

BOOK REVIEWS

Mary Finocchiaro and Michael Bonomo *The Foreign Language Learner: A Guide for Teachers*
Regents Publishing Co. 1973

Price: \$3.95

An excellent reference text for teachers in ESL who are looking for help in both curriculum and classroom planning.

It includes chapters on language, the theories of language learning, and developing a curriculum in addition to the expected teaching of the features of language, developing communication skills, making effective use of materials and techniques of instruction, and testing and evaluation.

There is also a short chapter on cultural

insight in language teaching with suggestions for implimenting cultural material in a language learning program.

Each chapter has a bibliography for additional reading on subjects covered in the chapter in addition to an extensive general bibliography as an appendix.

An invaluable aid to new teachers in ESL is a ten page appendix of definitions of useful terms in the second language field.

Louise Hirasawa and Linda Markstein. *Developing Reading Skills..advanced*
Newbury House Publishers, Inc., 1974

Price: \$4.95

This excellent text, designed to develop reading skills and expand general vocabulary as a preparatory step toward reading and understanding college texts, is composed of twelve readings with comprehension texts.

Each text has student exercises on different aspects of English usage: determiners, prepositions, multiple word verbs, synonyms, after each four chapters. Answers for all exams are included at the back of the book.

Julia M. Dobson

Effective Techniques for English Conversation Groups
Newbury House Publishers, Inc., 1974

Price: \$3.50

An excellent reference book for ESL conversation teachers, with numerous suggestions for conducting beginning to advanced groups. Information is given on how to use improvisations, dramas, debates, visual and audio aids, songs, etc.

Particularly helpful for a beginning or inexperienced teacher are the seventeen helpful hints for directing conversation groups. Examples:

The more advanced students do most of the talking or are bored, while the less advanced students fail to participate.

The students are not interested in the conversation activity you have scheduled.

You find yourself talking too much.

Alice C. Pack

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Editor.....Alice C. Pack
Staff..... Api Hemi, Michael Foley
William Gallagher

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