



Editor's Corner

Computer Assisted Instruction: The September 1970 issue of *Hispania* (Vol. 53, no. 3) contains two articles on computer assisted instruction (CAI) which describe unique advances with this difficult multi-media as applied to basic foreign language instruction.

Richard Barrutia reviews several years of CAI research and development in the teaching of Spanish at the University of California, Irvine, in an article entitled "Computerized Foreign Language Instruction." Singular in importance is that the software devised by Barrutia and his associates guided the configuration and functions of the hardware. That is, the instructional needs of the program were given priority over current technology; thus, special equipment was built to conform to the program rather than vice-versa. Barrutia described the innovative equipment as a "computerized" tape recorder capable of branching upon demand to any one of its eight tracks. Supportive media include slides, video, tape recorder (on which the student records his oral response), paper puller, (on which the student writes his response) and responder (on which the student selects a response to a question). At the end of each instruction unit the student responds to programmed questions by depressing one of the several alternate keys. The student's responses are compared with a model and the responder immediately moves to a track and location on the tape containing either reinforcement or remediation. According to Barrutia, the software now includes 96 five-inch reels of tape using all eight tracks and is accompanied by 2882 slides, the latter presented via a random access carousel projector.

The experimentation by Barrutia and his associates at UCI with the materials and media has shown that their CAI technique is apparently a viable one.

"The Self-Instructional Foreign Language Program at Florida Atlantic University" is the title of a similar article dealing with CAI. Author Juan Estarellas describes how CAI and programmed language materials including audio and video tapes have been used to affect better instruction via totally self-instructional materials in elementary language courses during the past two years at Florida Atlantic. The present state of the art of programmed language and its theoretical background are reviewed briefly in light of recent psycholinguistic theory and research. Estarellas notes, that the best students have been able to achieve in conventional language classes so far is the

"how" rather than the "what" to say. Thus, there is very little chance for transfer between the learning situation and different environmental conditions. According to Estarellas programming is one way of extending the thematic environment through the use of correlated media, techniques, and content. It is upon this premise that the Florida Atlantic materials and media have been based. Each course and each level have their own behavioral objectives and examinations.

First-year students in four languages (French, German, Spanish, Russian) learn twelve basic syntactic structures and derivations, and achieve recognition and production of approximately 1,000 words.

Supportive media for the basically linear programs include audio tape and book, or video-taped presentations, although the latter is as yet, incomplete. Nevertheless, the programmed materials use constructed responses (transformational derivation), multiple choice questions about reading and picture stories, dialogue role-playing, dictation, and free conversation.

The author further describes the results of two studies using the CAI materials. The first carried out in 1965 dealt with simultaneous teaching of sound and letters, as supplementary instruction in high school language classrooms. The second in 1966, explored the value of remedial work on phonemic-graphemic relationships, also in a high-school setting. Now, after two years of use at FAU with over 500 students, the self-instructional program appears to be enjoying considerable success. The students like the responsibility imposed upon them by the technique and apparently do not object to the lack of contact with an instructor. Residual benefits of the program, according to Estarellas, includes the freeing of instructors from elementary courses for use in advanced courses with small teacher-pupil ratios, with consequent better instruction at all levels. Whether other schools will have the patience and ability to adopt total self-instruction in languages is yet to be seen. Whatever the case, the Florida Atlantic experience would seem to prove its feasibility. (Flint Smith)

New ERIC Documents: The August issue of *Now Available: Bulletin of the ERIC Clearinghouse on Educational Media and Technology*, Stanford, lists eight recent acquisitions dealing with programmed instruction and foreign language learning. These documents, the oldest dated 1965, the most recent, 1969, are largely outgrowths of the annual University of Kentucky conference on PI in FL learning. Detailed resumes of the following items can be found in the appropriate issues of *Research in Education*:

Editor's Corner

Carton, Arron S. "Extending the Psychological Theory and Educational Possibilities of Programmed Language Instruction." "Prepublication paper presented at the University of Kentucky Foreign Language Conference, Lexington, Kentucky, April 26, 1965. EDRS MF-\$.25, HC-\$.90; ED, 030 097.

Lloyd, Donald J. "An Outside Look at Programmed Learning in Foreign Language." Paper presented at the Kentucky Foreign Language Conference, Lexington, Kentucky, April 26, 1965. EDRS MF-\$.25, HC-\$.45; ED 030 851.

Belasco, Simon. "Where Is Programmed Language Instruction Most Effective ?" Paper presented at the Kentucky Foreign Language Conference, Lexington, Kentucky, April, 1969. EDRS MF-\$.25, HC-\$.90; ED 030 852.

Mueller, Theodore. "Analysis of the Results Obtained with 'Basic French-A Programmed Course' Academic Year 1968-69 and Comparison with a Traditional Audio-Lingual Course." 1969. EDRS MF-\$.25, HC-\$.75; ED 030 855.

Brown, George H. "Providing Communication Experiences in Programmed Foreign Language Instruction." George Washington University, Alexandria, Va. Human Resources Research Office, November, 1968. Available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-679 916, MF-\$.65, HC-\$ 3.00) ED 013 652.

Fiks, A. I. "Foreign Language Programmed Materials." *ERIC Focus Reports* of the teaching of Foreign Languages, Number 7. ACTFL/MLA/ERIC. New York, New York, Available from MLA/ACTFL Materials Center, 62 Fifth Avenue. (25¢). ED 031 983.

"Programmed Instruction Versus Guided Learning in Foreign Language Acquisition." Paper presented at the Modern Languages Section Meeting of the Indiana State Teachers Association Conference on Instruction, Indianapolis, Indiana, October 27, 1967. Also in *Die Unterrichtspraxis* 1, ii (1968): 1-14. ED 031 987.

Editor's Corner

Bockman, John F. "Evaluation of a Project: Independent Foreign Language Study by Selected Eighth Graders at Townsend Junior High School Using Programmed Materials, March 3 to May 23, HC-\$2.75; ED 033 632.

Five additional media and language related studies of potential interest to readers are listed under the category Television and Radio in the same publication.

Corocoran, John E. "Survey of Literature on Instructional Television: Advantages and Disadvantages, Attitudes of Teachers and Students, Effectiveness of Televised Instruction. "Unpublished Ph.D. Dissertation University of Oregon, Spring 1969. ED 030 309.

Bulletin of the National Association of Secondary School Principals 50 (312) October 1966. Forty-two articles dealing with radio and television, their role in society and their current place in secondary education.

Viamonte, Daniel, Jr. "An Introductory Study of the Status and the Trends of Radio and Television Activity in Accredited Two-Year Institutions in the United States." Unpublished Ph.D. Dissertation. University microfilms, 300 North Zeeb Road, Ann Arbor, Michigan. ED 034 524.

Kanischeva, E. N. and G. N. Kikolaenko. "Foreign Language on Television for Extramural Students of Institution of Higher Learning." *Vestnik, Vysshei Shkoly* 26, xi (1969): 25-27.

Svyatskii, A. V. "Using the Closed Circuit System." *Vestnik, Vysshei Shkoly* 26, xi (1968): 27-29.

New Reference Journal: Language and Automation is a quarterly, annotated bibliography designed to meet the growing demand for substantial, timely coverage of the literature dealing with the interfaces of linguistics, computation, information science and related fields including theoretical linguistics, mechanical translation, machine-aided language learning, and man-machine communication. It is prepared at the Center for Applied Linguistics by the Language Information Network and Clearinghouse System (LINCS) with the cooperation of institutions in Canada, Czechoslovakia, France, Germany, Israel, Japan, and the United States. Among the coordinators are

Editor's Corner

Martin Kay, Warren Plath, and Bernard Vauquois. There will be approximately 350 abstracts from over 75 journals in each issue. For further information please write to *Language and Automation*, Center for Applied Linguistics, 1717 Massachusetts Avenue, N. W., Washington, D. C. 20036. Subscription is \$7.00 a year for individuals, \$10.00 for institutions.

American Foreign Language Teacher: The first edition of a new quarterly publication, AFLT, was scheduled to appear October 15, 1970. According to advance releases the articles published in this journal will be of an informal nature and will be selected to interest the secondary school teacher. Information regarding subscriptions may be obtained by writing:

American Foreign Language Teacher
PO Box 7800
Detroit, Michigan 48207.

New Method of Transparency Production: According to a representative of the Xerox Corporation a new and cheaper method of producing transparencies is available to those schools who have the use of model 3600 I, 7000 or 2400 Xerox copier-duplicators. The very inexpensive medium of reprocessed X-Ray film may be used. The film is first trimmed to the correct 8½" X 11" size. It is then placed in the paper feed and the copy is made in the usual manner. Since this film usually costs only \$.05 per sheet, this method should supplant the more costly films currently in use.

New Publication: A valuable new aid to the teacher of languages, *A Guide to Language Laboratory Material Writing*, is now available from Educational Technology Publications, Englewood Cliffs, New Jersey 07632.

Written by J. J. Higgins, the 174-page book is priced at \$3.95 (with discounts for quantity orders).

The book provides chapters on making a syllabus, lesson design, test lessons, how to be a producer, practicing conversation and pronunciation, and other aspects of language laboratory material writing.