
The author points out that his publication is the result of a project at his own institution (Brigham Young University) in which a small research group set out to improve the general educational program of the school. In the author's words, the group's efforts "led us back again and again to faculty development and recruitment" (p. ix). As the project progressed, more than one hundred faculty members, primarily from the humanities and representing eight different colleges and universities, were interviewed. These discussions, together with follow-up research on more formalized and well-established faculty development programs, became the nucleus of ideas around which the volume was written.

As a departmental chairperson who regularly deals with the issues discussed by Jarvis, this reviewer has found Junior Faculty Development to be an excellent resource. The author's willingness to openly confront the challenges that young, tenure-track faculty faces even in their careers and to suggest how senior faculty can provide critical support for them makes this work required reading for all serious academic administrators.

FRANK W. MEDLEY, JR.
University of South Carolina


This monograph complements other directories available to the profession by providing information on a variety of organizations related to language and literature, including some concerned with ethnicity, political issues, and technology. As expected, it includes organizations allied with the Modern Language Association and those listed in the MLA Directory of Periodicals. It also includes humanities organizations in the American Council of Learned Societies. The list of the devastation of professional organizations and societies, this guide includes information supplied by 214 of them. It is divided into two sections: an alphabetical list of 133 associations and a list of eighty-one societies, each devoted to a single author. The first section, the main body of the book, lists each organization's name, acronym, address, year founded, size, and the name and phone number of the contact person. Each entry also includes a statement of the organization's purposes and information about its publications, meetings, prizes and fellowships, legislative efforts, and other activities. The second section provides the year founded, the name of a contact person, the address, and the size of each author society. Following the two listings is a checklist of 140 abbreviations of organizations which range from the imaginative, such as ACUTE (Association of Canadian University Teachers of English), SHOT (Society for the History of Technology), and WISP (Women in Scholarly Publishing) to the redundant, with ASA listed four times (standing for African Studies Association, American Society for Aesthetics, American Sociological Association and American Studies Association) and with AAS, ACA, ACL, APA, and CLA each standing for two organizations.

The book is interesting because it provides us with avenues for interdisciplinary contacts and becomes in itself a range of groups available to us. Whether your interest is in design, geolinguistics, ethnography, or feminist pedagogy, you will find an organization of like-minded people. The society range in size from The North American Marguerite Yourcenar Society to 140,000 (American Association of University Women); they were begun as early as 1812 (American Antiquarian Society) and as recently as 1969 (James Fenimore Cooper and Ralph Waldo Emerson societies). With so many special interest groups in the teaching profession, is it any wonder that we have such difficulty speaking with one voice? Despite the diversity and number of organizations listed, the book is incomplete. For example, although Pacific Northwest Council of Foreign Languages is listed, its sister regional conferences are not. Parts of it are also outdated, a common problem among books that provide information about organizations. Does it matter at this point when and where the 1990 convention of the Modern Language Association of America was held? In spite of these drawbacks, the book is a useful reference tool. It should be in the libraries of language departments and in the personal collection of professionals who conduct interdisciplinary research.

MAURICE W. CONNER
University of Nebraska


Training Foreign Language Teachers: A Reflective Approach is written specifically for anyone interested in foreign language teaching who is currently engaged in designing, running, or taking part in pre-service and in-service training programs, especially those in developing countries. This text puts various considerations and activities "within the framework of a coherent approach to foreign language teacher education and provides some practical suggestions for... teacher education or supervision" (p. 1). Although most examples are taken from European institutions that teach English as a Second Language, the topics discussed are relevant to all involved in education programs.

The book is comprised of nine chapters. The introduction offers a broad overview of education models, learning styles, strategies and study skills, and highlights the reflective model in which the author emphasizes that people seldom enter into professional training situations with blank minds and/or neutral attitudes. Throughout the text he argues that, in order to achieve professional competence, programs must build upon trainees' schemata or constructs by combining theory and practice through investigation and reflection. When explaining the modes of teaching and learning, Wallace argues for a variety of methods that are clearly related to the various teaching and learning goals. His tone is pessimistic, as he consistently points to the malaise, disappointments, and lack of mastery in many higher education programs. However, the discussion of the advantages and disadvantages of the lecture mode (instructor-centered) versus the group mode (student-centered), the suggestions for implementation, and the glossary of terms commonly used in teaching/learning situations are useful.

The second half of the text provides more specific information about traditional observation instruments, microteaching, supervision, and course design. The explanations are clear and concise and, for those seeking "nuts and bolts" suggestions for organization and implementation of training programs, these chapters will provide field tested answers to typical problems. While not all of these principles may be relevant in every situation, and although this text does not take into account recent developments in foreign language education (1988 is the most recent source), the global emphasis drawn from research and programs in Britain, Ireland, Scotland, Egypt, Senegal, Sri Lanka, and Uganda make it an asset for future trainers in these and other countries. By referring frequently to techniques found in other disciplines and linking them with language teaching, Wallace provides useful insights for those who must be prepared to teach methods and to supervise not only language teachers, but mathematicians, historians, and biologists as well.

One of the most valuable sections is the "personal review" written for group discussions of issues germane to the formation and execution of education programs. These sections contain open-ended questions that invite trainees to think about, criticize, and debate issues that have been raised in each chapter. Recalling the reflective model espoused by Wallace throughout the text, readers will do well to ponder his comments and then select the most useful topics. This is a good companion text for anyone about to undertake the position of language trainer and a useful resource for those already in that role.

JAN MACIÁN
Ohio State University


Zymberi has given us the twenty-four lessons he created while teaching Albanian at the University of London. Each unit consists of a section labeled situations, usually a series of short dialogues (occasionally pleasantly humorous), a grammar presentation, a longer dialogue in seven units or reading (seven units remaining), and four or five exercises of the following types: question-answer, fill-in-the-blanks, transformation, substitution, sentence creation, drills, and translations to and from Albanian. Supplementary readings conclude the text. There is no index of grammatical topics, but
there is a table of contents identifying the points covered in each unit, a 1,300 word vocabulary in each direction, an appendix of conjugation tables, and keys to all exercises except the Albanian-English translations beginning with unit ten. The ninety-minute tape made by four speakers (two male and two female) covers all situations and dialogues, the readings throughout unit twelve, the reading comprehension exercise of unit thirteen, and a poem in unit twenty-four.

Vocabulary is presented in each lesson in order of occurrence before each situation and after each reading or dialogue. This works for the situations since they are short, but it is not desirable to work the vocabulary in alphabetical order for the longer readings and dialogues, since students must hunt for unfamiliar words if they want to check a second occurrence. The order of grammar presentation is appropriate, but the early lessons give paradigms or parts of paradigms without the necessary explicit generalizations that can accelerate the student's acquisition of grammar. The text is based on the Koso variety of Standard Albanian and pays little attention to the differences between the Greg and Fos k dialectal sources of the Standard. This is to be applauded, since the first year student needs a solid mastery of a single variant before plunging into the complexities of Albanian dialectal differentiation which are essential but more appropriate for a second-year course.

Zymberi's text fills a serious lacuna in pedagogical materials for European languages and fills it well. The only comparable Albanian textbook in the US is Spoken Albanian (Foreign Language Services, Inc.), which is strictly oral-aural, with thirty units consisting of dialogues, vocabularies, and notes on pronunciation and grammar. Its presentation of grammar and pronunciation is more detailed but fragmented. It has an Albanian-English vocabulary of about 900 words, but no index or table of contents. Also available for Zymberi's text are six tapes made by one Albanian and one English speaker covering the first twelve units. Each Albanian item is preceded by its English equivalent and is repeated with pauses for the student. The total amount of Albanian, exclusive of repetitions and pauses, is about ninety minutes. Both books can be recommended.

John Moore uses the McCarthy-Prince analysis to describe verbs whose second and third consonants are the same (madda “he extended” < *madala). He has justifiably proposed a “syllabification algorithm” to handle syllabic structure (p. 89).

Arabic is famous for its broken plurals (Alabad-Ulmiant types): kitab “book,” pl. kitab. In his contribution, Robert Ratcliffe studies the twenty-seven basic patterns. He does not present any satisfactory solution as to why listed as pl. “stars” (p. 113) whereas mumin is more common.

Broken plurals and geminated roots are among the subjects treated by Samira Farwaneh. She successfully uses evidence from Moroccan language games and reduplication in Palestinian Arabic to support “morpheme marking in the lexicon” (p. 135).

C. Douglas Johnson’s “Levantine Cylogenesis” deals with the notoriously difficult problems of stress in the dialects and Classical Arabic. Johnson is correct in his observation that “there are several modern conventions for stressing Classical forms” (p. 148). Contributing to his factual account were his new data obtained from informants.

Mahasen Abu-Mansour studies Meccan Arabic phonology, particularly the optional gemination of the prepositions $i$ (“to, for”) and $b$ (“with”). Somewhat surprising is the author’s admission that he “does not offer an explanation of why it occurs” (p. 190). The remaining papers focus on semantics. John Eisele presents an elegant discussion of the b-imperfect and inchoativity. His category of pseudo-inchoative (p. 228) makes good sense.

Mahmoud al-Batal’s studies of connectives (conjunctions) utilizes M. Halliday and R. Hasan’s Cohesion in English (1976). He convincingly demonstrates that there are five “stylesenes”: phrase, clause, sentence, paragraph, and discourse. I applaud his cautious note that since his analysis is based on only one text, further investigation is necessary.

Dilworth Parkinson describes glottal-stop orthographic variation using twenty-two informants. Although this is surely not the place to respond to his diatrite (pp. 287-91) against my (1972) claim that Standard Arabic is well defined whereas colloquial is ill defined, let me state the result of my work that Standard “is intrinsically uninteresting” and has native speakers (his term “native user” with “intuition” is imprecise), nor do I believe I “misused” my terms. Parkinson’s complete misunderstanding of my position jaundices his comments.

Adel Tewissi breaks new ground in research on what the editors call a “simplified register” (p. xii). As I demonstrated (Semiotica, 1990), “reduction” is a better term than “simplification” of the process, which also accounts for pidginization.

While most of the articles are interesting and well written, the faulty bibliographic citations (several on p. 119 alone) and the erroneous diacritics (“for” , p. 148 and vice versa, p. 125, etc.) indicate that certain refinements would have been useful before publication.

In April 1989, a conference was held jointly at the University of Guelph and at York University. The conference, entitled “The First Conference on Canadian Computer-Assisted Language Teaching,” aimed to bring together scholars, researchers, and teachers working in the field of computer assisted language learning (CALL) on all levels. The conference was also organized to give educators the opportunity to become more familiar with CALL in its theoretical and applied dimensions. Participants from all ten Canadian provinces were able to discuss their work, meet face to face, and form alliances.

The great variety of papers presented during the conference were transcribed and are presented in CALL: Papers and Reports. The papers are organized under the following headings: authoring systems, preliminary research in CALL applications, expert systems, videodisc, pronunciation, machine translation applications to CALL, hypertext, writing applications, artificial intelligence and parsers, and software to develop linguistic competence and communicative competence. In addition, there is a section providing overviews of the present state of CALL, and another with transcriptions of three keynote speeches.

The first section of CALL: Papers and Reports contains the three keynote papers. Glyn Holmes’ presentation focuses on the history of CALL and its particular development in Canada, and James Noble’s overview of the place of creative computing in the evolution of learning and the acquisition of knowledge. John Higgins reports on the application of his research on measuring and observing pronunciation skills.

The other sections include a wide array of papers, some containing detailed accounts of on-going research, some reporting on an interesting aspect of CALL. The material also runs the gamut from more theoretical proposals to pragmatic accounts. There are descriptions of implementations of hardware and software, accounts of building prototypes of expert systems, reports on strategies of implementation of CALL, among other contributions. Most of the papers and reports are short, running from a few paragraphs to several pages at the most.

The wide range and variety of subjects are both the strength and weakness of CALL: Papers and Reports. On the one hand, the papers and reports are offered as a selection of canapes on a large tray, an array of small tidbits to whet the appetite. None of them are substantial enough to satisfy, but each presents a certain color, shape, or taste which is interesting and alluring.