

fantasies and news, maps, symbols, pairs, texts, sequences, etc.). Chapter 15 deals with creating and adapting pictures. Both these chapters will be useful for their practical applicability as well as tips for preservation and innovative use of pictures in language teaching.

### ***Conditions for Second Language Learning***

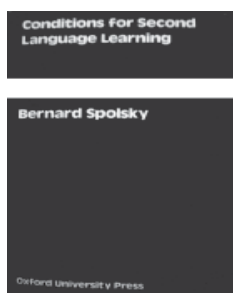
By Bernard Spolsky

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Spolsky's book sets out a theory of second language learning in the form of a 'preference model', or a series of typical and categorical rules or conditions. This theory, which he calls *the general theory of language teaching* is distinct from theories of formal classroom learning and of informal natural learning. The task of such a general theory is, as Spolsky notes, being able "to account for the fact that people can learn more than one language, and for the generalizable individual differences that can occur in such learning" (p.2). His theory thus accounts for both, differences between individual language learners, and between different kinds of learning. It is characterized by five features: i) generality (that allows consideration within a single model, second as well as foreign language learning, learning for general and specific purposes, formal and informal learning, developing knowledge and skills etc.) ii) emphasis on goals and outcomes of learning iii) integrated and interactive orientation iv) an 'eclecticism' approach (that recognizes various conditions for language

learning) and lastly, v) acknowledgement of language learning as a social context.

The 'preference model' that Spolsky draws upon, involves the interaction of several clusters of interrelated conditions—he lists as many as 74 conditions that are relevant to second language learning. Of these, the first cluster of conditions relates to second language learning as taking place in a *social context*, and includes components such as the "sociolinguistic situation, the general exposure of learners to other languages, the role of the target language and other languages in the outside community and at home, and the general perception of values of the target language and of bilingualism" (p. 25-26). The second cluster comprises *conditions of the learner* who brings into the learning situation not only motivation, but also a number of capabilities, and a body of previous knowledge and experience. Spolsky underscores the fact that the combination of these learner factors "accounts for the use the learner makes, consciously or unconsciously, of the socially provided formal or informal learning opportunities" (p. 27). The usefulness of this book lies perhaps in the delineation of the major conditions of language learning. The 74 conditions explained over the first 12 chapters include within their purview, multiple factors such as 'knowledge of language'; 'language use'; 'measurement of language knowledge and skills'; 'implication of overall proficiency'; individual/psycholinguistic factors and differences in language learning; 'the linguistics basis for second language' and lastly, the conditions required for learning opportunities. The multiple dimensions utilized in explaining these conditions for second language learning as well as the implications drawn for language teaching is the USP of this book.