



# Materials Review

## **A Statement of Intent**

The editors of *NALLD Journal* announce the formation of a "Materials Review" section as a regular activity of the Journal. Its purpose will be to publish substantive reviews of the many supplementary audio and visual materials for second-language learning (Films, slides, and filmstrips, tapes, records, and transparencies). It is hoped that each review can be written by a classroom teacher experienced in the application of a specific "materials package" or specific tapes and/or recordings.

Members of *NALLD* and interested parties are urged to contribute ideas for the scope and structure of the "Review Section" to Professor W. Flint Smith, Managing Review Editor, Department of Modern Languages, Purdue University, Lafayette, Indiana, 47907. Individuals or groups interested in reviewing a film, tape, or slide series are invited to write to Professor Smith for a set of guidelines which present suggestions for style, content, and scope of their report.

## **GUIDELINES FOR WRITERS OF REVIEW**

*The Materials Review Section* is a peculiar new bird as educational reviews go. It has to be, because it is tailored to do a very special job. The section was born when the following several perceptions came together:

- 1) There are a lot of good AV materials for FL's going to waste.
- 2) There are a few people with wonderful and inventive ideas who use these materials but most people don't know about them or their techniques.
- 3) Here and there schools try out some very promising materials but only in a few instances do the results of their experience get publicized.
- 4) Foreign language teachers don't have time to search out all the above—and we should really help one another.

*Your Reviews of Materials*, then, is designed to take specific materials (films, tapes, etc.) and to report, in addition, to normal bibliographic data:

- 1) *nature and their scope*: intended level of application, if they are documentary (travelogue) or teaching-oriented (drill, testing);
- 2) *their physical description*:  
*films*: (b & w, color, 8mm, super 8. 16 mm; optical, magnetic, silent; English or foreign language soundtrack; subtitles; length; intended audience; printed or taped exercises);

## Materials Review

*slides and filmstrips:* (b & w, color, 35mm, type of mounts—glass, aluminum, card-board; number in series, titles, accompanying narrative; printed or taped exercises; audible cues);

*tapes and discs:* (speed, Cassette or reel; number in series; audible cues; printed accompanying script; intended audience);

*transparencies:* (b & w, color; number in series; printed accompanying exercises; ditto-masters; titled);

3) *their source and price;*

4) *their application and values based upon your experience with them.*

The writing of a good review is quite different from the writing of an ordinary article and therefore we are offering you these guidelines. The reviewer must understand the rationale of A-V in FL teaching. He will provide a broad interpretation of the materials based on his own careful application and experience in using them. Above all, the review must be hard, factual reporting of how the materials have worked with students.

### FLOW OF THOUGHT

The following is not intended to convey a hard-and-fast outline with numbered sections; rather it is a suggested format to help you make your review complete and meaningful to your readers.

#### *First section*

Here you will list the bibliographic data: the author(s), title, publisher and/or distributor, date of publication, price, and other pertinent information. In other words, what does a consumer need to know about the materials you are reviewing? Where can he order them if he's interested? A sample listing for each category follows:

*Film:* "Los Maya y sus descendientes." Scorpio Productions, Inc. (4785 N. E. 203rd, Seattle, Washington, 98155), 1969. (16mm, color, optical sound, Spanish or English narration, 30 minutes; intermediate to advanced anthropology, art, history, social studies and Spanish; includes 10 teacher guides w/maps, suggested reading, lesson plans, discussion activities; \$292.)

*Slides:* "Andalucia." Ministry of Information and Tourism of Spain; Wible Language Institute, distributor (24 South Eighth Street, Allentown, Pennsylvania, 18105), 1969. (35mm, color, 3.75 ips, or Cassette narration in English or Spanish; 50 slides in series; intermediate to advanced anthropology, history, social studies and Spanish; includes printed text, no exercises; \$29.50.)

*Filmstrip:* *Seeing Mexico.* Includes titles "Land and Climate" (51 frames, 11 minutes), "Agriculture" (52 frames, 11 minutes), "Industry and Commerce" (52 frames, 12 minutes), "Its People" (54 frames, 13 minutes), "Its History" (53 frames, 14½ minutes), "Its

## Materials Review

Culture" (47 frames, 10 minutes). Coronet Films and Filmstrips (65 E. South Water St., Chicago, Illinois, 60601), 1969. (35mm, color, silent caption or sound (disc), English only; elementary geography, Spanish, social studies; free user's guide, synopsis, objectives, activities, questions; \$45.-sound, \$37.50-captioned.)

*Tapes:* Accompanying Salles, Nicholas F., and Oscar Fernandez de la Vega. *Audio-Lingual Spanish: A Laboratory Manual*, New York: American Book Company, 1968. 2 (full track) reels, one per lesson, 3.75 ips; four phase; no audible cues; *Manual* is tape script; each tape is 30 minutes; intermediate classes; \$66.)

*Records:* Anouilh, Jean, *Antigone*. Old Greenwich, Conn.: The Listening Library, 1966. (One 12" disc, 16 rpm; French narration; accompanying printed script; advanced French classes; \$6.95.)

*Transparencies:* "Transparencies for Overhead Projectors." Wible Language Institute (24 South Eighth Street, Allentown, Pennsylvania, 18105), 1969. (Set of 27 color transparencies with overlays; multi-language; beginning to intermediate; printed teacher's guide; tapes available, one per transparency, 3.75 ips; transparencies only, \$140 (each \$6.95); tapes \$159.50 (each, \$6.95).)

### Second Section

This should describe the materials in their proper setting. It should answer questions like "What's it all about?" "What's its intended use?" "What's its special opportunity or promise?" "What background information about the *type* of materials does the reader need in order to profit from your comments?" Get these basic questions into the open; it is especially important to catch the reader's eye, make him hungry to find out how your experience may be useful to him.

If you know of some research studies that deal with the *type* of materials you are reviewing, here is the place to summarize what the "authorities" are thinking, and what the schools are doing. In short, this second section, which may be but one or two paragraphs, is the closest to an essay but it's still hard, studied reporting.

### Third section

This deals directly with *your experience* with the materials; hence, it is *the most important* of your review. You should emphasize specific factual reporting of your success or failure, and the advantages and shortcomings of your particular application. Your account should be annotated enough to indicate the relative age, experience and background of your students, the size of your school and the relationship of your classes to the school or university FL curriculum.

Give enough background so the reader can relate his situation to yours. Describe how you used the materials; list the activities you devised beyond those suggested in the teacher's guide. Delimit suc-

## Materials Review

cessful “warm-up” and “follow-up” techniques. Remember, schoolmen will be convinced if you can tell them that you have had first-hand experience. So give precise recommendations in your summary paragraph. Call a spade a spade.

### STYLE AND FORM

Try for a staccato effect rather than ponderousness; use a sprightly style but don't be unnecessarily witty. Finally, we have pledged ourselves never to go beyond 1000 words. Don't worry about exact counts; try for something of this order of magnitude; too much is better than too little.

Style your review as follows:

#### CENTER HEAD IN FULL CAPS

*Side Head, Flush Left, Caps and lower case underlined* (First, second, third section)

*Indented Side Head, Caps and lower case, underlined*: made to appear as part of the paragraph it opens. If you want to use sub-heads within the respective sections, indent and underline as above.



## **Equipment Review**

Many members of NALLD have expressed interest in the establishment of an equipment review section in the *NALLD Journal*. To do the job correctly, that is, to have a qualified engineer and a qualified language specialist to run such a department does not seem feasible at this time. We would like, however, to begin this new department and invite submissions of reviews on new or old equipment used in machine-aided learning. The reviews should be factual reports dealing with the mechanical, electronic, and pedagogical worthiness of the equipment involved. Through this means it is hoped that a dialogue may be established between the manufacturer and lab directors. Address your submissions (until an editor is appointed) to Charles P. Richardson, Ellis Hall, Ohio University, Athens, Ohio.



## **Book Review**

The need to keep abreast of new literature in the field of machine-aided learning has prompted the establishment of this department. Until an editor is appointed and a system set up to solicit new books from publishers, we are inviting members who wish to review recent publications in our field to send reviews to the Managing Editor, Charles P. Richardson, Ellis Hall, Ohio University, Athens, Ohio.