

ESL and Bilingual Education” is wonderfully concise. It contains excellent points to keep in mind when creating essay or class discussion topics. Wallerstein’s essay illustrates the three stages of Paolo Friere’s method--listening, dialogue and action--and how they apply to language teaching.

Part four, “Roles and Drama”, emphasizes language teaching and how role play and drama can elicit communicative acts and aid students in internalizing the target language so that they can use it in the real world. Di Pietro gives the reader helpful points to keep in mind when setting up role plays or creating/using a dialogue. Rodriquez and White have a good grocery shopping example.

Part five, “Natural Orientations”, focuses on the process of language acquisition in and out of the classroom for both first and second languages. I did not find this section immediately useful and applicable.

Part six, “Fun and Games”, on the other hand, presents practical ways to contribute to a classroom community spirit. Activities included are: jazz chants, treasure hunts, jigsaw reading, debating, and action mazes. Admittedly, these can all be found in other publications. Nevertheless, the writers here have presented them in a well-organized and to-the-point manner.

The final part, “Program/Experiment Reports”, describes how the different approaches in part two have fared in a variety of applications. It’s a rather long, dry section but Rassias’ essay is very good (remember him from part two?). His article includes very down-to-earth and helpful classroom management tips. In his “Shotgun” approach, for example, he tells the teacher to look at one student but point to the one whose turn it is to recite *after* you pose the question ... Do not follow a set pattern in your interrogation... Do not wait for a delayed answer. If the student hesitates, go to the next person and then return to the one that did not answer” (p. 368). I heartily recommend reading Rassias’ essay.

As may already be evident to the reader, I have read *Methods That Work* with an eye to practicality and usefulness to a teacher of English as a foreign language. A linguistics scholar working on a research paper may see something very different in this book. As I mentioned earlier, there is a little bit of something for everyone in *Methods That Work*.

Images and Options in the Language Classroom

Earl W. Stevick. Cambridge : Cambridge University Press, 1986. Pp. 177.

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The recent publication of *Images and Options in the Language Classroom* is designed to show the reader how and why imagery can play a significant role in language teaching. The writer, Earl W. Stevick, shows how an understanding of

imagery can help teachers identify and evaluate many of the alternatives available for their teaching.

The writer states in the preface that his aim is to explore the relationship between the images in the mind of the learner and the options that are available to the teacher. To him imagery may provide a “principled basis for finding and choosing among what can be called ‘technemes’ or informed choices or options.”

The book is primarily for language teachers and hence may also be used for teacher training purposes. It is divided into two main parts: Mostly about Images and Mostly about Options. In part I, three chapters consist of activities which gradually introduce some of the basic components involved in the concept of mental imagery. In part II the writer applies these concepts to actual published classroom material.

With regard to the format of the book, each chapter consists of a series of exercises followed by the author’s comments. The writer suggests that before reading the actual comments, the readers should complete the exercises first by employing their own experience and judgment.

Part I, Chapter One, deals with the significance of memory in learning languages. One cannot deny that the writer presents a thorough picture of how the mind of a language works when learning a foreign language.

The EFL/ESL teacher should not miss Chapter Two where the writer makes use of dialogs to describe the concepts involved in both the ‘communicative’ and ‘non-communicative’ methods. Moreover, Earl W. Stevick describes how to introduce a dialog in a communicative and meaningful way.

As a language teacher or as an instructor in a teachers’ training college, the reader will find Chapter Three useful and very lucid. The writer suggests, for example, how to bring a very mechanical drill (such as a drill on definite and indefinite articles) to life.

The second part of the book, ‘Mostly about Options’, consists of exercises taken from current language textbooks at the pre-beginner, beginner, intermediate and advanced levels. Again, the writer suggests that the reader work through exercises in order to choose which among them might be suited to his own particular students. This is then followed by ‘option’ parts where the writer discusses the advantages and disadvantages of each alternative. In my own view, this is the most solid and valuable part either to new teachers or those who have been teaching for many years but need to brush up on techniques.

Altogether there are 33 options. The writer has done his best to try and give sensible solutions to a number of EFL/ESL related questions which have been raised by teachers again and again. The following are but a few examples of these options :

- Option 3 : Should students respond in chorus or individually?
- Option 7 : What register of language should the teacher use?
- Option 10 : Should the teacher move generally from harder to easier or from easier to harder combinations of alternatives?
- Option 12 : Should the teacher dramatize the activity?
- Option 16 : Should the teacher pre-teach certain words and phrases?
- Option 17 : Should students hear the material before they see it in printed form?
- Option 18 : How should the teacher respond to the correctness and incorrectness of student's language?
- Option 23 : Should questions ask for answers that are to be found in the sample text or for students' inferences and interpretations?
- Option 29 : Should teacher and students use translation as a means of ensuring understanding?

Thus, language teachers who frequently raise these questions will find a way to deal with their students in specific situations. One should not miss this particular part.

The last chapter, Chapter Eight, explores the characteristics of "older" textbooks and suggests some teaching techniques worth trying in a real class, e.g., the use of rods and drama techniques.

On the whole, the book is very useful for both teachers and instructors in teacher-training colleges. For teachers, it presents challenging and valuable information which is directly applicable to classroom situations. As a book for teacher training, the material is realistic and presented in a clear step-by-step manner which is easy to follow.