AFTERWORD

The workshop took the form of plenary sessions attended by all participants and three smaller groups working in parallel, each with its own programme of oral presentations. Although a broad spectrum of topics was dealt with, it was clearly not possible to cover all aspects of the central theme of the workshop.

By the end of the final plenary session it had, not surprisingly, become apparent that a number of important problems and issues had been repeatedly raised, in group discussions in particular, that were either not in themselves the subject of presentations or not touched upon at all in other groups. Some of these issues, it emerged, were of a highly controversial nature. They include:

- the role of the language laboratory in pronunciation training
- the role of phonetic transcription
- reading aloud as a device for both the teaching and the testing of pronunciation

It would, in our opinion, be very desirable to provide an opportunity for thoroughly ventilating these, and other outstanding, questions, possibly as part of the agenda of a follow-up workshop.

Originally it was hoped that there would also be time for participants to engage in practical work, for example, by writing sample practice or testing materials. In the event, it was not possible to include sessions devoted to this kind of activity within the time frame of the Sonnenberg meeting. Nevertheless, virtually all participants were very much in favour of some form of joint practical work.

One area in which such work could profitably be done are those seemingly intractable articulatory difficulties, chiefly on the segmental level, that affect some learners and that require special - even individual - treatment. They include, among others, learners who

- consistently produce a labialised or velarised /r/
- are unable to produce the interdental fricatives /θ/ and /ð/
- are unable to produce the labial consonants /w/ and /v/ correctly
- are unable to produce both a velarised and a non-velarised /l/
- ("dark" and "clear" /l/)
- are unable to distinguish between the front vowels /æ/ and /e/
- have difficulty in mastering weak forms.
Quite apart from the merits or otherwise of the post-workshop proceedings contained in this volume, the fact that it has proved possible to identify a catalogue of areas for further work and discussion is one measure of the success of the Sonnenberg workshop. Another factor that contributed to this success was the workshop format itself, which provides a relatively small number of participants with an effective framework within which they can work closely together in an intimate atmosphere conducive to detailed and productive discussion. It has the further advantage of attracting a number of colleagues who quite clearly feel the need to talk about their teaching but who might, for whatever reasons, feel inhibited from doing this under the more exposed and impersonal conditions of a larger-scale conference.

The Editors