

modality is often crucial to 'getting the job done'. The central role of ('merely') subjective modality in practical workaday life is due to the fact that people who are cooperating in realistically dealing with concrete situations need to be able to communicate to each other the full subtlety and complexity of their assessments of 'what-is', their diagnoses of causes, their 'what-if' projections for possible action, and their degree of cognitive commitment to the assessments and suggestions they propound. This practical application of modality cannot be separated theoretically from other types of highly 'personal' meaning-expression; nor is it to be clearly distinguished from the use of modality in the service of 'politeness' goals in interaction. It is suggested that, given the multi-sided, key importance of modality in practical interaction, a renewed emphasis needs to be given to this area in language learning and teaching. Such a programmatic emphasis needs, in turn, to be supported by the strong and cogent integrated theoretical perspective on modality which is now developing.

Applied linguistics

98-324 de Beaugrande, Robert (U. of Vienna). Theory and practice in applied linguistics: disconnection, conflict, or dialectic? *Applied Linguistics* (Oxford), **18**, 3 (1997), 279-313.

The author first cites Brumfit (1980): 'We are remaining at the moment the prisoner of our own categorisations'. The paper surveys the enduring problems of co-ordinating theory with practice in applied linguistics and language teaching in view of the symptomatic disconnections of theory from practice in theoretical linguistics, with the suggestion that how far a theory is applicable to practice is a good measure of how far the theory is valid as a theory. The basic frameworks of 'doing language science' are explored in terms of their applicability, including Krashen's theory, and an alternative programme is proposed.