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Devoted primarily to methods, pedagogical research, and topics of professional interest to all language teachers

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ing around causality, at another time. Hence, yes/no questions decidedly lack congruence with opinion tasks unless students have developed considerable proficiency.

The second most frequent type of questioning, the convergent questions, generally can be answered by the students in an authentic manner with one or two words. In addition, there is generally little if any meaningful communicative context between any two of such questions. A typical example for this lack of contextualization derives from the oral testing program: "Give personal answers to each question you hear: 1) *Welches Restaurant in dieser Stadt gefällt Ihnen?*; 2) *Was müssen Sie jeden Tag machen?*; and 3) *Wohin stellen Sie abends Ihre Schuhe?*" (p. 81)." Clearly, this type of instructor questioning does not promote meaningful discourse any better than yes/no questions. Ultimately, the analysis of the types of questioning featured by *DSL* reveals that most of the student learning occurs at the word level rather than the meaning level of German. This stress on language development at the micro level of language undermines students' inherent ability to develop a second language.

But, perhaps the pamphlet *Using DSL in a Proficiency-oriented Classroom*, not available for review, enables instructors to engage in genuine communicative exchanges with students. Perhaps instructors are advised, for example in chapter fifteen, to assign the question: "*Wie war Ihre Schule?*" as a description task with inherent truth value, and to eliminate the questions, which include, for example, "*War Ihre Schule in einem Schloss?*" Perhaps the booklet directs instructors to assign as task "*Wie ist ein Gewohnheitstier? Beschreiben Sie eins*" instead of the five yes/no questions following the last reading selection in chapter fifteen. By creating such a description students have to think, by answering the questions they merely do a mechanical drill. The first activity revolves around meaningfulness, the second assignment, in contrast, represents manipulation of language. It appears that, despite the wealth of added realia for the third edition, the instructor using *DSL* needs to supplement the text with many divergent tasks to truthfully state that the students are engaged in meaningful communication in German.

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FISCHER, WILLIAM B. & PETER N. RICHARDSON.  
*Wie, bitte? Introductory German for Proficiency.*  
Annotated Instructor's Ed. New York: Wiley,  
1989. Pp. 76, 382. \$35.75, cloth.  
———. *Workbook.* Pp. vi, 311. Paper.

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*Wie, bitte? Introductory German for Proficiency* both issues a challenge to the university classroom teacher of German and offers means for successfully accepting that challenge. For the first time an instructional package for German is being offered which will enable us to seriously and efficiently put the tenets of the proficiency movement into daily classroom practice.

*Wie, bitte?* is not a traditional textbook with more or less optional ancillaries. The materials offered in the package consist of the class text; the study text, which contains all materials suitable for study outside of the classroom; and a set of audio cassettes that contain class text dialogues and listening exercises from the study text as well as two cassettes with aural realia, intended for more open-ended and creative listening exercises. A software package and a test bank are also included.

The *Annotated Instructor's Edition* begins with a fifty-three-page instructor's guide, which is excellent. The instructor's guide could well function as a concise introduction to the principles of teaching for proficiency as applied to a concrete classroom situation for beginning instructors and teaching assistants.

The package is conceived as a first-year text with thirteen units per semester (nine per quarter). The class text begins with two preliminary chapters with brief dialogues with the purpose of getting the student speaking at a novice-mid level as soon as possible. In the main chapters we see the real and difficult challenge issued by the *Wie bitte?* package — it requires a proficiency approach from instructors, and anyone not willing to wholeheartedly embrace the tenets of teaching for proficiency as conceived by the authors will have serious problems using the package. Many grammatical features, for example, that are commonly presented in traditional first-year courses have been de-emphasized or eliminated: the future tense, genitive prepositions, Konjunktiv I, to name the most obvious. Furthermore, the principle of "letting function lead form" is followed throughout, which may be difficult for some students and

for many instructors to adhere to. The class text is conceived of as a departure point for real communication rather than as an object for precise in-class study and drill. The principle of the spiral syllabus is used, not only for structure, but for function and context/content as well, so that topics are not covered once but several times in a new light each time with ample provision for review.

Each chapter has an identical structure, which makes the text enormously simple to use. The first page gives, in English, an overview of the functions, context, and structures presented in the chapter. The next page contains the *Gespräche I*, which explore the chapter's first contextual theme. These dialogues (up to six per section of each chapter) are short excerpts, presenting very (too) consciously the chapter themes, vocabulary, etc. — using them for more than examples of these would be futile and is perhaps not intended by the authors. Two pages of relevant structural paradigms and explanations follow the dialogues. They are intended to be used in class as a functional demonstration of structure, while the thorough and analytic reference grammar found in the study text is intended for more intensive perusal by individuals outside of class.

The following page of oral exercises (*Situationen*) are intended as take-off points for pair and small-group communicative activities. It is certainly controversial that these are presented in English, and many instructors may find it difficult to adjust to this presentation. The English is purposely so idiomatic as to "thwart attempts at translation" (*IAE*, p. 9). Stage two of the *Situationen* leads to more open-ended and more interesting topics for discussion. As with all texts, the talents of the teacher will be most important for making the *Situationen* work as communicative activities, but the raw materials of good suggestions are certainly available in *Wie bitte?*

The central section of each chapter (followed by a second section of *Gespräche, Struktur, und Situationen*) is the *Strategie-Kultur und Sprache* section, almost entirely in English, except for the realia, which is richly present in each such section. Examples of these realia are reproductions of labels, maps, brochures, signs, forms, menus, and advertisements. Again, the amount of English will be difficult for some instructors to adjust to, but the authors make a very strong statement about this section: "We wanted the

students to absorb the content of the *Strategie* pages, not struggle with artificial German texts. When reading was the explicit target skill, we wanted everything the student read to be an authentic text" (*IAE*, p. 10). Given the motivation and creative skills of the instructor, this latter goal could certainly be fulfilled using *Wie bitte?* because the amount of realia scattered throughout the text and in the extensive *Drucksachen* sections of the class and study texts are phenomenal.

In contrast to many newer textbooks, there are no really separate chapters or sections concerning Austria, Switzerland, or East Germany. Fair treatments of the cultures and language variations of these countries are scattered throughout the text, based often on the realia just mentioned, though the emphasis of the text is certainly on West Germany. Again, given a motivated and informed instructor, the realia and explanations offered in *Wie bitte?* could certainly be easily used as a starting point for broader treatments of the "other" German-speaking countries.

There are several innovative extras in the text. The items in the glossary are listed first according to function (noun or other), then according to gender for nouns for each letter of the alphabet. Students may find this glossary difficult or at best challenging to use, but the authors' goal of reducing dependence on translation by these means may well be achieved. A very innovative additional treatment of vocabulary is found in the *Bildwörterbuch*. Its extensive vocabulary list arranged contextually would certainly help students not only to build vocabulary but also to learn to think contextually and functionally rather than alphabetically about vocabulary.

The study text includes extensive exercises organized around each of the four skills for parts one and two of each chapter. Constant reference is made to the realia and other parts of the class text, as well as to the audio tapes for the listening exercises. The exercises and activities are generally highly motivating and certainly communicatively oriented, and the study text offers a rich source for communicative, proficiency-oriented activities inside and outside of class. The structural exercises continue in the same vein, obviously with a focus on structural manipulation, but always with a strong and usually motivated context and often with a humorous or game twist. A section of

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Diane W. Birckbichler

dialogue translations is included for each dialogue of each chapter. An extensive reference grammar organized according to the relative importance of linguistic features for learners at the intermediate-mid to high level, the assumed exit goal for the one-year course, is also provided. The reference grammar is concise but very thorough and includes many good examples.

The audio tapes are of good quality, and the audio realia included could certainly be very useful. Since their use is guided by the study text in most cases, instructors are not left to their own devices for using this valuable resource.

The software package consists of sets of multiple-choice contextualized reading exercises and tests based largely on the *Wie bitte?* realia; similar listening exercises and tests using the aural realia; contextualized writing tutorials; listening comprehension exercises using on-disk digitized speech (Macintosh); and a "test curver" to help the teacher with bookkeeping. The package, as reflected by the demonstration disk, is very well done. The Macintosh demo disk, based on Hypercard, was made available to this reviewer. In some exercises, the technology of the personal computer is used to a definite advantage, but in others more could have been done to exploit the technology without losing content, especially in the demos of the testing package. The test curver and other bookkeeping helpers were not included on the demo disk, which is unfortunate, since many harried instructors would find them very interesting.

The suggested testing formats and examples, included on both the demo disk and in the instructor's guide of the class text, are good suggestions and thoroughly based on the proficiency approach. An instructor using the package would still need to spend time and energy for test development, unless the actual software package is more complete than the examples in the book and demo disk. Nevertheless, very good suggestions are given, so that a program adopting the package will not be left entirely to its own devices for testing.

Generally, *Wie, bitte?* is a highly usable and innovative instructional package, which really puts the goal of teaching for proficiency within our reach.

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GRUNDLEHNER, PHILIP & STEVEN DE HART.  
*Sprich Deutsch!* 3rd ed. New York: Holt, Rinehart, 1989. Pp. x + 221. \$22.75, paper.

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Now in its third edition and tenth year, newly revised and expanded by Steven De Hart, *Sprich Deutsch!* continues to offer a stimulating array of fresh "realia" to German instructors interested in fueling the communicative component of their classes. What makes *Sprich Deutsch!* so eminently usable, and certainly one factor explaining its longevity, is its thematic arrangement around fifteen cultural topics, all of them touched on in most German textbooks. Hence the flexibility *Sprich Deutsch!* offers for classroom implementation: it can be used alone, linearly, or easily "restructured" by the instructor to accommodate the chronology of a core textbook. Further, this book is well suited for both college German and some secondary programs, irrespective of the teaching methodology.

Those familiar with the previous editions will find substantive improvements: livelier graphics and sharper photo reproductions; a new chapter on Berlin; and the fourteen other chapters updated and arranged in a more logical sequence. But the most interesting changes here have been made in the authors' efforts to address trends in "communicative strategies" by offering more situational and small-group activities, a practical new section of *Nützliche Ausdrücke* with ready phrases for student dramatizations, and a supplemental audio cassette.

Each chapter begins with a short reading passage—in two cases a dialogue. Traditional enough, but none of the subsequent practice sections, whether they follow the opening readings or any of the related cultural materials, are limited to mere factual content questions. The *Übungen zum Text* engage the student's intellect through contextual interpretation, personal responses, and problem-solving activities; and the *Übungen zum Thema* provide stimulating review exercises appropriate for written or oral work. A readable German to English dictionary (with principal parts of irregular verbs) concludes this edition.

The illustrations? *Sprich Deutsch!* remains an exemplary font of intelligent "realia," offering picture after picture of the people who speak German: behind-the-scenes glimpses of where they live, work, and play, along with an inter-