



Garfinkel, Alan, and Stanley Hamilton (editors). **Designs For Foreign Language Teacher Education**. Rowley, Massachusetts: Newbury House Publishers, Inc., 1976. Pp. 133. \$4.95, paper.

Designs should be of interest to all foreign language educators, but particularly to teachers responsible for the methods course. Few volumes have been written which contain an equally excellent collection of topics. The success of foreign language teaching is dependent directly upon the effective preservice preparation of its personnel. **Designs** provides a giant step in that direction.

The volume is composed of nine chapters. In an abbreviated introduction the editors give a convincing rationale for the methods course by explaining the vital functions it performs in the education of prospective foreign language teachers. In addition, they present a brief view of the topics by each chapter author.

Chapter One, "Listening, Reading, and the Methods Course," by Bonnie B. Busse, follows the same structural plan recommended by its author for organizing a method course: discussion, observation, and participation. Busse notes that research findings suggest that similar cognitive skills are involved in the processes of reading and listening. The author presents a variety of approaches to develop the receptive skills, as well as suggestions on how to prepare beginning language instructors to teach them.

"Speaking, Writing and the Methods Course" is the topic treated by Lee E. Hawkins in Chapter Two. Hawkins recommends that the methods course require prospective teachers to observe and evaluate the techniques and materials used by practicing teachers to develop the generative skills.

Chapter Three, "The Cultural Component of the Methods Course," by Genelle Morain, is the longest section of the book and contains numerous examples of activities and techniques that can be employed in the foreign language classroom and in the methods course. A strength of the chapter is the numerous high-quality "suggested references" to guide the prospective instructor in further study of the topic. The author indicates the importance to inculcate in the methods student the necessity

of seeking out sources of cultural information and maintaining an information file in which to catalog them.

"Training Teachers for the Affective Dimension of the Curriculum" is the title of Chapter Four, by Renee Disick. The three main purposes of the chapter are: 1) To explain affective education and how it relates to the foreign language classroom; 2) To convince teachers that foreign language teaching should include affective goals in its list of objectives; and 3) To present examples of affective activities that can be used both in the methods course and the foreign language classroom.

The curriculum for foreign language teacher education would be incomplete if it failed to include an appraisal of the topic of Chapter Five—"Individualized Instruction and the Foreign Language Methods Course." Robert A. Morrey, the author, points out that the philosophy of individualized instruction is to provide for the many differences that exist among students. Five problems common to individualized programs are discussed. It is unfortunate however that the author failed to include among them the proper identification of individual preferential strategies for learning. The need is great to identify early on just what constitutes individual differences, for many factors differentiate learners beyond interest, motivation and cognitive acuity. The ability to observe, to diagnose, and to develop reliable and objective tools for measuring differences is imperative in any curriculum to instruct teachers candidates in the individualization process.

In Chapter Six, "Training Graduate Assistants in Foreign Languages," Jean-Pierre Berwald explains the unique aspects of preparing graduate students to teach under-graduate courses and presents five possible formats a training program might follow while enumerating a list of techniques and skills in which the graduate assistant should be trained. Berwald calls attention to one of the principal challenges graduate coordinators and methods instructors must face—achieving a degree of standardization of approach in the foreign language methods course, while demonstrating to graduate assistants the responsibility they have to be creative within the structure of their teaching assignment. If a long range goal is to produce more capable and experienced teachers, the training of graduate assistants must seek to foster the trait of independence, while imparting an equally important knowledge of the scope and content of the subject matter.

The topic of Chapter Seven, "Preparing Teachers for Non-English Home Language Learners," is one which will prove to be vital to the curriculum of many methods courses, but is found in very few. Accommodations have been made in the American education system, with the rise of the ethnic minorities in the United States, to include bilingual-bicultural instruction. According to Manuel Pacheco, bilingual education is distinct from the special home-language courses. The bilingual program has as its principal goal the use of the learner's home language to teach the content areas and to develop the student's language skills in English. Non-English,

home-language course are designed to help the student retain and improve language skills of his native tongue. Pacheco concludes that all prospective teachers should receive some preparation via the methods course for teaching the non-English home-language learner.

The concluding chapter of the volume, "A Methods Teacher's Guide to Information Sources," is authored by one of its editors, Alan Garfinkel, and is designed to help the methods teacher to go beyond what is discussed in the other sections of the book. It is an appropriate way to end a volume which has as its major purpose the suggestion of ideas and approaches that should be considered seriously in designing a methods courses. The final chapter lists professional organizations, journals, associations, and materials from which foreign language educators can extend effectively their professional preparation.

In conclusion, *Designs* provides both prospective and experienced methods instructors with well-chosen topics from which to design their own courses. The volume contains relevant materials and fundamental themes for the educator interested in foreign language methods.

Only two minor anomalies appear in the text both the result, apparently, of a lag in publication which often plagues authors and editors. The first (p. 45, 111) states the ACTFL Bibliography is to be found annually in the May issue of *Foreign Language Annals* where it has ceased to appear since Volume 6 (1973). More recently the bibliography has been compiled by the Center of Applied Linguistics, ERIC Clearinghouse on Languages and Linguistics, Washington, D.C., (1974), and The American Council on the Teaching of Foreign Languages, New York (1975). Second, reference to NALLD, The National Association of Learning Laboratory Directors, is listed incorrectly on p. 109, and the Association's Newsletter (**NALLD Journal**) is omitted from the list of professional publications and aids in the following subsection of the chapter.

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