R E P O R T R E S U M E S

ED 013 587 FL 000 462

FOREIGN LANGUAGES IN THE CATHOLIC HIGH SCHOOL, REPORT OF THE ADVISORY COMMITTEE ON FOREIGN LANGUAGES - CONCLUDED.

NATIONAL CATHOLIC EDUCATIONAL ASSN., WASH. D.C.

PUB DATE APR 64

EDRS PRICE MF-$0.25 HC-$1.28 32P.

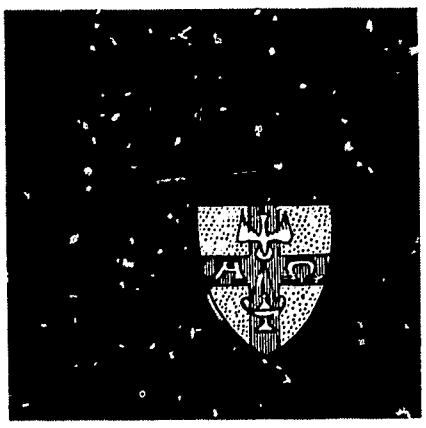
DESCRIPTORS- *AUDIOLINGUAL METHODS, *AUDIOLINGUAL SKILLS, *PROGRAM DEVELOPMENT, *MODERN LANGUAGES, *LANGUAGE LABORATORIES, TEACHING TECHNIQUES, INSTRUCTIONAL AIDS, READING, WRITING, LANGUAGE LABORATORY EQUIPMENT, EQUIPMENT UTILIZATION,

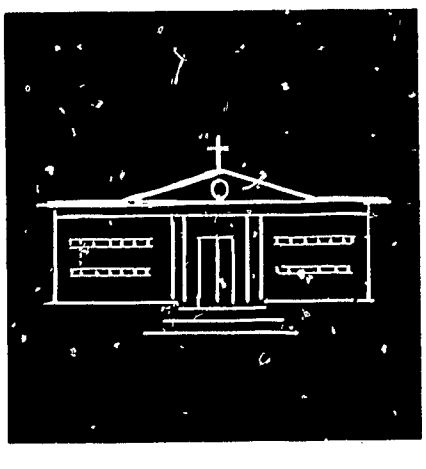
THE AUDIOLINGUAL APPROACH IS THE SUBJECT OF THE THIRD PART OF THE ADVISORY COMMITTEE'S REPORT ON FOREIGN LANGUAGES IN WHICH SUCH TOPICS AS AIMS, TESTING, AND METHODS ARE DISCUSSED IN THE FORM OF BRIEF ANSWERS TO QUESTIONS. SOME MODIFICATIONS OF THE AUDIOLINGUAL METHOD ARE SUGGESTED AS POSSIBLE SOLUTIONS TO PROBLEMS THAT ARISE WITH THIS APPROACH, AND ARE FOLLOWED BY A SYLLABUS FOR A 6-YEAR SEQUENTIAL LANGUAGE PROGRAM, WITH CHARTS SHOWING TIME APPORTIONMENT FOR AUDIOLINGUAL STUDY, READING, AND WRITING. THE FINAL PART OF THE REPORT IS DEVOTED TO THE LANGUAGE LABORATORY WITH SECTIONS ON EQUIPMENT, TECHNIQUES, AND THE NECESSITY OF UTILIZING THE LABORATORY. AN APPRAISAL IS GIVEN AT THE END OF EACH REPORT. SEE FL 000 461 FOR PARTS ONE AND TWO OF THE REPORT. THIS DOCUMENT APPEARED AS THE "CATHOLIC HIGH SCHOOL QUARTERLY BULLETIN," VOLUME 22, NUMBER 1, APRIL 1964. (SS)

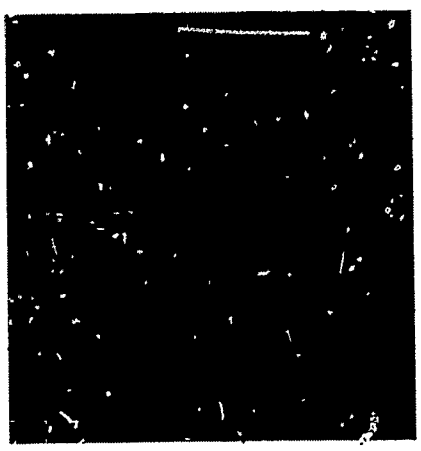
CATHOLIC HIGH SCHOOL QUARTERLY

BULLETIN

Vol. XXII, No. 1 April, 1964







Foreign Languages in the Catholic High School

Report of the Advisory Committee on Foreign Languages —Concluded

This BULLETIN, the concluding sections of the Report of the Advisory Committee on Foreign Languages, is directed primarily to the language teachers. It is suggested that they arrange for departmental discussion on the recommendations of this report and then take the appropriate steps to implement changes where they are in order.

A note of thanks is hereby extended to the committee members who cooperated on this project. Their names are listed separately at the end of each section.

Attention is called to the recent publication (March, 1964) of the new *MLA Cooperative Foreign Language Tests* (French, German, Italian, Russian, Spanish), developed by the Modern Language Association and the Educational Testing Service under contract with the U.S. Office of Education. The tests were prepared by 60 language teachers under the general direction of Nelson Brooks of Yale. This is the first series of tests devised to cover the four language skills: listening comprehension, speaking, reading, and writing. The tests were pretested during the spring of 1963 and used in many Foreign Language Institutes in the summer of '63. Write to Cooperative Test Division, Educational Testing Service, Princeton, N.J., *or* 1947 Center Street, Berkeley, California, for descriptive folder and price list.

PART III

THE AUDIO-LINGUAL APPROACH

0.00 INTRODUCTION. The rationale of the audio-lingual approach. (See Committee's Prefatory Note, page 2.)

0.01 The place of foreign languages. General aims. It is felt that the audio-lingual competencies should receive greater emphasis than in the past, while retaining the goals of competency in reading and writing skills, together with a familiarity with literature and aspects of culture and civilization.

These competencies cannot be achieved in the typical program of two to three years of a foreign language beginning in grades 9-10.

If the audio-lingual skills are to be developed to a high level, a different approach to teaching and learning must be devised and implemented.

0.02 Main linguistic objectives.

To understand a native speaker speaking at normal tempo on a subject within the range of pupils' experiences.

To speak sufficiently to make direct contact with a native on a subject within the range of pupils' experiences.

To read with direct understanding material on a general subject and on a subject within pupils' experiences.

To write without conscious reference to English, whatever pupils can say. Written expression is used where differences occur between oral and written forms and structures.

These skills are interdependent. Understanding and speaking are inextricably joined, while reading and writing are built on a solid base of understanding and speaking.

Committee comment: This does not mean that the former are limited to the latter permanently, or that the provinces and problems peculiar to reading and writing are ignored.

0.03 Audio-lingual approach. The audio-lingual approach to foreign language study is based on the conviction that language as a communication skill is best developed on the basis of the spoken word.

0.04 Use of English. The audio-lingual approach assumes the greatest possible use of the foreign language in class. English is used only where necessary for emergencies, explanations, equivalencies, or in situations where aims other than linguistic are served.

0.05 Sequential learning. The process of learning to understand and to speak before learning to read and write is the basis for the sequence of teaching the four skills. In this sequence, *writing follows reading.*

0.06 Functional learning. It is necessary to emphasize understanding and speaking because we are concerned with teaching a living language that is widely used in the modern

world. The natural corollary is that pupils should be given opportunities to use the language actively in real or simulated true-to-life situations.

0.07 Use of textbook. The audio-lingual approach to foreign language learning implies and demands an initial period of time during the first year to be devoted exclusively to audio-lingual training. During this period no textbook will be used. After this period, the textbook materials will be used in audio-lingual practice as well as reading and writing practice. Careful choice and patterning of text materials for the sequential development of the skills will be needed.

Committee comment: There is a great deal of controversy about the length of this initial pre-reading period. While many would extend it to six months and even a year, most proponents limit it to one and one-half to three months; however, there are those who would limit this period to two weeks or even only to the end of the audio-lingual mastery of the dialogue. A few FL specialists allow the printed word to be seen immediately after the sentence has been audio-lingually apprehended.

0.08. Structure. The learning of grammar is not in itself a goal. In expressions of high frequency, the structure patterns are presented and drilled orally in meaningful sentences and dialogues until they have been mastered by the pupils to the point that the patterns have become fixed, habitual, and automatic. The teacher may give grammatical explanations wherever necessary, following initial drills.

0.09 Cultural backgrounds. Competence in the language skills should be developed within the context of the geography, history, economy, and arts of the nation, and the way of life of the inhabitants.

0.10 Vocabulary. It is preferable for students to master a more limited vocabulary and be able to use it actively in multiple structural forms for speaking and writing than to have a passing acquaintance with an extensive vocabulary that they cannot manipulate. An extended passive vocabulary for reading and aural comprehension should also be developed.

Committee comment: It should be remembered that the most effective way to acquire vocabulary is in context rather than in isolation. See 4.08 Word Study.

0.11 Selection of students. Factors to be considered: 1) whether the course is to be offered as a college preparatory course or as a terminal course for the general education diploma; 2) the pupil's personal qualities related to language study.

Committee's Prefatory Note

In preparing this report, the Committee studied all the important current literature on the subject and has drawn freely from some of the publications. The Introduction (0.00-0.12) and the charts and descriptive matter for grades 9 through 12 (5.00-5.07) contain extracts from the syllabi for French, German, and Spanish published by the Bureau of Secondary Curriculum Development, New York State Education Department, and used here by special permission of Mr. Benjamin Olds, Chief, Bureau of Publications. (See, for example, pages 10-14 and 164-67 of *French for Secondary Schools.*) For criteria for judging audio-lingual material (4.00-4.18), the Committee had as its primary source the *MLA Selective List of Materials,* excerpts from which are reprinted by permission of the Modern Language Association of America (see footnote, page 9).

0.12 In New York, a candidate for a Regents diploma is considered seriously handicapped if he is retarded by more than one year in reading skills. Dr. de Sauze, formerly of Cleveland, would admit only those students with 100 to 110 IQ. *Prognosis tests:* Iowa tests of general ability; Modern Language Aptitude Test (The Psychological Corporation, 304 East 45th St., New York, N.Y. 10017).

1.00 AREAS IN WHICH THE AURAL-ORAL ORIENTATION OF A FOREIGN LANGUAGE CLASS IS DESIRABLE

Basic Aims

1.01 *If you are going to devote so much time to practice in hearing and speaking, why not just use the direct method?*

A. There is some question of terminology here. If by the direct method is understood mimicry-memorization of all possible patterns, it would take longer to learn the target language than it did the native language, because, besides years of "live" practice, we all studied the grammar of our native language. Grammar should, through analogy and inductive reasoning, be a short cut to learning by demonstrating the structural skeleton of the language.

1.02 *Do you propose to give practice in the four skills even when you teach literary works?*

A. Practice, yes; the initial skills have already been fairly well established by the end of second year when literature is usually begun.

1.03 *Shouldn't literature be studied for its own sake instead of being a point of departure for practice of the skills?*

A. Yes. Intermediate students are capable of answering simple "idea" questions in the target language.

1.04 *What type of exercise yields the greatest returns?*

A. Returns in terms of what? Substitution drills are probably basic for habit-building of correct response. Pronunciation drills, written and aural comprehension exercises all play a role, as do many other types of drills. (See 3.01 for listing of drills.)

1.05 *Is reading the "translating" we knew from older methods?*

A. No, we aim at reading for thought even though the definite meaning of each word is not known. Words and phrases tend to pass from recognition to passive vocabulary, and, much more slowly, to active vocabulary.

1.06 *Don't you ever translate?*

A. Translation is a definite skill, involving the ability of going from *good* target language to *good* English. We require 3rd-year students to do some foreign ads, business letters, and other items with a definite carry-over value in contemporary possibilities for translation. Before that, translation is regarded like corporal punishment—it may possibly be necessary, but be sure that the expected benefits outweigh definite drawbacks; don't let it become a habit.

Classroom Procedure Should Have Audio-Lingual Orientation

1.07 *With all this repetition, is boredom not a constant possibility?*

A. Yes, but a very lively learning situation with a maximum of class participation is also a definite possibility. The development of an adequate repertoire of effective teaching techniques is a good part of the difference.

1.08 *When do you consider an oral lesson "learned"?*

A. When the majority of the class can manipulate it. The steps in a lesson are: Introduction, Drill for Mastery, Expanded Drill for Manipulation, and Review. Materials are brought into review throughout the year. During this review stage the students can take over the cues and questions; cartridges of review materials can also be kept ready in the filmslide projector.

1.09 *Isn't it better if the FL students never hear a word of English?*

A. Yes, but this isn't heaven. Whether he hears the word or not, he will automatically think "apple" when he sees one. It is better not to vocalize the English, but, actually, what the student must develop is a second set of automatic responses so that he can choose.

Homework Should Be Audio-Lingually Oriented

1.10 *How can you check on "oral practice" homework?*

A. The ultimate check on any homework is results, i.e., production in class or tests. A short-term "memory jogger" which we use while conditioning them to oral study, instead of the usual written work, is a weekly Oral Study Sheet—a report made out each night and signed each week by the parents before being handed in. On the reverse of this is the student's own Report on Oral Class Work, which gives account of his class participation and outside-of-class use of the language. Samples are available. Basic class procedures for the handling of each part of each lesson are important: a permanent assignment chart is a time saver.

Tests and Grading Should Be Audio-Lingually Oriented

1.11 *What types of tests should be given?*

A. Nelson Brooks *(Language and Language Learning)* lists these: Listening Comprehension, Audio-Lingual Integration, Speaking, Writing, Control of Structure, Knowledge of Meaning, Appreciation of Content and Style.

1.12 *How can recorded tests be made in an ordinary classroom?*

A. Often the machine can be set outside the door, with one student taking the test and another student waiting so the tape need not be turned off. A good student can often supply questions or cues. See sections on tape recorder, pictures, and filmslides for other ideas.

Cultural Background

1.13 *What makes up the "cultural island" besides the habitual use of the target language in the classroom?*

A. An attractive and authentic supply of materials to lure them into using the language at every possible opportunity. Some possibilities are:

a) Classical music, folk music, popular songs, speaking records;
b) Textbooks, children's books, magazines from the foreign country;
c) Filmslides and previewers for individual viewing;
d) The classics of the country in English;
f) Artifacts of tourist variety or packaged goods sent by companies to Latin America, etc.

Summer Study

1.14 *What can be done to keep students from forgetting half of what they learned during summer vacation?*

A. For better classes, a summer schedule of study similar to the Oral Report Sheet plus the completion of a workbook has, almost contrary to our expectations, proved fairly successful.

Track Organization of Classes

1.15. While this vast subject cannot be treated even summarily in these pages, the committee wishes to underscore it as an integral factor in the audio-lingual approach. Differences in auditory and articulatory ability, as well as in neuro-muscular reaction, are far more marked than differences in intellectual capacity. Hence, the need of homogeneous language groups becomes urgent the instant tongue and ear become major parts of the learning process. Track organization is also significant in connection with the proper articulation of language courses between the elementary and the secondary school. Unlike what happens in other subjects, those who start to use their understanding and speaking skills earlier are liable to advance further.

2.00 A MODIFIED AUDIO-LINGUAL APPROACH IS OFTEN THE PRACTICAL SOLUTION

2.01 *Assumption 1*. In most American school situations, a modern foreign language cannot be thoroughly mastered through a series of courses in high school or college, or even with both in sequence. What, then, can be learned? It is reasonable to expect that a good teaching-learning situation will equip a serious student with an acceptable pronunciation in the foreign language, the ability to manipulate in speech many of the basic patterns, the ability to comprehend a larger number of patterns used by a native speaker, and the ability to read, within limits, prose texts in the foreign language. Equipped with this basic competence, a student can either 1) extend his knowledge through speaking with native speakers and reading extensively to the point where he can be said to have learned the foreign language; or 2) he can have occasional contact with the spoken and/or written forms of the languages, in which case his basic competence deteriorates; or 3) he can lose contact almost entirely, in which case his early competence disappears.

2.02 *Assumption 2*. A good language program at the high school level requires four years. It also requires trained teachers who have a sense of confidence in their professional competence; such a teacher should be a member of his respective language organization and keep abreast of developments in his field. Gresham's Law applied to language teaching would

read: *Bad teaching drives out good teaching.* No waste is more dramatic to the college teacher than an accumulation of bad language habits and uncertain knowledge exhibited by the freshman who has "had" so many years of the language in high school. On the other hand, the college freshman who arrives with a real competence gained in high school is indeed a welcome sight to his language professor.

2.03 *Assumption 3.* The problems of high school administration no doubt make it difficult to always assign excellent language teachers to language courses. But today, with a larger number of its graduates going on to college, the Catholic high school must cope with the necessity of providing quality language courses; anything less will work an injustice on the graduate who then has to face stiff competition in all fields at the college level.

2.04 *Assumption 4.* The audio-lingual approach is the most effective method for teaching a modern foreign language. This approach, which uses materials based upon the actual patterns of the spoken language, is not only extremely effective but it is also more interesting both for teacher and student. However, a completely audio-lingual approach is simply not possible or desirable in a school situation with limitations on the time devoted to language courses. It is suggested here that the audio-lingual approach be central to language pedagogy but that it must necessarily be modified by use of other techniques such as explanation in English of grammatical phenomena, reading of texts, composition, etc. The danger of the basic audio-lingual approach being modified out of existence is, of course, a real possibility.

2.05 It is manifestly impossible to work out exact percentages of time to be devoted to an undiluted audio-lingual approach, the approach which operates wholly in the target language, but the following arbitrary figures are presented and may be helpful in discussion.

1st year high school	Audio-lingual	100-90 percent
2nd year high school	Audio-lingual	90-80 percent
3rd year high school	Audio-lingual	80-70 percent
4th year high school	Audio-lingual	70-60 percent

2.06 Some high school teachers might look at these figures and exclaim: "Why settle for 60 percent in the last year?" If a teacher can so react, he is probably to be complimented for having a good language program. If, however, a teacher's reaction is: "It's wildly unrealistic to have so much time devoted to speaking and listening to the target language," then an outsider might be justified in calling that teacher unrealistic in his approach to the basic program.

3.00 BASIC AUDIO-LINGUAL-VISUAL DEVICES AND TECHNIQUES

3.01 Audio-lingual drills: *a*) repetition drills; *b*) substitution drills; *c*) translation drills; *d*) directed dialogue; *e*) chain drills; *f*) simple games; *g*) Question and Answer or Statement and Response drills.

3.02 Types of grammatical questions, and some indication of their relative difficulty (* indicates more difficult):

Questions of simple repetition: *Has the professor a book?*
Questions of simple alternatives: *Has she a book or a pencil?*

Questions based on interrogative pronouns: *What? Who? Which? Where? When? How much? How many? *How? *Why?*

Questions about the subject: *Have you a book?* I have.

Questions without expressed subject: In languages in which the verb ending gives the subject, this is possible.

Questions using unaccented prepositions.

Questions using the "to do" verb: *What are you doing? Reading.*

* Questions using subjunctive or less frequent tenses.

* Questions using less common word order, such as the subject being distant from the verb.

* Questions using difficult constructions or unusual idioms.

3.03 Types of questions based on reasoning (for use in advanced classes): Descriptions; opinions about some controversial theme; Critical appreciations; Solutions of imaginary problems; Comparisons; Explanations; Deductions.

Audio-Lingual Electronic Teaching Aids

3.04 Tape recorder. Rationale for use: *a*) It is desirable to learn structures through practice of patterns of sound, order, and form, rather than by explanation; *b*) Shortening the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response, enhances the factor of reinforcement in learning; *c*) Cultural materials can be brought into the classroom.

3.05 Deficiencies. *a*) Language is communication: machines cannot communicate. *b*) There are five stages in the learning of a language item: recognition, imitation, repetition, variation, selection. A recorder can aid the teacher best in the second and third stages. *c*) A machine is tireless, but can become tiresome if not properly programmed.

3.06 The electronic classroom. Part IV of this report will cover the language laboratory. Here we will show a few samples of a physical setup in which the electronic equipment is part of the regular classroom. This type of setup has definite advantages at the secondary level; particularly *a*) close coordination with the class; *b*) ability to handle two small groups at once.

3.07 Classroom technique using the tape recorder:

a) As a review-test, run through the entire tape of a lesson, having each student in turn fill in one of the pauses. Incorrect or inaudible responses receive a check on your list.

b) Use a repeating cartridge (Cousino tapes are made for all types of machines) to give the same aural-oral-record test to every member of the group. This can be done with two machines or a 4-track.

c) As an aural comprehension unit for more advanced classes, play the selection through four times—not necessarily on the same day. Allow a few minutes discussion between each playing. The first time, the students listen for the general situation, and afterwards try to check up on their ideas by discussing them with someone else. The second time they jot down words which are key ideas—these are discussed. The third time, they try to jot down phrases which they could not understand—these are put on the board and discussed. After the fourth listening they write a résumé.

3.08 Phonograph. (Substantially similar to output material of tape recorder.)

3.09 Shortwave radio. Generally not used in classroom, but taped materials from this source can be valuable for more advanced classes—news broadcasts, lectures, music, etc.

Visual-Lingual Teaching Aids: Classroom Techniques

3.10 Gestures and dramatics. Some units are situational; for instance, the meal or restaurant unit. Have a simple set of props set up for use during the introductory and drill phases of the lesson, and let each student "act it out" at some time, usually starting with the better students, in order to give the others the opportunity for extra practice as they hear it several times.

3.11 Flashcards (pictures or information):

a) Let one student choose to be one of the persons portrayed in the illustration. Any question can be addressed to him or her which is logical, polite, and correctly phrased. Try to "down" him, or let him try to answer ten questions.

b) Secure ten advertising illustrations, on each of which is prominently some item covered in pattern drill or questions. Ask the question and require that the test answer be given according to the illustration. This, especially if the questions have been taped so that the presentation is equal for all, is one manner of objectivizing an oral test of questions or pattern drills.

c) Have groups of students bring ads to illustrate the pattern drills from one lesson. The first day, let each student give the pattern drill which his picture illustrates. Collect the pictures, group them, and the following day have each student give five variations of his pattern drill, pointing to the appropriate visualization of the ad.

3.12 Filmslides. Types of slides: *a*) Cartoon-type drawings for use in introducing, drilling, and reviewing mimicry-memo materials; *b*) Cartoon-type drawings to use in securing spontaneous use of paradigms—especially verbs; *c*) Slides illustrating "series"—colors, numbers, time, etc.; *d*) Typed slides for reading or reading-comprehension drills; *e*) Illustrating points of grammar.

3.13 Filmstrips. (Substantially the same uses as filmslides, but sequential.)

3.14 Blackboard or overhead projector. The overhead projector can sometimes be better adapted to the techniques traditionally ascribed without question to the blackboard. Materials can be prepared ahead of time, even though several teachers use the same room, and such materials can be used over and over. (See "A Language Teaching Tool: The Overhead Projector," in the *Modern Language Journal,* January, 1963.)

3.15 Objects, cultural artifacts and flannel boards. A dollhouse, complete with family and furniture, provides an interesting vocabulary growth unit. Use exercises that call for use of the pattern drills already learned, and finish up with the unit by having the students visit each other's homes, walking through the rooms and saying as many sentences as possible in a half hour, each sentence using one word designating furniture.

3.16 Programmed courses. Students absent because of illness, or those reviewing for College Board tests, etc., can often use programmed courses to good advantage. Audio-visual-lingual teaching aids: *a*) television; *b*) synchronized tape recorder-slide projector; *c*) programmed courses in teaching machines.

4.00 SOME CRITERIA FOR JUDGING AUDIO-LINGUAL COURSES *

4.01 Development of the four language skills. Listening comprehension and speaking represent the major concern at the beginning and throughout the period covered by a basic text, followed by the teaching of reading and writing, which occupy no more than one-third of the total teaching time.

4.02 Scope. *a*) The text reflects one dominant objective, language competence, to which are eventually added two others, cultural insight and literary acquaintance; *b*) It is designed to familiarize the student with high-frequency structural patterns in the three systems of sound, order, and form (phonology, syntax, and morphology).

4.03 Organization for school schedules. The material to be learned is organized to fit into the schedule of the usual class periods and school terms.

4.04 Presentation of material: *a*) The material of the first weeks or months of the course (depending on age level) is designed for a period of oral presentation by the teacher, with or without the help of recorded material. In this first stage of delayed use of the written language, the student has little or no need to refer to the printed word. *b*) The text presents new learnings in the FL in dialogue form or in the form of narrative or model sentences usable in conversation. *c*) Structure is learned by use and analogy rather than by analysis. *d*) Exercises enable the student to adapt new learnings to his own conversation without reference to English.

Committee comment: See Committee comment on 0.07 for delayed use of the written language.

4.05 Psychology of learning. Language models and exercises are presented, that, in their selection and preparation, sequence, apparatus, and appearance on the printed page, reflect concern for the basic principles of the psychology of learning: *a*) The text is based on the development of skills (habit formation) rather than the solving of problems; *b*) It provides models to be imitated for both spoken and written language; *c*) It observes the principle of small increment in which problems are isolated and drilled one at a time, making the chance of error negligible, before two or more related but contrasting structures are drilled in a single exercise; *d*) It provides for repetition and reintroduction of material previously learned. (Repetition is the mainstay in overlearning and habit formation.)

4.06 Exercises: *a*) There are copious and varied drills dealing with language elements that have occurred in the utterances presented in dialogue, narrative, or sentence form; *b*) It includes no exercises in which the FL is to be translated into English.

Committee comment: In (*b*), the "no exercises" is probably too absolute a statement.

* Sections 4.01-4.14, criteria for the evaluation of basic texts, reprints, in part, Appendix 2, pp., 143-44, *MLA Selective List of Materials (1962)* by permission of the publisher, the Modern Language Association of America. (The *MLA Selective List* is obtainable from MLA Foreign Language Program Materials Center, 4 Washington Place, New York, N.Y. 10003. $1.00.)

4.07 Reading material (if present). Any reading materials foster the cultural or literary objectives or both. *a*) Cultural information should be factual, authentic, representative, important, and of interest to the learner; *b*) Other reading selections should be chosen for their quality as examples of literature, for the appropriateness of their length, their interest to the learner, and their adaptability to his competence in the new language.

4.08 Word study. The text promotes the learning of vocabulary by observation and use of words in context and not in lexical lists. (The learning of vocabulary is minimized while the learning of structure is maximized during the period in which a basic text is appropriate.)

4.09 Structure analysis: *a*) The explanations are in English; *b*) In the latter part of the text, the structures that have been gradually learned are drawn together in a clear and systematic way for ready reference.

4.10 Lesson- and end-vocabulary. Appropriate lists of the foreign phrases, idioms, and words, with or without English equivalents, appear at the ends of sections, or in a complete list at the end of the book, or both.

4.11 Use of English. English is used for directions, comments, explanations, and for establishing the meaning of what is to be learned. It is occasionally used as an aid in distinguishing forms in the FL that are otherwise not easily learned.

4.12 Instructions for the teacher. There is a separate manual containing instructions for the teacher concerning: *a*) preparatory explanation and ground rules for the class; *b*) presentation of the material to the class; *c*) techniques for overlearning the basic material (dialogue or narrative); *d*) techniques for drilling sound patterns, structure, and vocabulary; *e*) techniques for checking in class the outside work; *f*) techniques and suggested plans providing for the frequent reentry into class work of previously learned items; *g*) techniques of audio-lingual review and testing; *h*) instructions for procedure with a particular unit whenever the material demands it.

4.13 Layout: *a*) The type size and arrangement reflect the relationships between language models, drills, and explanations and their relative importance to the learner; *b*) Dialogues, narratives, and reading material in the FL can be read without English being visible.

Committee comment: (*b*) is still a controversial point.

4.14 This MLA booklet *(MLA Selective List of Materials)* also includes listing of all types of materials for teachers of modern foreign languages in elementary and secondary schools, criteria for judging these materials, and the evaluations of a committee drawn from the five AAT's.

4.15 Criteria for selection of audio-lingual material, given to New York schools [1]:

1. Will it fit a specific stage of foreign language study?
2. Will it fit a specific age and experience level?
3. Has it practical, personal usefulness, both as to the information and the speech patterns developed?
4. Does it lend itself to dialogue form?
5. Has it linguistic and other cultural worth?
6. Does it awaken an interest in the country and its people?
7. Is it interesting and enjoyable?
8. Does it lend itself to the use of supplementary audio-visual aids?

4.16 Criteria for FLES materials given by Mrs. Louise Couture, member of the 1962 AATF-FLES Committee, in an article in the *Foreign Language Courier* (University of Michigan):

1. Material should be based upon natural, real-life situations.
2. Initial situations should be familiar to the student.
3. Dialogues should be approximately eight lines in length.
4. Dialogue-line length should be appropriate to the maturity of the students and to sequential order of the line in the dialogue.
5. Situations should be self-explanatory; there should be no necessity to resort to the native language to establish comprehension.
6. Visual material should tend to be ideographic rather than photographic and should be capable of being understood in and of itself.
7. Material should be based upon high-frequency vocabulary and situations.
8. Grammar should be only taught through use of example, never through rule, at the FLES level.
9. Reading should be postponed until the completion of the initial level of FLES.

Committee comment: Though designed for FLES, suggestions are useful for higher levels, also.

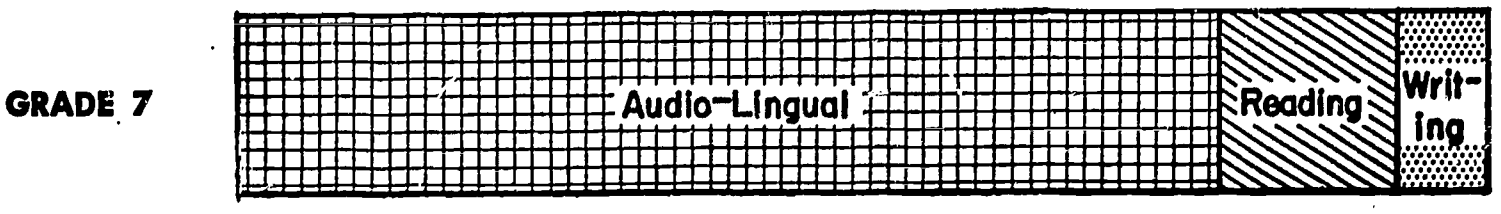
4.17 Principal courses now available: See *MLA Selective List of Materials.*

4.18 A complete audio-lingual course should include: Student texts; student home-study discs; comprehensive teacher manual, with instructions detailed enough for beginning teachers and including extra drills besides those given in the student text; workbooks for written practice; some closely correlated visual aids for introduction, drill, and review; unit, semester, and final tests with different forms.

5.00 SYLLABUS. A syllabus implements the audio-lingual approach in a six-year sequence (grades 7 through 12). The four-year syllabus would be a modified form of the six-year syllabus, combining grades 9-10 and 11-12.

[1] *French for Secondary Schools,* (New York State Department of Education), p. 19.

5.01 The following chart shows the comparative amount of time devoted to audio-visual, reading, and writing in grade 7 (from the six-year syllabus[2]):



The pattern of instruction for grade 7 is as follows:

a) Structures and vocabulary are audio-lingually presented and mastered.

b) A pre-reading period, without the use of printed material, precedes the use of the textbook.

c) Dialogues, conversational sequences, and pattern drills characterize learning.

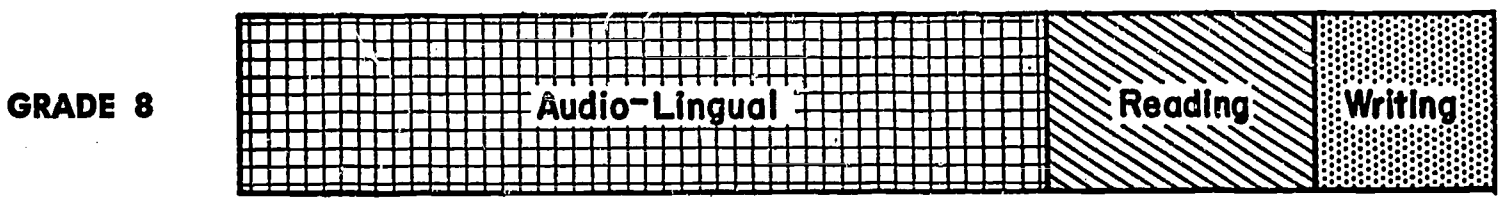
d) Games, pictures, charts, songs, and simple poems are widely used.

e) Reading begins with identical speech patterns learned audio-lingually. Labelling of familiar objects and making picture dictionaries may be utilized. Brief dictation of identical utterances, first learned audio-lingually and then experienced visually, are given. Guided writing of drill patterns already learned may be used.

f) Cultural content arises from pupils' interest and course materials.

g) Supplementary reading in English is assigned to develop background.

5.02 Compare the chart below for grade 8 with the grade 7 chart above and note the difference in amount of time spent on audio-lingual and on reading and writing after one year's instruction.



a) The audio-lingual phase continues as begun in grade 7.

b) Reading progresses from identical patterns to recombinations of familiar patterns which have been audio-lingually mastered. Toward the end of grade 8, material not previously experienced in class may be read.

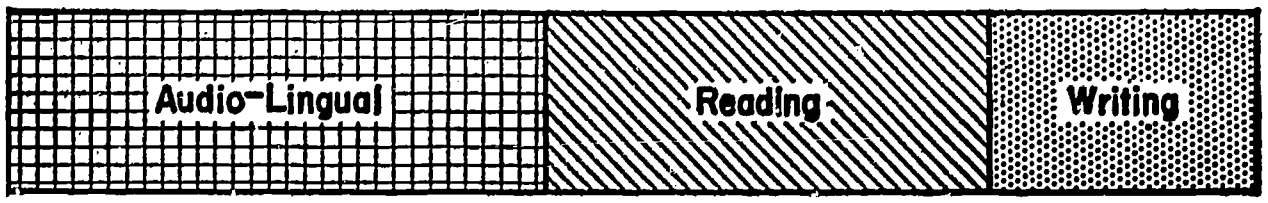
c) Writing continues to be guided. Guided writing of drill patterns involving simple transformation and substitutions of familiar patterns continues. Pupils begin to write answers to dialogues on material which has been audio-lingually mastered and visually experienced.

d) Cultural content arises from pupils' interest and course materials.

[2] The charts for grades 7 through 12, and considerable of the text in sections 5.01 through 5.07 is quoted from or adapted from "Summary of the Six-Year Sequence," pages 163-167 of the syllabus entitled *French for Secondary Schools* (Bureau of Secondary Curriculum Development, New York State Education Department, 1960), by permission of Mr. Benjamin Olds, Chief, Bureau of Publications, State Education Department.

5.03 The suggested distribution of time in grade 9 is shown below.

GRADE 9



a) The audio-lingual skills continue to be the primary objective.

b) Structures needed for audio-lingual competence are presented in their most useful forms through pattern drills and dialogues. All structures are experienced aurally.

c) Vocabulary and idioms of high frequency are audio-lingually drilled.

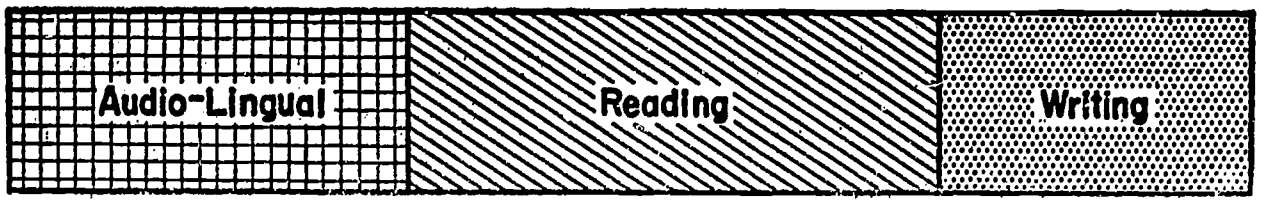
d) Conversational ability is developed on specific topics. Integration with text materials is recommended. Directed dialogue from English equivalencies is practiced.

e) Reading contains material not previously reviewed in class and increases in difficulty. Both intensive and extensive readings in the FL are assigned.

f) Writing of material already learned audio-lingually continues. Guided writing of drill patterns is expanded to include more difficult but still deducible forms of patterns aurally or audio-lingually experienced. Writing involves answers to questions in which the structural changes involved in the answer are patterned on the question, and answers to dialogue questions on mastered material. Dictations of recombinations of learned patterns are introduced. The writing of patterns through recall is included progressively. Equivalencies are written in the foreign language from English. Directed composition is begun.

5.04 Reading occupies the greatest amount of time in grade 10. More attention is given to writing than in grade 9.

GRADE 10



a) Audio-lingual drill on the remaining structural items needed for audio-lingual competency continues through pattern drills and question-answer responses in selected forms.

b) Audio-lingual activity is integrated with reading.

c) Oral reporting is correlated with reading material whenever possible. Discussion in simple language forms ensues.

d) Conversational ability is developed on specific topics. Playlets or skits may be vehicles for performing in dialogues.

e) Reading includes longer selections of literary value and is supplemented by reading simple materials from foreign periodicals.

f) Writing includes what pupils can say, in the form of dialogues, oral reports, and exercises on the reading. Writing of drill patterns continues. Controlled writing is utilized. Familiar material in the FL is written from English equivalencies. Letter writing on familiar topics is utilized. Passages heard orally may be written in restated form on previously mastered material. Controlled composition is introduced. Directed composition is practiced.

5.05 The pattern of instruction in grade 11 is shown in chart below.

GRADE 11

a) Audio-lingual drill on the few remaining items needed for audio-lingual competency continues through pattern drills and question-answer responses.

b) Audio-lingual activity is integrated with the reading. Oral reports are made.

c) Brief reports are made in simple language on salient features of the civilization, followed by a brief question-answer period.

d) Reading is extensive and intensive. The reading includes significant literary selections supplemented by selections from books on different subjects which may be used for oral reports on civilization.

e) Writing continues to emphasize what pupils can say, but includes, progressively, more and more of the forms characteristic of written expression. The writing of structural and other drill patterns, as well as exercises based on the reading, continues, along with controlled writing and controlled composition. Free composition is practiced, compositions are written on civilization topics. Letter writing includes practice in the writing of commercial letters.

f) Cultural content combines a review of the salient features of the civilization in the foreign language with individual and class projects in special fields. Knowledge of behavior patterns and values is crystallized.

5.06 Intensive reading of both classical and contemporary works in the FL is required, and oral reports and free composition is developed in grade 12.

GRADE 12

a) Audio-lingual activity is integrated with all phases of the course.

b) Oral reports are made on cultural topics.

c) Conversational topics are reviewed and extended. They include some conversational practice on commercial topics.

d) Intensive reading of classical and contemporary works in different forms is supplemented by a well-organized extensive reading program. Authors selected are essential to a minimum understanding of an epoch in the literary development of the target country.

e) The writing of free composition is developed.

f) Cultural content emphasizes the study of social backgrounds of the literature.

NOTE.—In accordance with its French, German, and Spanish syllabi, the New York State Education Department has suggested the following apportionment of time for the development of language skills in the first three years of the four-year sequence and approximately the same in the first four years of a six-year sequence.

TIME APPORTIONMENT IN FIRST THREE YEARS OF LANGUAGE STUDY IN FOUR-YEAR SEQUENCE

Skill	% of Time 1st Year	% of Time 2nd Year	% of Time 3rd Year	Accumulated 3-Year Total	3-Year % Average
Audio-lingual	65	40	25	130	43.33
Reading	25	35	50	110	36.66
Writing	10	25	25	60	20.00

5.07 The following are suggested formats for the construction of the Level I and Level II examinations:

AREA	PERCENT OF TIME Level I	Level II
Pronunciation	10	10
Listening comprehension	10	10
Reading comprehension	20	30
Conversation	30	20
Grammar	5	10
Culture	10	10
Written answer to oral questions	5	—
Memorized useful expressions (written)	5	—
Writing	—	10[a]
Dictation	5	—
	100	100

[a] The unit may be guided composition, sentence construction, dialogue from a narrative, etc.

The Level III examination given by the New York Regents (the only examination in FL) follows the following format:

Part 1.	Auditory comprehension	30 credits
Part 2.	Written responses to oral questions	5 credits
Part 3.	Reading comprehension	40 credits
Part 4.	Culture	10 credits
Part 5.	Formal structural control	5 credits
Part 6.	Guided composition	10 credits

A student receiving 65 percent in this examination earns a Modern Language Diploma.

6.00 FINAL RECOMMENDATIONS

6.01 That the audio-lingual approach be adopted in all modern foreign language classes. This assumes linguistic objectives 0.02 in terms of the four skills as given in the New York State syllabus and a minimum of 50 percent usage of the target language in any class period.

6.02 That, as a present objective, a four-year sequence in the same modern language be *offered* and a three-year sequence be *required* for every high school graduate of average or above average ability. The objectives which will make language learning a worth-while educational experience are not attainable in a shorter sequence. Within a reasonable time, this four-year sequence should be expanded to a six-year sequence.

6.03 That a creative approach to audio-lingual teaching be continually fostered. This presupposes both a prudent sense of the value of traditional techniques and an open mind to new developments, electronic and otherwise. This must be implemented by definite action within the schools, the religious communities, the Sister Formation and similar organizations, the archdiocese and the diocese, and the National Catholic Educational Association.

6.04 That high standards of language teaching within the schools, and also articulation between the different levels (FLES, secondary, and college), be assured by participation of every school in some testing program with valid norms, such as CEEB (including its listening comprehension tests), the MLA tests, or the national tests of some of the AAT's.

PRECIS OF DISCUSSION ON PRECEDING REPORT DURING THE OPEN SESSION OF 18 APRIL 1963, NCEA CONVENTION, ST. LOUIS

In order to channel effectively the discussion of its 18-page report within the 50 minutes allotted, the Committee revised its original recommendations (numbered 6.01-6.13) and incorporated only those recommendations exclusively covered by this working committee as its Final Recommendations (6.01-6.04).

The results of the open session discussion were as follows:

1. An amendment to recommendation 6.01 would have eliminated the word "modern" from the first sentence, thus making the recommendation of the audio-lingual approach extensive to "all foreign language classes." This proposal echoed a strong opinion expressed during the previous day's discussion of the report on "Aims of a Catholic Language Program" and the Committee's own original recommendation with respect to the way Latin should be taught, which, however, recognized that its "problems of teaching and learning are basically different." For the sake of unanimity of opinion and quick dispatch of the Committee's recommendation favorable to the audio-lingual approach, it was deemed best to keep the two issues separate.

2. The discussion of recommendation 6.01 also brought out the importance of maintaining a cautious attitude toward certain evidently radical suggestions for the implementation of the audio-lingual approach, particularly in regards to: *a*) the exclusive use of the foreign language by teacher and student in the classroom; *b*) the strict avoidance of the native language in the textbooks; *c*) the complete proscription of translation; *d*) the excessive duration of the "pre-reading phase," and *e*) the compartmentalization of *reading* and *writing* in the *u-s-r-w* learning progression.

3. An amendment to recommendation 6.02 clarified that the "same language" referred to in the first sentence was the "same *modern* language."

4. Another amendment to recommendation 6.02 sought to replace the immediately following expression "be considered a desideratum" by "be offered and a three-year sequence be required." It was argued in its favor that, while unquestionably as indicated thereafter, "The objectives which will make language learning a worthwhile educational experience are not attainable in a shorter sequence" (than four years), nevertheless the requirement of a four-year sequence might be unrealizable "as a present objective" for all Catholic high schools, particularly considering that in many of these a two-year Latin requirement is also an indispensable item of their curriculums, while a very high percentage of Catholic high schools still have only a two-year offering and a two-year requirement of MFLs. Hence, a more practical immediate goal, but one which should

be considered a *conditio sine qua non* for the audio-lingual approach, would be a three-year MFL requirement with a four-year offering of MFLs as a strong recommendation.

Some of the participants thought that this actually went beyond the original recommendation of the report, which only posed the four-year sequence as "a desideratum." Moreover, some participants feared that the recommendation, as proposed to be amended, would occasion an adverse reaction on the part of Catholic school administrators. Proponents of the change pointed out, however, that, if the audio-lingual approach is endorsed by school administrators, they should know that it can never be attempted with less than a three-year language requirement, as it is manifestly impossible, as proven by reason and disastrous experience, to produce minimal satisfactory results in less time. This was simply the technical opinion of the Committee and all those familiar with this approach. School administrators planning to utilize it should have the benefit of this consensus.

Five votes were taken on this part of the resolution: *a*) on the text as originally proposed, i.e., the simple four-year sequence as "a desideratum"; *b*) the proposed amendment separately considered (2 votes); *c*) the proposed amendment jointly considered (as submitted); and *d*) whether school administrators would resent the recommendation. The amendment, as proposed, was approved by an overwhelming majority. With respect to possible adverse reaction on the part of school administrators, only two school administrators present thought this might be the case, though they did not object to it personally.

5. A third amendment introduced to recommendation 6.02 would have the suggestion with respect to extending the four-year sequence to a six-year sequence "within *five years*" changed to "within *a reasonable time.*" *Five years* was deemed to be too prescriptive. It was also realized that the implementation of this recommendation does not normally depend upon the same administrators since the typical Catholic high school system consists of only four years. This recommendation was, rather, addressed to diocesan school superintendents. Finally, a recommendation to be implemented "within a reasonable time" is commonly used in parliamentary procedure to make a point and to set an antecedent for possible more specific future action.

6. Because of the limitations of time, recommendation 6.03 was not discussed, though there were clear favorable indications in the preceding debates both as to the need to be "creative" in the use of the audio-lingual approach and the wisdom of retaining the best features of the traditional techniques.

7. Recommendation 6.04 was not voted upon, but the consensus of its discussion was distinctly favorable to "participation by every school in some testing program with valid national norms," both as a means of assuring high and competitive standards of FL teaching and of obtaining adequate compliance with and implementation of the audio-lingual approach.

COMMITTEE ON THE AUDIO-LINGUAL APPROACH

SISTER MARIE JOSEPH, O.P., St. Catherine's High School, Racine, Wisconsin, *Chairman*

DR. THOMAS MAGNER, Pennsylvania State University, University Park, Pennsylvania, *Vice Chairman*

SISTER MARY CHARLOTTE, B.V.M., Clarke College, Dubuque, Iowa

SISTER VIRGINIA ANN, S.L., DeAndreis High School, St. Louis, Missouri

SISTER JOHN EMMANUEL, C.S.J., Cardinal McCloskey High School, Albany, New York

PART IV

THE LANGUAGE LABORATORY

0.00 INTRODUCTION

0.01 The language departments of Catholic high schools today, along with their counterparts in the public high schools, are undergoing a tremendous change in methods, materials, and philospohy. This report on the language laboratory has, therefore, for its purpose the gathering and weighing of opinions, procedures, activities, and trends in language teaching as far as language laboratories are concerned, and the making of some concrete recommendations on the basis of the best available practical experience and other evidence.

0.02 The question as to whether the expense and trouble involved in setting up and maintaining laboratories are justified is the first question that needs to be answered. Second, among the many types and varieties of language laboratories, which have the most advantages for our use? Third, what are the acceptable or valid uses for the efficient use of language laboratories, and what are the invalid uses? Fourth, what are some solutions that have been worked out for the problems that necessarily accompany language laboratories?

1:00 IMPORTANCE, NECESSITY, AND ADVANTAGES OF LANGUAGE LABORATORIES

1.01 In judging whether or not language laboratories are important, necessary, and advantageous, we must keep a prime principle in mind: Any piece of audio-lingual equipment is good and desirable if it effectively assists the teacher to fulfill the aims which he has set for his foreign language class. Of course, here we are speaking of the importance of a language laboratory to a teacher who aims at teaching audio-lingual skills, the ability to hear the foreign language and to understand it, and the ability to speak the language, first, through halting imitation and then by progressing to the stages of substitution, transformation, correlation, etc. Is a language laboratory important or necessary to such a teacher and his class?

1.02 Let us begin by saying that the ideal language teacher would be the master model, judge, and director of the classroom language learning situations. Such an ideal teacher would present new material himself, would model the material for the class, keeping in mind speed, repetition, areas of difficulty, and, in general, the particular strengths and weaknesses of his class. According to individual student and class progress, he would move from the simplest imitation exercise to more lengthy ones, and from these to drills of a more complex nature. Once the class had reasonable control of this subject matter, the teacher could bring them to the laboratory. There his students would develop a facility with the drills which had been presented to them in class. They would hear the same drills and variations of them by recorded native speakers. Student recordings would be made, and the students would be trained to analyze their own pronunciation difficulties, as well as their own growing fluency in providing the responses. The teacher's time would be devoted to listening, judging, correcting, and aiding student performance where the need is greatest. The detailed advantages of a laboratory to the teacher and students will be discussed later; perhaps here we could look at language laboratories within a more practical framework.

1.03 How many of our teachers, for example, could qualify as the master model, judge, and director of classroom learning situations? Surely our teachers are taking advantage of NDEA grants, are pursuing graduate work, and are increasing their competency in their respective languages. However, while this teacher improvement process is going on, such teachers undoubtedly have even a greater need for the facilities offered by language laboratory equipment.

1.04 Then, too, are our language classes small enough for the teacher to be able to conduct audio-lingual drill in class? Do our students have the opportunity to respond frequently in the foreign language? Certainly, we are not advocating large language classes. However, where they do unfortunately exist, students can be given an opportunity for continuous response in a language laboratory.

1.05 And what of the materials our teachers use in class, apart from the regular textbook or other printed materials? The pattern drills presented now with most texts are on tape or on records, and they are not designed for merely run-through. Indeed, nothing can be accomplished by merely going through them once. They are to be used over and over again until the materials therein come as naturally to the lips and vocal cords of the students as does their own language. Clearly, if these modern materials are to be used effectively, they must be used in a laboratary where each student has the opportunity to repeat, listen, repeat again, until he has mastered the particular drill. Class responses in unison are deceptive; the poorer students rely too much on the brighter. Likewise, individual responses in class are too time-consuming. Hence, the laboratory situation where all students are replying or doing the drills at the same time, but still individually, is the best.

1.06 A more detailed listing of the advantages of language laboratories would include the following:

1.07 The student will be able to hear clearly and distinctly the foreign language spoken by not only one but by several native speakers.

1.08 The students will be able to hear exercises presented by an enthusiastic, untiring speaker who will speak at a studied developmental speed. Thus, constant pattern drilling, which would surely fatigue a teacher as he goes through four or five or even six periods a day, can be presented repeatedly with the same enthusiastic voice and studied speed. The students are then doing the working and learning while the teacher listens, judges, corrects, and helps.

1.09 Students in a large class will have the opportunity for oral drill during the entire laboratory session. Teachers can allow exceptional students to proceed with little attention while they give more time and attention to those having difficulty.

1.10 The age-old problem of students being bashful and afraid to speak aloud is avoided. The laboratory booth offers the necessary privacy and security which language students need, particularly in the beginning of their language study.

1.11 Students can be trained to self-correction by teaching them to listen carefully to recordings and comparing the master pronunciation with their own, as per certain criteria of accent, juncture, rhythm, intonation, and sound formation and production. Once students

become aware of this, they can teach themselves much in the area of correct pronunciation and fluency. However, let it be stressed that this analytical listening to one's own recording must be taught and developed; otherwise, the student has the tendency, as do we all, to hear what he thinks he said and what the master voice said, rather than what he actually said and what the master voice said.

1.12 Various pattern drills can be presented at the same time, serving the needs of heterogeneous grouping.

1.13 Students can be encouraged and perhaps even required to do extra laboratory work outside of the regular assigned period.

1.14 These advantages will become apparent, and the language laboratory of any school will be a true asset in the language program, only if the school makes an intelligent choice and use of the language laboratory. Each school must ask itself: With the teachers that we have in our language department, the numbers that we have in our classes, the aims we have set for ourselves, and the possibilities of future growth and development, *what kind and size of a laboratory do we need and how are we going to make use of it intelligently?*

2.00 TYPES OF LABORATORIES, EQUIPMENT, NECESSITIES, ETC.

2.01 In general, **there are four main types of language laboratories:**

a) **Earphones only,** whereby a student can listen to a master tape or recording, but without any facilities for hearing his own repetitions or answers. The advantage of this over a tape recorder or record player in the classroom is difficult to see.

b) **Activated earphones,** whereby a student has a microphone also and hears himself through his own earphones as he makes the responses. Again, the added advantage of hearing his own voice would hardly justify the expense if there is no other possibility of working on his errors. One possibility is to have the student read the questions or sentences in English or in the foreign language and record the FL translation or answers on an ordinary tape recorder. Several students may also engage in free or directed conversation or dialogue. This can be followed by a period of criticism by teacher and students. Unfortunately, this is quite a time-consuming operation, as well as being rather inadequate.

c) **Activated earphones with the possibility of recording** what one says. There is an added advantage here: the student can play back and criticize his own work. Some laboratories set up with activated earphones have provision for the teacher to record students one at a time, or have perhaps several recording booths. However, the infrequent opportunity for the student to record is without much value.

d) **The completely equipped laboratory.** Here the student has provision in his booth —and every student has the opportunity in every booth—of hearing himself as he makes a recording of his voice, and the master tape, playing them both back for comparison. He also has the opportunity to play the tape or any segment of it again and again, erasing each time what he said before but not the master recording, so that he can practice until he achieves near perfection.

2.02 We do not feel that the fourth type of laboratory mentioned above is too advanced

or complicated for high school students. If the purpose of a laboratory is to be achieved, there must be this opportunity for individual practice and repetition independent of the rest of the class.

2.03 Each manufacturer of laboratory equipment spells out in scientific detail the specifications of his equipment as regards **fidelity of sound reproduction,** etc. It is clear to all language teachers that for teaching purposes the reproduction must be clear. We recommend that adequate standards must be demanded for equipment of the language laboratory. It is not sufficient that a listener can understand sentences said in his own language; over the telephone, for example, whose sound reproduction is geared to the minimal and where the listener supplies and interprets many of the sounds which are not clear, one would have great difficulty understanding a speaker of another language unless one were very proficient in it. The testing of the fidelity of the sound reproduction should be done by listening to foreign readings. Furthermore, the ease of manipulation of the controls, the sturdiness of the machines, the ease of repairs and adjustments must all be taken into consideration. It is false and foolish economy to settle for lower standards and to purchase equipment which will not stand up under daily use for six or seven hours a day. On the other hand, one need not feel that the highest professional standards, such as would be required for a broadcasting or recording studio, are necessary either.

2.04 **Portable or mobile laboratories** solve some problems where there is no available space in an old school for the installation in a separate room. If they include the opportunity for a student to record and playback and replay his material, they can be a good substitute for a separate room, but not if they include only earphones or even activated earphones.

2.05 A school deciding to install a **partial laboratory,** with the idea of adding to it in the future, would do well to investigate those companies which are now producing such laboratories with further facilities available with a minimum of rewiring. To a basic few items the others can be added, in many cases, by just plugging in the new units, provided, of course—and this is important—that the preliminary plans were drawn up so as to permit an eventual complete laboratory.

2.06 In planning for a laboratory, either for a new one or for the adaption of existing space, consideration should be given also to **the provision of a workroom** where tapes can be made and stored, as well as where the auxiliary jobs of a laboratory can be done, such as minor repairs, splicing of tapes, etc. There should be a soundproof area where the teachers can make their own tapes on those occasions when they may wish to supplement the commercial tapes with special ones.

2.07 **Extra equipment for a language laboratory** should include a good supply of blank tapes, empty reels, empty tape boxes, a good splicer with a supply of leader tape and the special splicing tape, a bulk eraser for the tapes, a supply of labels for use on the tape reels and boxes, a head demagnetizer, a long extension cord, a supply of the special fuses some equipment demands, a set of various sized screwdrivers, pliers, etc., for use in minor repairs and adjustments.

2.08 Some other variations in types of language laboratory equipment have to do with the housing of the component parts. All of these have their advantages and disadvantages. Therefore, besides the general listing of the major differences here, we, as a committee, hold

no brief for one type over the other. Prospective laboratory purchasers should investigate and study all types with reference to their costs and how well they will do the job the laboratory planners want them to do. We have no other remark than saying that at the 1961 Purdue Language Laboratory Conference one of the trends in improvement of language laboratories was indicated as the remote control feature.

2.09 In the remote control types, all tape decks, master tapes, etc., are housed in one separate cabinet in or near the laboratory. The student has his earphones and microphone and facilities for choosing a particular tape (or the teacher may decide which tape he is to work on and channel that tape to his booth).

2.10 In the other major type the student has the tape deck in his booth, may use any tape he desires, and he can control the tape directly. The main argument used against this type of installation is that the tape decks are in direct control of the student and hence subject to "mismanipulation," etc. However, the controls still left in the students' booths in the remote control type are subject to damage, while students can be easily trained to manipulate and respect the full controls of an in-boot installation.

3.00 VALID AND INVALID USES AND TECHNIQUES

3.01 The primary principle that must be borne in mind is that the language laboratory is a learning situation, **a practice period of what has already been taught in class.** At least in beginners' classes, students faced with new material in the laboratory, for which they have not been prepared in class, are wasting their time, face frustration, and discouragement. Therefore, not only must the material be taught first in class, but also the type of drill they are to face in the laboratory must be introduced to them. In advanced classes, this would not hold, since it is frequently the practice for the students to learn the dialogue and material first in the laboratory in preparation for their using them in class. But note that in these cases of the advanced students, it may be rightfully presumed that they have already acquired some facility with the language and have been using the laboratory for some time.

3.02 The purpose of the laboratory session must be clear and limited to one or a few points. If several drills on different items are to be presented, some must be of review material and very few, at most two, should be on material just taught, with a clear explanation of the point being stressed or clear models of what is to be done. The students should not be expected to spend time wondering what to do or figuring out puzzles; their time and effort should be spent in actually practicing.

3.03 With the usual high school practice of assigning a class to the laboratory for an entire class period, due to scheduling difficulties, great care must be taken that a variety of work be included. The student's attention span is not long, and intensive listening and effort can be very fatiguing. The learning process thereby suffers. A variety of types of drills can obviate this difficulty. Also, a break in the middle of the period allowing the students to stand up, remove their earphones, stretch and generally relax is a necessity. During this break from the intensive laboratory work the teacher could present the next day's homework or perhaps play some music of the foreign culture. Another means of partial relaxation is to allow the students to use one earpiece only for a few minutes while some music is played to them.

3.04 In general, the practice of **class use of the laboratory rather than library use** is more practical for high school students. However, having the laboratory facilities available before and after school and on weekends for library use is possible. Upperclassmen, perhaps from the membership of the National Honor Society, can be trained to accept the responsibility of running the laboratory, handing out tapes, keeping records of attendance and assignment to special and specific booths, keeping order, etc. In more than one school, to our knowledge, this system has worked very well. Pupils failing a marking period are required to attend the laboratory and work on tapes specifically suggested by the teacher for one extra hour a week. A collection of four copies of all master tapes is available for them to call for, and if there are quite a few students who want to work on the same material, a master tape on that material is channeled into a certain group of booths for them. Pupils who are weak but not failing, as well as many of the better students who are interested may also avail themselves of this privilege of extra laboratory sessions. Students who are absent from a regularly scheduled language lab period should be required to make it up, as this is an essential part of the language program which they cannot normally make up at home. Thus, having the language laboratory facilities available outside of regular school hours may serve for make-up, remedial, reinforcement, and advancement purposes, with or without creditation for the latter. The reaction of the students has been very gratifying.

3.05 **The use of native voices** in making tapes is unquestionably the best procedure, provided that several items are carefully controlled: 1) the script should be made out by the language teacher so that pauses may be inserted where needed, i.e., without the utterances being too long for the class; 2) the native speaker rehearses the script with the teacher so that the latter may inform him of speed, pauses, emphasis, etc.

3.06 The laboratory material must be adapted to the needs and progress of the class in general. Exercises that are too simple lead to boredom and carelessness, whereas exercises that are too difficult lead to frustration and discouragement. Therefore, the teacher must be alert in judging when the majority of the class are doing the drills with reasonable speed and fluency. For the students who advance quickly, some other tapes of a more difficult challenging nature should be supplied; for the slower ones, more repetition, in or out of the regular laboratory session should be required.

3.07 Since the two-fold value of a laboratory—the opportunity for a student to compare his work with the master answers, and the opportunity for a student to go over and over a phrase, word, or sentence until it is mastered—demands that the student be able to record and play back and repeat, it goes without saying that a laboratory which does not offer these facilities is an incomplete one and cannot be expected to accomplish much that cannot be accomplished in a classroom with a tape recorder or record player. Consequently, the type of laboratory which has no facilities for each student to record and have his own master tape with which to work at his own speed should not be encouraged in our schools. Only when a student has his own copy of the master tape and can play it, or any segment of it, over and over again, each time erasing what he said before but not the master recording, can he have the drill and practice which is the main *raison d'être* of language laboratories.

3.08 Early in the introductory periods to the language **the student's training in critical listening** and differentiation of sounds should be begun. This is not something that develops of itself; it must be taught patiently and over a period of time. When the teacher listening to a pupil's work hears him make an error of pronunciation, rhythm, or intonation, he should make

the student listen several times to the recording he has just made to hear the error. At first, the student will not be able to notice it, but he can be gradually trained to do so and to carefully listen to the master voice and imitate it.

3.09 The laboratory can be used and should be in the more advanced classes for **cultural materials.** Music of the culture can be played to give momentary relaxation amidst a series of drills. Literary materials, of which there is an abundance available today, can be used for teaching appreciation, imitation of the native speakers' recitation of them, for their literary value, etc.

3.10 Even from the earliest months, **listening comprehension drills** and exercises can be given in a laboratory better than they can in the classroom because of the booth situation. Comprehension tests can also be given. It is suggested, though, that unless one has hours of time available for the correcting of tapes, the listening comprehension tests be given in such a way that the answers can be checked off on paper—multiple-choice, true-false, etc.

3.11 **Invalid uses of the laboratory** include uses such as the following: *a*) mere repetition exercises where the pupil merely repeats the words, phrases, sentences without any opportunity to record, play back, criticise his own work and try again; *b*) laboratory periods for enjoyment or relaxation alone, where no learning process is involved: the time at our disposal is so short anyway that a sensible and zealous teacher never feels he has enough; *c*) the attempt to teach during a laboratory period, except for explanations to a pupil who is having trouble or the re-explanation of some point where it becomes evident that a large number in the class are having difficulty with it.

3.12 The following principle must always be kept in mind by a good language teacher in the laboratory: **The laboratory is not primarily a teaching situation but a learning situation.** The teacher, for the most part, teaches in class; the students practice and overlearn in the laboratory, using all—and here the teacher's ingenuity must be brought forward—the various types of drills designed to reinforce the learning process.

3.13 Once the class has started on the laboratory drills and it is clear that they know what they are doing, the teacher should interrupt as little as possible, usually only for corrections or words of encouragement for those pupils who are working hard and trying to make progress. As in all else, a few words of praise and commendation go a long way.

3.14 So that the laboratory work may be impressed on the students as integral to the whole course, there should be some method or system devised whereby part of the grade for the marking period should evolve from the laboratory work done, progress made, improvement noted, effort displayed, etc.

4.00 PROBLEMS AND THEIR SOLUTION

4.01 **Students' care of equipment.** An earnest and impressive introduction or orientation at the first laboratory sessions will go a long way toward making the students realize that the equipment they have before them is expensive and requires careful manipulation. The teacher should have a booth plan for each period the laboratory is used, showing who occupies each

booth each period. If the students are aware of this, and all the teachers check carefully anything that is out of the way in any booth, the students will soon realize that there is a check on any damage done, either accidentally or on purpose. Training the students to report immediately anything out of the way will make them realize that if they do something to cause damage the next student using the booth will report it, with the consequent tracing of the damage back to the one responsible, and control can be much more efficient. The general discipline of the school and the teacher's own discipline in the class determine greatly the attitudes of the pupils to the care of the laboratory equipment, as they do to all other areas of the school.

4.02 Scheduling a large number of classes. Where a school has a large number of language classes, it is clear that all cannot be given access to the laboratory without making the sessions for each class so infrequent as to be practically worthless. The language department must make the decision as to which classes should have priority. In general, it would seem that the classes of least ability should be eliminated from the laboratory so that the others can have more frequent visits. It is true, however, that experience shows that even the less able classes do profit proportionately and become better disciplined when they have laboratory work. The administration should be consulted, too, in an effort to see that the language classes are spread throughout the day and not all bunched up in a few periods.

4.03 Breakdowns of equipment. It is to be expected that all machines and all facilities of the laboratory will not be functioning perfectly 100 percent of the time. Murphy's law applies here: *if something can go wrong, it will.* The teacher must learn simple repairs and adjustments, the learning of which is largely a matter of experience. If possible, the size of the classes using the laboratory should be restricted to two less than the number of positions available so that there may always be spares on hand in case of breakdowns. The owner's manuals provided by the leading manufacturers of laboratory equipment give instructions for minor repairs and adjustments which could be made by the radio, physics, or electronics teachers if they are beyond the capabilities of the language teachers. In the purchase of equipment, it is of prime importance that service possibilities be considered, availability of such on rather short notice being very important so that no part of the laboratory should be inoperable for any period of more than a day.

4.04 Students' differing abilities. Some will progress rapidly, some slowly, and some, apparently, not at all. The good teacher who in his classwork tries to take care of individual differences will also do so, according to his ingenuity and zeal, in the laboratory. Having available a variety of tapes so that during one session the slower half of the class may be working on one item and the better half on another is one solution. Perhaps a few outstanding at either end of the ability scale could be given copies of master tapes according to their abilities so that they could work independently.

4.05 Storage, classification, and care of tapes. There is not much sense spending hours making special tapes or copying master tapes, if they are to be used only for a few days or weeks. Nor is there much sense in doing this if one cannot readily identify and find the exact tapes one wants at any specific moment. Therefore, one faculty member should be entrusted with the overall direction of the laboratory, and he, together with the other teachers, should devise a method of classifying the tapes, storing them so that they will be available for other teachers, perhaps for following years. Once the standards of classification, labeling, and storage have been set up, all the teachers should be asked to follow them. The building up of a tape library is an important part of the usefulness of the laboratory and should be commenced

when the laboratory is first installed, with the growth of the library continuing as the years follow.

4.06 Students' boredom, routine, discouragement. These problems occur in the laboratory just as they do in the classroom. The partial answer is variety, change, surprise, just as it is in the classroom. If the tapes are too difficult, too long, too tiring, too unchanging, then boredom and discouragement will follow. There should be a variety of drills and processes during the session so that one drill or one type of drill will not continue during the whole period.

4.07 Financing. There is no doubt that language laboratories are not inexpensive. But schools that can find money for expensive scientific equipment and athletic equipment and maintenance should be able to find funds for language teaching, since, especially, the aims of language teaching today require so much individual practice. NDEA loans can be obtained for language laboratory installations, payable in ten years, with the interest on them not in excess of 3 percent since amounts paid against the principal affect the next interest on same. Too, parents' clubs and alumni associations have raised money in many schools for language laboratories. The charging of a laboratory fee, as is done for the sciences, typing, etc., can help to amortize the cost in a few years. Above all, the administration must be convinced by zealous and, if you will, vociferous language departments that the project is worthy. Also, there should be set up each year some sort of budget for service charges, purchase of tapes, both blank and commercial, and other materials.

5.00 RECOMMENDATIONS

5.01 Long-term:

a) That all Catholic high schools aim at having fully equipped language laboratories by some date in the not too distant future;

b) That scientific, comprehensive, controlled experiments be carried out to ascertain the advantages and values of language laboratories in the fields of comprehension, speaking, reading, and writing, i.e., to ascertain how much of an advantage the laboratories are. Almost all teachers today feel that there are decided advantages, although some excellent and most successful language teachers are not convinced. There is need of an objective study;

c) That all schools with laboratories and those contemplating laboratories should build up a good tape library which would include tapes for all laboratory functions for all levels of the languages taught in our schools.

5.02 Medium range:

a) That all schools with laboratories develop some plan whereby the expensive laboratory equipment can be put to more extensive use by means of making provisions for library usage before and after school, during available study periods, on weekends, etc.

b) Research should be undertaken on the effectiveness of various types of laboratory usage so that usages which are sterile may be supplanted by those more effective.

5.03 Immediate range:

a) That all language departments and teachers be encouraged to a thorough study of the

language laboratory philosophy and technique so that schools that now have laboratories may put them to better use and so that schools that do not have them will be encouraged to install them and have teachers more aware of how to use them effectively when they may be installed;

b) That administrators and teachers study together the problems incidental to language laboratories so that there may be more awareness of problems of both sides and appreciation of the difficulties of each;

c) That a thorough study be made of the maximum and best possibilities of using tape recorders in class and that each full-time FL teacher should be provided with one so that he can take it into each of his classes. He will still have full use of the tape recorder when a language laboratory is installed.

PRECIS OF DISCUSSION ON PRECEDING REPORT DURING THE OPEN SESSION OF 19 APRIL 1963, NCEA CONVENTION, ST. LOUIS

The discussion centered mainly on the following recommendations:

5.01 Long-term: *a) That all Catholic high schools aim at having fully equipped language laboratories by some date in the not too distant future.*

Comment: Several participants in the discussion felt that the committee had gone too far in its endorsement of "fully equipped" LLs, i.e., those provided with recording facilities for each position. They claimed that the pedagogical benefits that might be derived from recording did not justify the huge additional investment required for this type of equipment. They particularly stressed that students would waste considerable time if, in every instance they practiced some drill, they had to listen to their recording. They further questioned the real advantage students could derive from listening to their own recording. Finally, it was indicated that outstanding authorities on LL use have expressed in the past that they do not consider a fully equipped LL essential for high school use.

In reply to the above contentions, members of the committee and other participants pointed out:

a) That the additional financial outlay for the provision of individual recording amounts to $50 to $100 per position, as compared with an audio-active LL, i.e., one provided with combination earphone- microphone headsets through which the student can hear what he says; and that, once an investment of $200 to $250 per position has been decided upon (as is necessary for an audio-active LL), the additional $50 to $100 for recording does not generally pose an insurmountable financial problem;

b) That, obviously, a recording and hearing of every drill practice in the LL is not necessary, but that, in a well-organized MFL program, once the drills for pronunciation have been well mastered, the LL can be used increasingly and with positive benefit for the learning process, rather than simply as reinforcement of what has been presented in the classroom—this, however, can only be efficiently done if each position is provided with recording facilities for purposes of comparison;

c) That the real advantage to be derived from listening to one's own recording is far greater than is generally realized, one of these advantages being the cultivation through this medium of the ability of the learner to criticise his own performance—a skill which is not beyond the average high school student and which in itself justifies the additional investment of recording, as it is one which the student carries through life and will be the source of substantial improvement by the learner after he has left school; and

d) That outstanding authorities on LL utilization no longer feel that a fully equipped LL is not necessary for high school use; those that held this position have now retracted, while experience has convinced the rest.

A vote was taken on the above issue among participants that have used both types of LLs, i.e., with and without recording facilities. While the number of those present who were familiar with both types of LL was not large, the overwhelming majority of those present favored the inclusion of recording facilities.

There ensued an interesting exchange of viewpoints as to the effectiveness of having an audio-active LL provided with a certain number of recording booths, and as to how many of these would be necessary. Committee members indicated that, as a transitional measure toward a fully equipped LL, *at least 20 to 25 percent of the booths should have recording possibilities.* They also outlined procedures for their operation and the difficulties involved in scheduling as well as in excluding and/or giving priority to students in their use.

On the other extreme, considering the meagre financial resources of many Catholic high schools, which cannot even have audio-active installations, many participants felt that the wiser and *more realistic aim was to have electronic classrooms provided with hearing facilities only.* The Committee's assertion in its report that "the advantage of this [type of LL] over a tape recorder or record player in the classroom is difficult to see," was rejected by some participants who indicated that, by the very fact that the student is compelled to hear through the earphones and that his hearing is equally clear no matter where he is located in the classroom, the benefit reaped amply justifies the very small investment required for electronic classrooms. This comment was also backed up by certain experiments carried out by several religious schools, some of the Jesuits among others.

5.02 Medium range: *a) That all schools with laboratories develop some plan whereby the expensive laboratory equipment can be put to more extensive useby means of making provisions for library usage before and after school, during available study periods, on weekends, etc.*

Comment: This recommendation was touched upon and stressed during the preceding discussion about "fully equipped" LLs, though it was not circumscribed to it. It was generally agreed that, even if 40 percent of class time is spent in the LL, this percentage will never afford sufficient practice for the learner to become proficient in listening and speaking in the number of years he normally studies MFLs in the high school. Thus, it is necessary to offer the opportunity of additional practice outside regular school hours. On the other hand, the very seriousness of the investment implied in any type of LL exacts a fuller utilization of the same than is common at present.

5.03 Immediate range: *c) That a thorough study be made of the maximum and best possibilities of using tape recorders in class and that each full-time FL teacher should be provided with one so that he can take it into each of his classes. He will still have full use of the tape recorder when a language laboratory is installed.*

Comment: This recommendation received unanimous and vigorous endorsement. Its urgency and practical character were emphasized. It was pointed out that the $100 to $125 expenditure involved in the acquisition of a good portable tape recorder is the *minimal* support to which a MFL teacher is entitled from an administration which expects him to develop audio-lingual proficiency in a large class of students. This is the more necessary in the absence of a LL and/or sufficient fluency and near-nativeness in the instructor.

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