new language teachers it has a lot to tell experienced language teachers too. However, the book has another major strength; three features make it serve as a model for editors and writers of language teaching texts. Firstly, the book is written with a minimum of jargon and technical terms. Where technical terms are used they are very carefully introduced and explained, and this careful explanation adds to understanding without becoming pedantic or boring. Stevick's explanation of acquisition and learning (pages 21 to 23) is a good example of this approach. Writers and editors often fail to realize that many of their readers and a greater number of potential readers are themselves learners of English as a second language, and teacher trainers are reluctant to recommend books written in a complicated and confusing style. Stevick has consciously tried to make his book as accessible as possible and has been very successful.

Secondly, the way in which ideas in the book are explained is worthy of close study. Generally Stevick uses a deductive approach:

- (1) He makes a statement.
- (2) He explains the statement.
- (3) He provides an example.
- (4) He discusses the example.
- (5) He suggests variations.

For example, in his discussion of the substitution-correlation drill on pages 100 and 101, (1) he briefly compares this drill to the simple substitution drill; (2) he explains the similarities and differences; (3) he gives an example of the drill; (4) he explains what the drill does and then (5) he explains and gives an example of a multi-slot substitution-correlation drill. It is clear that in writing this book Stevick has given careful thought and consideration to the reader, and that he is concerned with getting his ideas across clearly and effectively. I wish more writers would follow his example.

Thirdly, the book is easy to read. Each chapter is short and clearly labelled and subdivided, and contains an overview of what is to come and what has just passed. The index is complete, the type is large, and the nearest I could find to a typographical error was a minor paragraphing error at the end of subsection 8.2.

This is a valuable book for all who are interested in language teaching, and will be of particular interest to teachers who are new to the field. The book is clear, interesting, and practical, providing a wide range of teaching techniques alongside the thoughtful insights of an experienced observer of teachers and learners. Read it!