

for any L2 acquisition study concerned with interlanguage development. This book, by breaking new ground in developmental study, should encourage others to examine the possibility of universals in interlanguage development.

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**BEITRAEGE ZUR DIDAKTISCHEN GRAMMATIK.** Karl-Richard Bausch (Ed.). Koenigstein/Ts.: Scriptor, 1979.

The basic assumption underlying this book is that there is a mutual relationship between linguistics and language teaching; linguistic results can be applied in teaching a language, and problems in teaching and/or learning can direct the focus of linguistics research. Starting from this notion all contributors are concerned with the concept of a didactic grammar, a description of language appropriate for teaching and/or learning goals.

The book is divided into eight parts: Part I and II point out various problematic areas for current research; Part III deals with problems of conceptualization; Part IV focuses on aspects of language functions; and V-VII outlines specific kinds of didactic grammars. Part VIII comprises the bibliography.

The authors in Part III address the question: What kinds of didactic grammars should be developed? Grotjahn and Kasper give a list of factors that influence foreign language teaching and, taking these into account, characterize possible types of didactic grammars. They conclude that criteria for evaluating depend necessarily on the type of didactic grammar, thus claiming that only relative evaluations are possible.

The other three authors in Part III focus on a didactic grammar to be used in class as teaching material. According to Jung, a didactic grammar should be a linguistic description filtered through teaching experience, teaching goals, teaching conditions, etc., in order to yield a learner-adjusted model of the language. Neither Bieritz nor Krumm share this viewpoint. Bieritz sees a didactic grammar in relation to "language learning action" which cannot be established by formal linguistic grammars. He argues for descriptions of language that, for lack of an overall theory of foreign language teaching, are developed out of teaching experience and empirically validated. Krumm emphasizes that teaching a foreign language should take into account the learners' prior knowledge and their problem-solving strategies, and should be integrated into their social and cultural experience. He therefore claims that a didactic grammar should point out the gap between communicative intention and their realizations in languages.

The most theoretical contribution of Part IV is concerned with the implications of speech act theory for a didactic grammar. Ebnetter argues that speech act theory cannot constitute a basis for the entire grammar; yet

its concepts should be postulated on one level within the grammar, in connection with categories of verbalizations of speech acts on another, lower level. Huellen points out that it is necessary in this discussion to differentiate between function of language and functions of language structures. In his opinion, the following features are essential to a didactic grammar: 1 ) analysis of language structures to describe their functions; 2 ) a systematic terminology for describing these functions; and 3 ) a hierarchy of learning tasks. Edmondson and House consider that the relations between language use and language use and language form are too complex to be described by any one approach. They take ethnomethodological conversation analysis as a starting point and develop from empirical results a grammar of interaction which is meant to give teachers a guideline for didactic decisions.

In Part V both Christ and Kleinadam state that a didactic grammar should be a reference grammar for learners and therefore should have the following characteristics: It should give basic structures with examples and rules, account for learning problems, be an open system that can be expanded, and use a simple meta-language.

In Part VI, Boerner and Vogel use empirical studies of learners' utterances to make inferences about the learners' problems and their strategies to solve them. Therefore, a didactic grammar is to be constructed with language material and a methodology to reinforce correct strategies and to discourage wrong ones.

In Part VII, Raabe suggests some characteristics of a grammar for teaching translation. The author claims that teaching translation in a systematic way is possible and outlines a formal approach to this task. He concludes that in an adequate translation theory it is necessary to develop a classification system and an exact description of mapping rules.

In all these approaches grammar is seen as a description of the regularities of a language to be used for learning that language. In other words, all contributions are concerned with constructing or improving a model of language. Such attempts presuppose that existing grammatical models are ill-suited for teaching and/or learning a language.

Assuming that a didactic grammar can support the acquisition of a language, one is still inclined to ask whether we yet have the necessary prerequisites for constructing such a model. It seems that far more insight into the mental processes of language learning is needed to conceptualize a theory of language learning and teaching that reflects the dynamic features of the learning process and might, in turn, constitute the basis for a didactic grammar.

The fundamental questions remain, however: Should a lot of time and effort be spent on improving the nature of pedagogical grammar? Is a conscious mastery of language structure an important part of acquiring a second language?

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