



Book Review

The need to keep abreast of new literature in the field of machine-aided learning has prompted the establishment of this department. Until an editor is appointed and a system set up to solicit new books from publishers, we are inviting members who wish to review recent publications in our field to send reviews to the Managing Editor, Charles P. Richardson, Ellis Hall, Ohio University, Athens, Ohio 45701.

Mason, K. L. J. and Juan C. Sager. *Spanish Oral Drill Book*, Oxford: Pergamon Press, 1969. Paper, 274 pp. \$4.75.

A great deal of recorded material is available for elementary courses in Spanish, but the situation is somewhat different at the intermediate level, and at an advanced level, although the need is often felt for recorded drills, there is very little that is suitable. This book contains a large quantity of drills, either transformation or of the question-and-answer variety, of a very imaginative kind, and using a more extensive and interesting vocabulary than is usual. The drills could be very easily recorded either as three-cycle, or better still, as four-cycle drills, and could be used in a variety of programs or courses. The table of contents is well organized and extremely clear. The *Spanish Oral Drill Book* should prove extremely helpful to the teacher preparing his own materials for intermediate and advanced courses. Carleton University, Ottawa—Janice Yalden.

Grittner, Frank M. *Teaching Foreign Languages*. Harper and Row, 1969.

Oliva, Peter F., *The Teaching of Foreign Languages*. Prentice Hall, 1969.

The 1969 publication of *Teaching Foreign Languages* and *The Teaching of Foreign Languages* offers two additional choices to the selection of methods books available to the language teacher, or for the prospective teacher.

The audio-lingual approach is given most attention by both authors, but not to the exclusion of other methods.

The major topics included in both books are:

The history and status of Foreign Language teaching in the United States

Linguistics and language learning

Reasons for studying a second language

The psychology of learning and, more specifically, of language learning

Teaching the four skills

The Language Laboratory

Evaluation of student achievement

Book Review

Evaluation of the language program

The use of English in the Foreign Language Classroom

Teaching grammar

Pattern drills

Vocabulary learning

Curriculum guides

Each author includes numerous examples of various pattern drills and discusses the teaching of grammar by analogy. Grittner, however, gives more extensive discussion of the teaching of grammatical generalizations and includes two useful and detailed sample lessons: I. "Grammar by application of rules" and II. "Grammar by application of rules."

Grittner's consideration of the language laboratory is the more complete of the two, and he also discusses the electronic classroom, teaching machines, programmed learning and self-instruction. For practical use, "a criteria sheet for evaluating commercially produced drill tapes" is included and suggested complete curriculum guides for French, Spanish and German, Levels I-IV, are also provided.

Oliva devotes entire chapters to 1) the Teaching of Pronunciation, Stress and Intonation, 2) Teaching Culture, 3) Foreign Language in the Elementary School, and 4) Teaching Latin, not as extensively covered in the Grittner book. Also included at the end of each chapter are "Activities and Questions for Study", such as discussion of the merits and weaknesses of various methods, the examination of available test materials, lesson plan preparation and presentations. These are useful assignments and valuable exercises. However, assignments such as Chapter 3: No. 1—"Read George Bernard Shaw's play, *Pygmalion*, and discuss the author's grasp of linguistics" or Chapter 12: No. 15—"Obtain and study a constitution of a language club" are questionable activities for the average methods students.

Inclusion of the MIA "Qualifications for Secondary—School Teachers of Modern Foreign Languages" is appropriate, and the appendices: I. Instructional Aids and Sources, III. Opportunities to Teach Abroad, IV. Professional Organizations and Journals, V. Terms and Instructions for Dictation and Aural Comprehension Exercises (Spanish and French only) are most useful. Appendix VIII. "Evaluative Criteria" for Foreign Languages would have been more appreciated if the 1970 edition could have been included here. Grittner's discussion of evaluation of the foreign language program also includes detailed explanation and illustrations of evaluation by Interaction Analysis. The two books seem to compliment each other: what one author has neglected, the other includes and discusses more extensively. The collective bibliography sections of the two would be a formidable reading assignment for anyone!

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