



## Editor's Corner

**AVLJ:** The Spring 1973 issue of *Audio Visual Language Journal* is a special issue on language laboratories. A wide range of topics dealing with the language lab are covered. Although some of the material refers to problems unique to the British school system, most of the articles offer information useful to anyone interested in the successful operation of the lab.

***Student Evaluation of the Language Lab:*** An interesting and informative article on student evaluation of the language laboratory and the Foreign Language Department appeared in the May 1973 issue of *FL Annals*, "Student Evaluation and Foreign Language Programs—A Case Study" by Sarita G. Schotta. Questionnaires returned by 265 students in the language program at a state supported university (SSU) are outlined and some suggestions for improvement in the lab services and the foreign language program are given by the author.

***New Motion Picture Guide:*** A very useful guide to motion pictures and music of Latin America is now available. This guide contains reviews of educational and feature films and even a small section on music and its use in the classroom. This type of guide is certainly needed in other language areas, as anyone who has received some outdated and completely useless film will testify. Titled *Latin America: Sights and Sounds. A Guide to Motion Pictures and Music for College Courses* it may be ordered from the Consortium of Latin American Studies Programs, Box 13362, University Station, Gainesville, Florida 32601. Price: \$2.50.

***Language Lab Usage:*** Here are two suggestions made for lab usage. Do you have an idea for a special tape or exercise? Send it to the Editor, NALLD Journal, Ellis Hall, Ohio University, Athens, Ohio 45701.

## Editor's Corner

*Adele B. Hernandez, Department of Spanish, University of Maine Portland-Gorham*, submits this idea for tape teaching of intermediate Spanish:

A short selection, either prose or poetry, is recorded on a master tape at a normal reading pace. To avoid rewinding the tape, the selection is repeated on the tape as many times as possible. The student can listen to the narration during the entire lab session, taking notes of what he understands. He then writes a summary of the selection and turns it in to his instructor. This exercise may be evaluated the first time it is presented, or it may be repeated until the student can fully understand the text.

Ms. Hernandez reports that the students find this a challenging exercise, if somewhat frustrating at first. The more the students listen, the more confident they become.

From *Brina Krupp, Parkdale Senior High School, Prince George's Public Schools, Upper Marlboro, Maryland* comes the following summary of suggestions for "Reading in the Language Lab":

Many teachers concentrate language lab activities on the listening and speaking aspects of language learning. Reading skills can also be taught and improved in the language lab situation though the use of carefully planned activities.

The following activities have been successfully used by teachers in our schools. There are probably many others which could be used . . . it is merely a matter of finding the appropriate activity which will work with your students.

### I. To improve speed:

A. *Simultaneous reading*: Students read along with the tape, trying to keep up with the tape. This activity can be done at the front desks or in the recording booths. A sample activity in the booths:

1. Master record: Listen to the tape.
2. Library record: Try to read along with the tape.
3. Review: Listen to your own recording.
4. Library record: Record again, trying to improve on first attempt.
5. Review: Listen again.

B. *Timed reading*: Teacher times students reading a selection passage. The student must count the number of words he has read in the given amount of time. This activity can be started by having the student read the same passage several times to see if he improves. The activity can then move on to different passages.

- II. To improve pronunciation:
  - A. The teacher can break up a reading selection according to intonational groups. *Many students do not even hear the mistakes they make in the normal classroom situation.*
  - B. If you wish to work on a specific sound, find a reading selection which abounds in that sound. The students may:
    - 1. Hear the correct version as a model and repeat using the recording cycle.
    - 2. Read the selection without having seen it or heard it before. This is done on library record. The student then repeats the above process, trying to correct his mistakes. Of course, when all students are finished recording, the class should be brought together to hear the selection read correctly. The teacher could then ask the students to locate certain sounds in the selection.
- III. To improve comprehension:
  - A. Student reads a few sentences or an entire paragraph.
  - B. Questions are asked on the tape. The student is given a certain amount of time to answer.
  - C. The correct answer is then given.
  - D. The student can replay this on review and compare his answers with the correct ones.

*Short Wave Radio:* The March 1974 issue of *Hispania* contains an article by Richard Wood on the use of shortwave radio for teaching Portuguese. Radio frequencies and broadcast times are included and suggestions are given regarding optimum listening times.

*Position Available*

Language Laboratory Manager

Language Laboratory Manager position will be open for Fall 1974 at the University of California, Irvine campus. Salary is negotiable depending on experience. The University of California is an equal opportunity employer.

*Contact:* Professor Richard Barrutia, Department of Spanish and Portuguese, University of California, Irvine, California 92664.