



Options & Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12, F. William D. Love and Lucille J. Honig. New York: Modern Language Association of America, 1973. pp. 356. \$4.50, paper.

Options and Perspectives is divided into fifty-one sections, each of which is a compendium of descriptions of innovative approaches to the teaching of foreign languages. For quick reference, the table of contents includes a brief overview of the respective curricula. However, the entire book would be easier to use if the various sections were grouped under headings: e.g., all descriptions of individualized programs, summer programs, etc. Currently, it is difficult for the teacher interested in any one to compare all the programs of that same nature included in this book.

In addition to an overall description of the separate curriculum, each section adds information on how the program is conducted, its basic goals and objectives, the roles of teachers, administrators, and non-educators and paraprofessionals. Included also are estimated costs and cost per student per year, recommendations or procedures for adapting and/or adopting the program, and the name and address of a contact person for further information. Since *Options* is meant to be a handbook/sourcebook, the length of the sections are ideal: They are brief, to the point, and are of a high information content.

Aside from its format, *Options* is a powerful advertisement for educational media in foreign language instruction. Intentional or not, the authors have underscored its importance in such a way that it is impossible to imagine any innovative second language program that is not dependant upon media in some way.

Outwardly, summer programs seem to be the least dependent on media since they are more speech-and situation oriented than most academic year curricula. Yet the amount of software and realia necessary to immerse the participants in the culture of the foreign language indicates that media is essential in creating the very atmosphere that is so important to their success. Consider the "Foreign Language Incentive Program (FLIP)" described on page 56 which depends upon foreign language magazines, taped music from foreign countries, foreign flags, travelogue films, entertainment films, etc. to create the atmosphere of "a trip to Europe."

In both student-centered classrooms and individualized instruction, media is of prime importance. It allows the student to double his aural-oral contact with the target language, and at the same time assures him that he will receive all the attention he needs in order to be successful in foreign language study. Those interested in language centers will take great pleasure in reading about the Skyline Center, page 193 which serves as both a world language cluster and career development center. As one would expect, the Center is extremely reliant upon media in conjunction with individualized instruction in second language study.

Perhaps one of the most interesting applications of media is in the "twinned" approach, described on page 3 under the title of "African Studies in French for the Elementary Grades." Under this program, a second grade class was linked with a similar class in Africa and committed to a monthly exchange of slides, tapes, and other realia, a process which allowed the students from both countries to sample what the other had been learning.

Among other media-based programs worthy of mention are "Spanish for Deaf Students" page 342, which relies heavily upon visual material and a device known as Cued Speech: "Minority Studies in Foreign Languages" page 173, and a "Latin FLES Program" page 143, geared to inner-city students. The latter is heavily aural-oral, and depends much more upon media, because its goal is to habituate the students to the clear and distinct pronunciation of endings. In each of these programs, media is an important supplement to rather limited textual materials.

In situations where minimal staff facing large language classes become potential problems, media has taken on the same importance as the teacher. In some schools low student demand for Chinese and Japanese for example and/or the unavailability of qualified teachers and personnel has made their study impossible. "Guided Individualized Study in Foreign Languages" page 177 has met the problem, and using tutors and individualized study packets with a heavy media bent, has been able to open up previously inaccessible language to the student.

For the teacher interested in creative and innovative ways of presenting foreign language material, and for the specialist interested in expanding the use of media, *Options & Perspectives* serves as a fruitful source of ideas. A perusal of its content convinces one that if the future of language instruction lies within its pages, then the future also lies in the skillful and creative use of the media described therein.

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