



## Editor's Corner

This Department will contain brief items of interest to NALLD members, including abstracts 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, Editor, NALLD Journal, Ohio University, Athens, Ohio 45701.

*Language Laboratory Courses:* If you have any information regarding language lab workshops or courses please notify the *NALLDJ* so that we may inform our readers.

Mr. Roy L. Krynitz, Lab Director, New Mexico State University, has announced that a new course "Foreign Language 103W — Electronic Lab Practice: Systems, Methods and Materials" will be offered in January, 1971. The course will have a duration of two weeks.

Ohio University will again offer the course "The Language Lab" in the Fall, Winter and Summer quarters of this academic year. The course lasts thirteen weeks and is a three credit hour course on the graduate and undergraduate level.

*Overhead Projector:* It has been said that there are now over 10,000 language laboratories in the various schools and colleges in the United States. A recent survey by the Technifax Corporation, however, has revealed that, as far as numbers are concerned, the *overhead projector* has it over the language laboratory two-hundred fold; in fact, the number of overhead projectors far out-distance any other visual device commonly used for instructional purposes. These astonishing figures were revealed in a publication entitled "A Teacher's Guide to Overhead Projection," which is free for the asking from the Technifax Education Division, Holyoke, Mass., 01040. Write for your copy of this useful and imaginative 98-page publication. (Flint Smith).

*Spanish by Computer:* CARLOS (Computer Assisted Review Lesson on Syntax) is the name Turner has given to a unique CAI program designed to implement instruction in Spanish at Dartmouth College (*Hispania* 53(2): 249-52; 1970). Turner's program is unique for it had its inception in the day-to-day necessities of teaching and learning rather than in pedagogical theory. The time-sharing concept of the computer utilized for the presentation of CARLOS facilitated presen-

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tation and review of fifteen fundamental lessons in Spanish at the student's discretion. When compared to students studying without the benefit of CARLOS it was found that CARLOS students missed fewer points on the grammar section of an end-of-term examination; more importantly, the CARLOS students more than doubled the average points improvement over their non-CARLOS counterparts. Attitudes of the computer-aided students were positive throughout their course of study. Clearly, Turner has shown how CAI can easily and inexpensively be integrated with traditional textbooks, teachers, and blackboards to present and to review fundamental concepts of grammar. (Flint Smith).

*ERIC Documents:* Three documents of interest to NALLDers have just been noted in the *Now Available* June 1970 issue of ERIC at Stanford, the publication of the Clearinghouse on Educational Media and Technology at Stanford. Now departmentalized for current awareness, documents are listed which deal with individualized instruction, systems approach, film, media instruction, *language laboratories*, audio recordings, computers and miscellaneous media. Listed under "Language Laboratories" are as follows:

*Course of Study; Altus Linguistic Laboratory, Altus Independent School District 18, Altus, Oklahoma, 1968, Oklahoma State Department of Education, Oklahoma City, 1968. EDRS price MF 75¢, HC \$7.75, 153p. ED 030 511.*

"A Random-Access Multiple Program System for the U of M Language Laboratory." by David Mills. *The Foreign Language Courier*. 42 (June 1969): 4-15. EDRS price MF 25¢, HC 70¢, ED 031 122.

Under "Audio Recording" is noted the following valuable article on use of the tape recorder by Frank Hubbell entitled "Using the Cartridge Tape Recorder to Grade Themes" *Journal of English Teaching Techniques* 1, iv(1968):1-4. ED 030 652.

Finally, the Clearinghouse editors of *Now Available* promise to list future documents departmentalized under such headings as programmed instruction, simulation and gaming, television and radio; the authors also promise more comment and criticism of media-technology in future issues. (Flint Smith).

*Foreign Language Education Center:* The Foreign Language Education Center (FLEC) at The University of Texas at Austin originated in 1966. The Center has as its basic functions the preparation of foreign language teachers, the investigation of problems of language teaching and learning, and the preparation of supervisors of foreign

language teachers. It is also concerned with innovative programs designed to form a better language teacher, with the creation of materials to aid teaching, and with research and experimentation in crucial problems facing the foreign language teaching profession, including teaching English as a second language.

Foreign Language Education is an interdisciplinary program closely related to the various language departments, the linguistic department and departments in the College of Education. FLEC also works with local school district, educational agencies, and research centers as well as with the U. S. Office of Education and with other professional agencies such as the Modern Language Association (MLA) and the American Council on the Teaching of Foreign Languages (ACTFL).

The Foreign Language Education Center offers programs leading to the B.A., the M.A., and the Ph.D. in Foreign Language Education. A course of study usually includes competence in the following areas: language and literature in both a first and a second foreign language, linguistics, courses in education as they refer to the teaching of language, psycholinguistics, methods of foreign language teaching, and the language laboratory.

The undergraduate programs in foreign language education lead to the certification of elementary or secondary school teachers of foreign languages.

Graduate work in Foreign Language Education includes work, study, and research in the teaching and learning of language. It embraces the investigation of second language acquisition, of bilingualism, and of acquisition of a standard language and/or a second dialect. The program includes relevant courses from Anthropology, Language and Literature, Linguistics, Psychology, Sociology, Speech and Education. The program is also concerned with the application of linguistic theory to language acquisition and language pedagogy, foreign language teacher training, research in language teaching and language acquisition, technology in language teaching, and the theory and techniques associated with language text and language materials production.

The typical M.A. program consists of thirty hours of study, twelve hours of education in courses related to foreign language teaching, twelve hours in foreign language or linguistics or a combination of these, and six hours of a thesis which is written on a topic relative to foreign language teaching or learning.

At the doctoral level a program is arranged which will fit the goals, abilities, and previous background of the individual student.

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Thus provisions can be made to expand or limit program depending upon each student's needs.

At present, there are several Fellows preparing to become foreign language research specialists. These students, in addition to taking the above mentioned courses, are also studying research design, tests and measurements, multivariate statistics, and computer assisted instruction. When they have completed their program of study, they should be able to isolate a problem referring to foreign language teaching, set up the problem as a formal experiment, and conduct it in a rigorously scientific fashion.

For further information and questions regarding financial assistance, please write: Joseph Michel, Director, The Foreign Language Education Center, The University of Texas, Sutton Hall 419, Austin, Texas 78712. (Joseph Michel)