



Editor's Corner

This new Department will contain brief items of interest to NALLD members, including abstract of articles, new installations, quotes from other journals, helpful hints for lab operations etc. If you should have material for this department send it to: C. P. Richardson, Managing Editor, NALLD Journal, Ohio University, Athens, Ohio 45701.

Dear Editor:

The entire April (1969) issue of *Contemporary Education* (formerly the *Teachers' College Journal*) is devoted to the topic of computer-assisted and multi-media instructional systems. An interpretive review of the research in CAI by Feldhusen and Szabo entitled "The Advent of the Educational Heart Transplant, Computer-Assisted Instruction: A Brief Review of Research," is well worth reading. (pp. 265-74).

The authors cover four principal topics 1) major reviews of CAI research; 2) basic learning studies; 3) comparative studies; 4) research on individual differences. It is perhaps of significance that 49 studies reviewed there are only two CAI studies relevant to modern foreign language (Adam, Morrison, and Reddy, IBM Research Paper, RC-1815, 1967; Morrison and Adams, IBM Research Paper, RC-1974, 1967); taken across all disciplines however, the authors are able to conclude that CAI will teach as well as live teachers or other media, that there will be a saving in time to learn, that students will respond favorably to CAI, that the computer can be used with great versatility in branching and individualizing instruction, that true natural instructional dialog is possible, and that the computer will perform miracles in processing performance data. If this is indeed true, why, one might ask, aren't we doing more with CAI and second-language instruction?

An article by the same two authors is presented in the April (1969) issue of *Educational Technology*, pp. 32-39; Here Feldhusen and Szabo comment upon the relative inaccessibility of research on CAI since the majority now is in the form of unpublished reports from R and D centers; they then point out several fundamental and accessible sources of information on 1) CAI research and development, 2) theoretical bases for programmed instruction and educational technology, 3) CAI hardware, 4) systems, languages and cost. A formidable listing of more than 60 articles and books is presented in the bibliography. While articles *per se* are but tangentially relevant to FL's, they comprise a compendium of resource information pertinent to CAI in any discipline.

Flint Smith

Editorial Corner

Dear Editor:

"Technology and Language Teaching" is the title of a stimulating article by S. Pit Corder in the April-June issue (1969) of *Praxis des Neusprachlichen Unterrichts*, pp. 189-91. Author Corder presents a description of the limited technical process inherent in current machine-guided teaching and then discusses these limitations in light of current thought in the psychology of second-language acquisition.

Machine-guided learning for languages is justifiable, Corder argues, as the teacher endeavors to structure situational and linguistic data to provide the learner with sufficient information so that the system of language at the semantic, syntactic, and phonological levels becomes apparent. Technical aids such as the language laboratory, TV, and films free the teacher from the spatial and temporal limitations of the classroom and they can be instrumental in providing the learner with authoritative linguistic and situational data; but since these "transmitters of information" have no "comparator" to process the student's responses, they can do nothing more than provide the data for the learner to discover rules and relationships by himself. Only the teacher—for the moment—can enter the judgment process and correct the student's errors. Hence while technological aids may help the teacher, they can never replace him.

Flint Smith

Dear Editor:

Research and Studies About the Use of Television and Film in Foreign Language Instruction: A Bibliography with Abstracts is the title of a recent and valuable publication by MLA/ERIC, 1969. Compiler Dolly D. Svobodny lists, alphabetically by author, ninety documents including "books, articles, reports, conference papers, speeches, guides, project reports, and research studies dealing with the pedagogical and professional aspects of foreign language teaching with television and film." The report will be supplemented periodically. The emphasis is primarily on work and research since 1950; a dozen of the entries have dates as recent as 1966-68. As one might expect, the largest number of entries are about television in FL instruction from FLES to higher education; there are but twelve to fifteen reports of film or slide based material as applied outside of the TV environs. Many of the documents are available through ERIC in microfiche or hard copy. In all cases they are the major studies of instructional media in FL in the past twenty years.

Flint Smith

Dear Editor:

The ERIC Clearinghouse on Educational Media and Technology (Stanford University, Stanford, California 94305) publishes periodically a bulletin entitled "Now Available" which lists recent documents processed and/or cited by the Clearinghouse. Documents can be ordered, in microfiche or hardcopy form, from the ERIC Document Reproduction Service. The June 1969 "Now Available" lists a host of studies in CAI, PI, ETV, and other applications of AV equipment in education.

The new National Audio-Visual Center is scheduled to go into operation 1 July 1969 so that you can get—from one centralized operation—information on all audio-visual materials produced by (or for) federal agencies. Not only information but also materials themselves will be available for purchase, rental, or even free loan. For details write James Gibson, Director NAVC, National Archives and Records Service, General Services Administration, Washington, D. C.
Flint Smith

Dear Editor:

A survey entitled "Language Laboratories in the Federal Republic—1968" has just been published by the "Circle for the Exchange of Language Laboratory Experience" through the offices of the Arbeitskreis zu Foerderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens in Heidelberg. The survey was compiled on the basis of questionnaires. All the schools mentioned, arranged alphabetically according to location, give particulars of the type, manufacture and date of installation of the laboratory in operation and the kind of tuition for which it is used.

According to this survey, language laboratories are in use in 180 schools and institutes of higher learning in the Federal Republic. By far the greatest proportion are to be found in Gymnasium (76 schools have labs) with the Realschulen following some way behind (26 labs) then the universities with 21. Labs are also used for adult education in industry, etc.

It is intended to bring the information contained in this survey up to date periodically.

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