

A SELECTED ANNOTATED BIBLIOGRAPHY ON THE LANGUAGE LABORATORY FOR 1972

by Ernest A. Frechette and James H. Monroe

ANKERSTEIN, HILMAR S. "Der Platz des Sprachlabors im Neusprachlichen Unterricht" (The Place of the Language Laboratory in Modern Language Instruction). Educational Resources Information Center, 1972. ED 057 636.

The role of the language laboratory in foreign language teaching as developed in Germany. Advantages and disadvantages are discussed.

BARRUTIA, R. "Technology and Teaching." *International Review of Applied Linguistics* 10, 3 (August, 1972), 279-82.

A general discussion of media in foreign language teaching with emphasis on recent technical developments in the language laboratory. Advocates use of individual cassette recorders over dial system laboratories. Discusses how new developments lend themselves well to programmed instruction. ETV, radio, and VTR are also discussed.

BERGER, EMANUEL "An Assessment of the Effectiveness of Utilizing Three Language Lab Systems in Developing the Skills of Listening Discrimination and Sound Production in French and German in Secondary Schools." Unpublished Ph.D. Dissertation, The University of Pennsylvania, 1971.

The study compares three lab systems: 1. Tape recorder, 2. Audio-active, and 3. Audio-active-record. There was no significant difference noted in the three systems.

BLANCHET, ALAIN. "Le laboratoire de langues - Hier, aujourd'hui et demain" (The Language Laboratory: Yesterday, Today and Tomorrow). Educational Resources Information Center, 1972. ED 062 886.

Observes recent decline in language laboratory usage. Discusses how use of portable cassette recorder can break lockstep in program articulation and how it can be used within the new concepts of individualized instruction and cognitive code learning.

BOTSMAN, P. B. "Collective Speaking with Older Learners." *English Language Teaching* 26, 1 (October, 1971), 38-43.

Recognizing that older language learners especially are inhibited when asked to mimic drills in a foreign language, the author recommends collective (or choral) speaking in the language lab. In a specially designed lab, the students first practice the drills in the privacy of their individual booths. Then after the

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monitor-teacher is satisfied that they have mastered the drills individually, they turn around and face each other and the instructor. They are then drilled as one group and respond chorally. Successively smaller groups are drilled until individuals respond before the whole group. This technique is an effort to bridge the gap between the relatively secure isolated drill in the lab and speaking confidently before a group.

BROWN, JAMES W., et al. "A Testing of the Audio-Active Voice Reflector in the Foreign Language Classroom." *Modern Language Journal* 56, 3 (March, 1972), 144-47.

This is a study of a "voice reflector" or "acoustical shell" which is supposed to enable the language student to hear his own voice while speaking and to eliminate some of the defects inherent in other such devices. Results showed that students who used the new device achieved higher scores in pronunciation but not in sound discrimination.

CABUS, HANS-JOACHIM and FREUDENSTEIN, REINHOLD. "Das Sprachlabor in der Schule" (The Language Laboratory in Schools). Educational Resources Information Center, 1972. ED 057 643.

A technical manual for using the language laboratory. Topics include: types of labs, tape recorders, other basic equipment, evaluation of audio-active and audio-active-compare labs, possibilities of expanded use, arrangement of lab, teaching programs, self-programming, use and care of equipment. Includes an annotated bibliography and two glossaries (English-German and French-German).

CHATAGNIER, LOUIS J. and TAGGART, GILBERT. *Laboires de langues: orientations nouvelles*" (Language Laboratories: New Directions). Educational Resources Information Center, 1972. ED 060 678.

Collection of papers presented at the Canadian Conference on Language Laboratories, Montreal, Quebec, 1970. Redefines the potential role of the language laboratory in light of new cognitive code-transformational theories. In English and French.

CORDTS, JANICE M. "Why Language Labs Fail and Why They Succeed." *Education Digest*, 37,2 (October 1971), 30-31.

States that many language labs failed because schools were sold bill of goods by commercial companies and that schools moved too quickly without planning programs and objectives. Gives hints on how to insure success of language lab. Lists strengths of a good lab in aiding language learning.

Bibliography

DEPARTMENT OF EDUCATION and SCIENCE, LONDON, ENGLAND. "Language Laboratories." Educational Resources Information Center, 1972. ED 061 779.

Educational survey of British language teachers concerning use of language laboratory—function, facilities, performance specification. To help people develop language programs utilizing language lab.

DETOMA, ANDREW. "Language Lab is a Happening." *College Management* 6, 11 November 1971, 14-16.

Discusses new dial access language lab at Smith College that has ninety-six simultaneous programs, forty-four listen-record booths, five with video capability. Teacher may monitor each booth.

DEYES, A. E. "How Well Can Our Students Speak?" (Language Laboratory Testing). *English Language Teaching* 26, 1 (October 1971), 31-37.

Development of a lab test for elementary Spanish students of English after an eight-week intensive study course. A series of three experimental tests were given to test listening and speaking ability.

FRECHETTE, ERNEST A. "A Bibliography on the Language Laboratory." *NALLD Journal* 6, 4 (May, 1972), 19-32.

A bibliography of the language lab covering the years 1968-1971.

GRAZIANO, GEORGE R. "Applications of Educational Technology to Language Teaching." *NALLD Journal* 7, 1 (October 1972), 18-26.

The author believes that the language lab has been used effectively in the past insofar as its use conformed with the habit theory of language learning. But how can it be used effectively in light of the new theories of cognition and motivation? He advocates use of the videotape recorder and existing TV film dramas for the purpose of developing habits in context. He obtained videotapes from major networks in English for teaching English to Japanese students. The dramas had the advantage of being realistic and professional. Supplemental texts and recordings were built around them. An attempt was made to present language systematically, stressing alternative ways of saying the same thing. The experiment has proved successful—at least in terms of student reaction.

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GREEN, P. S. "Study of the Effectiveness of the Language Laboratory in School, Conducted at Archbishop Holgate's Grammar School, York, 1967-1970." *International Review of Applied Linguistics* 10, 3 August 1972, 283-92.

The study compares two groups of students in English school learning German. One group used language lab once a week—the other group used no lab. Both groups used same materials and methods plus classroom tape recorder. No significant difference in achievement was found in the two groups.

HELLER-GOLDENBERG, LUCETTTE. "L'etude de la grammaire au laboratoire de langues. Un exemple: le conditionnel" (The Study of Grammar in the Language Laboratory. An Example: The Conditional). *Neueren Sprachen* 70, 9 (September, 1971), 461-71.

The author claims that the necessity for the language lab in language learning no longer needs to be demonstrated. It does create automatic responses and helps to teach grammar. But present lab exercises do not generally teach grammar in a systematic way—from the basics to in depth application. She advocates an in depth study of each particular grammatical construction. To do this, the author has created a taped series based on *Le Francais par la methode audio-visuelle. Grammaire*. Each tape of the series of thirteen is concerned with one very limited grammatical concept. The complete transcript of the tape dealing with the conditional in French is included in the article.

HIGGENS, J. J. "Vowel Comparison." *English Language Teaching* 26, 2 (February, 1972), 132-36.

The author discusses how he has used the language lab to teach English vowel distinctions to Tanzanian students whose native language has only a five-vowel, syllable-timed system. He isolated those vowel distinctions that really matter and designed interesting, humorous lab exercises to teach them. His technique could be adapted to the teaching of other foreign languages or to students with other linguistic backgrounds. The basic pattern of the exercises is outlined in the article.

HILL, BRIAN. "Seduction by Impressive-Looking Facilities." *Times Educational Supplement* 2936, (August 27, 1971), 31.

Commercial salesmen have often confused and misled language teachers with complicated, untested laboratory equipment that has little educational value and tends to break down easily. This is one reason for the disenchantment with language laboratories. Hill advocates the audio-active lab over audio-active-compare because the former is cheaper, easier to use, less likely to give trouble, and good enough for most language teaching purposes.

Bibliography

HOUNSELL, D. et al. "Guide to the TANDEM System for the Modern Languages Department Tape Library: A Non-Technical Guide for Teachers." Educational Resources Information Center 1972. ED 060 706.

Guide for language teachers to tape indexing (TANDEM) in use at Modern Language Department at Portsmouth Polytechnic (English). Serves as model for libraries undertaking classification of their taped instructional material.

JORSTAD, HELEN. "The Classroom as It Is—Video Tapes for the FL Methods Class." *NALLD Journal* 6, 2 (December, 1971), 17-21.

The author discusses the "Carlton Video-Tape Project" which consists of a series of video-tapes of actual foreign language classes for presentation in methods classes. The tapes cover whole periods and parts of periods and are supposed to represent typical teachers, typical classes, and typical problems. The tapes are advantageous in that they can be shown again and again, action can be frozen or immediately reshown, and the whole class can observe at once.

KECK, MARY ELLEN B. and SMITH, WILLIAM FLINT. "A Selective Bibliography for the Language Lab, 1959-1971" Educational Resources Information Center 1972. ED 065 006.

One hundred sixty-three sources on the language lab. Primarily for those interested in information on planning, administration, operation, and installation. All reference works are in English, mostly US.

KHARMA, N. "Children and the Language Lab; An Experiment in Kuwait." *English Language Teaching* 26, 2 (February, 1972), 136-45.

The study of two groups of 10-year-old Kuwait students learning English, one group with lab work, one without. Both groups studied English for eight periods (25-30 minutes) per week. The lab group spent two periods in lab practicing pronunciation and pattern drills. Test results showed significantly better achievement in the lab group.

KUMMER, MANFRED and WILLEKE, OTTOMAR. "Arbeitsformen und Abläufe im Sprachlabor." (Methods for and Use of the Language Laboratory). Educational Resources Information Center, 1972. ED 060 673.

Teaching guide providing instruction in the use of language laboratories and administration of various type exercises. Compares audio-active and audio-active-compare laboratories. Includes glossary of technical terms and bibliography.

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- MONTEVERDE, G. LUISA. "Algunos Aspectos Sicolinguisticos de la Instruccion Programade en el Laboratorio de Idiomas" (Some Psycholinguistic Aspects of Programmed Instruction in the Language Laboratory). Educational Resources Information Center, 1972. ED 061 800.

Paper presents ideas for programmed instruction in the language lab. Author believes linear programming is more practical than branching in lab because the former is easier to evaluate. Discusses idea of five-element micro-units of instruction in the language lab.

- MONTEVERDE, LUISA G. "Aprendizaje en Grupo en el Laboratorio de Idiomas" (Group Learning in the Language Lab). Educational Resources Information Center, 1972. ED 061 802.

Paper describes teaching method, now in experimental stage, that advocates use of programmed instruction model in language with students working in homogeneous groups of three. Explains how such a lab could be set up and how such a program would work.

- MORRISON, JOSEPH F. "The UICC Home Telephone Access System." *NALLD Journal* 6, 3 (March, 1972), 17-19.

The author discusses the feasibility, advantages, and disadvantages of having students call from home and listen automatically to their language lab lessons. He discusses in detail the system in operation at his institution.

- MUELLER, KLAUS A. "Recommended Changes in the Use of the Language Laboratory in Foreign Language Programs." *NALLD Journal* 6, 4 (May, 1972), 12-18.

The author contends that the language lab, at first thought to be a panacea, is still misunderstood. It must change with new teaching concepts such as individualized instruction, programmed instruction, advanced techniques and concepts of language learning, but it has not. The lab, he believes, should be used more as a diagnostic center and better adapted to individualized instruction to which it is ideally suited. Book publishers have not kept up with the times in producing recorded materials. The lab as it now exists is not suited to the new student; it is unattractive, lockstep, dull, and too disciplined.

- MUELLER, KLAUS A. and WIERSMA, WILLIAM. "The Effects of Language Laboratory Tape Upon Cultural Orientation Scores of Foreign Language Students." Educational Resources Information Center, 1972. ED 055 531.

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Broad experiment with 10 participating colleges that examines two types of labs (recording and non-recording) to determine effect of each upon cultural-orientation scores of students. Results are inconclusive.

NORTH CAROLINA STATE DEPARTMENT OF ADMINISTRATION, RALEIGH. "Standard Specifications for Language Laboratory." Educational Resources Information Center, 1972. ED 057 435.

Covers components of electronic and electromechanical equipment, non-electronic materials for the teacher-student positions, and other items of a miscellaneous nature to provide for a complete and workable language lab.

PRICE, HILARY. "On Language Laboratories." *Times Educational Supplement* 2926, 25 February 1972, p. 54.

States that language labs have been improved greatly and are now technically reliable. Discusses new developmental trends. Believes more flexible cassette type lab systems may replace more permanent type installations.

SCHRAND, HEINRICH and BACH, EDGAR. "Hinweise zur Mitarbeiterfortbildung: 5. Weisbadener Sprachlabortagung vom 2. bis 4. Oktober 1970" (Guidance on Professional Continuing Education: Proceedings of the Fifth Wiesbaden Language Laboratory Conference, October 2-4, 1970). Educational Resources Information Center, 1972. ED 057 641.

Results of a conference on furthering teacher education in language lab use. An annotated bibliography is included.

SEEBACK, BARBARA. "Sprachlabors in der Bundesrepublik stand: August 1969" (Language Laboratories in the Federal Republic of Germany as of August 1969). Educational Resources Information Center, 1972. ED 057 658.

Report lists all language labs in West Germany in 1969, by city. Includes type of school and kind of lab.

SEEBACH, BARBARA. "Sprachlabors in der Erwachsenenbildung: 4. Wiesbadener Sprachlabortagung vom 30. Oktober bis 2. November 1969 in Marburg/Lahn" (Language Laboratories in Adult Education: Proceedings of the Fourth Wiesbaden Language Laboratory Conference, Marburg/Lahn, October 30 November 2, 1969). Educational Resources Information Center, 1972. ED 057 659.

A conference report on the role of the language lab in adult education which includes summaries on the state of the lab in

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West Germany, the possibilities of lab use in universities, exercise forms for adults, humanizing lab work, criteria for evaluation, and experiences with audio-visuals.

SMITH, WILLIAM FLINT. "Toned Cassettes and Cue-Sensitive Hardware." *NALLD Journal* 7, 1 (October, 1972), 31-38.

The author explains how the problem of finding a specific spot on an audio tape can be solved by the use of "toned tapes." Cues are recorded at low frequencies on a toned tape and can be heard on fast forward or rewind. The system is quite common on reel-to-reel recorders but has not been adapted to cassette recorders. He explains the technology involved in making one's own cues for cue sensitive hardware.

TAGGART, GILBERT and MOORE, G. A. B. "The Use of Close-Circuit Television for Oral Tests in the Language Laboratory." *NALLD Journal* 7, (October, 1972), 27-30.

The author discusses the problem of evaluating speaking ability in foreign languages. The old lab tests are objective but not relevant and in context. The interview is too subjective. He tries to combine good points of both methods by the use of closed circuit TV. His tests are designed around dramatic scenes and are real and in context but at the same time controlled and objective.

TOLLE, GUNTER. "Je t'aime, tu m'aimes? Exercices structuraux pour le laboatoire de langues" ('I Like You, You Like Me?' Structural Exercises for the Language Laboratory). *Le Francais dans le Monde* 84 (October-November, 1971), 23-26.

In an effort to make the study of grammar in the lab more human and bearable, the author has taped a series of 30 structural exercises all written in natural, dialog form. They do not include the common stereotypes and all end with a touch of humor. The exercises can be used with any French text for beginning students or as reviews for advanced students. Each exercise is designed to teach one grammatical concept. Transcripts of four exercises are included in the article.

TRACY, ROBERT K. "The Cassette Library at Ridgewood High School." *NALLD Journal* 6, 4 (May, 1972), 33-38.

Since acquisition of a dial access laboratory was not feasible, the author's school constructed a flexible system using a cassette library with a cassette lab. The library consists of three collections: the master reel collection for duplicating onto cassettes; the master cassette collection available to students; and the "assigned lab" collection, the content of which varied according to individual

classroom work. Details are given as to how the cataloging and access system works as well as how the lab is set up. It is a good model for a cassette lab system.

WAHN, DEL. "The New Sony Language Lab at the University of Southern California." *NALLD Journal* 6, 3 (March, 1972), 20-22.

This is a description of a new 46-position cassette lab that is used for foreign language, music and communication courses. The author describes in detail the very versatile set up that was connected to the already existing cartridge type lab.

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