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ABSTRACT

This handbook is intended as a guide for the development of self-instructional programs in languages not generally taught in colleges and universities. Guidelines are offered for the choice of languages, the ordering of materials, and recruitment of students, native speakers, and examiners. Approximate cost per language is indicated. Appendices contain a bibliography and instructions for drilling, tutoring, testing, and obtaining materials. (AM)

SELF-INSTRUCTIONAL LANGUAGE PROGRAMS
A HANDBOOK FOR FACULTY AND STUDENTS

by
Peter Boyd-Bowman
State University of New York, Buffalo

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FOREWORD

Making Students Responsible for Their Own Education

Amid all the current rhetoric about the need for reform in American colleges and universities is one recurring theme - make students more responsible for their own education. Typical of much of the rhetoric about diverse aspects of contemporary society which we inflict upon ourselves, the correlation between verbalization and resulting action is very low.

One striking exception to this melancholy state of affairs is the program of self-instruction in critical languages. Here is a genuine innovation in language learning which is organized around the central proposition that the individual student should have primary responsibility for what he or she learns. The self-instructional language program (or SILP) has another singular attribute. Unlike many other educationally worthwhile innovations which are so costly that they cannot be sustained without continuing subsidy, SILP is fully competitive in economic terms with conventional language instruction.

Evolution of Self-Instruction in Critical Languages

"Self-instruction" as a method of learning another language is certainly not new. Indeed, it may be the oldest method of all, long used by travellers, merchants, and missionaries, and in more recent times, by anthropologists. But the approach described in this handbook and involving a supervised program of self-instruction with external assessment of student performance goes back only a decade to the U.S. Office of Education-assisted experiment conducted by Professor Peter Boyd-Bowman at Kalamazoo College in 1963-65.

The successful experience on one campus led to the second stage - a cooperative statewide effort to introduce self-instruction simultaneously on a number of college campuses in New York, beginning in 1966. Supported by a grant from the Carnegie Corporation to the Regents of the University of the State of New York which was administered through the State Education Department's Center for International Programs and Comparative Studies, this effort was based on the academic leadership of Professor Boyd-Bowman, who moved in 1965 from the faculty of Kalamazoo College to the State University of New York at Buffalo.

The cooperative character of SILP was extended still further in its third stage, which started in 1969. Under the auspices of the Council for Intercultural Studies and Programs (formerly the National Council of Associations for International Studies), an organization of a dozen regional associations of some 400 colleges across the United States, the self-instructional program in critical languages was undertaken on a national scale. The Institute of International Studies

of the U.S. Office of Education again provided financial assistance, along with continued Carnegie support.

NASILP and This Edition of the Handbook

The publication of this revised handbook marks the beginning of a fourth stage in the evolution of self-instruction in critical languages. With self-instructional programs now launched in some 45 colleges and universities, the time has come for institutions directly involved to carry forward this approach to learning languages with their own resources. A major step was taken at the December 1972 National Conference on Self-Instruction in Critical Languages in Buffalo with the organization of the National Association of Self-Instructional Language Programs. NASILP is briefly described in the note at the end of the handbook.

This edition of the handbook incorporates several revisions and new features recommended by users of previous editions. Among these are a set of instructions for students prepared by Professors John McCoy and James Gair of Cornell University, and a guide to the new SILP film, "Do's and Don'ts of Drilling," produced by Professor Eleanor H. Jorden, also of Cornell. As was the case with the original conception of the program and its subsequent evolution, Professor Peter Boyd-Bowman, director of the Center for Critical Languages at the State University of New York at Buffalo, and executive secretary of the National Association of Self-Instructional Language Programs, has carried primary responsibility for preparing this handbook.

The handbook is being issued as a joint publication of the National Association of Self-Instructional Language Programs and the Foreign Area Materials Center, which in turn is sponsored by the New York State Education Department's Center for International Programs and Comparative Studies and the Council for Intercultural Studies and Programs. A note on FAMC and other titles in the FAMC "Occasional Publication Series" appear at the end of the handbook. Edith Ehrman, manager of FAMC, has been responsible for final editing and production of the handbook, assisted by Kathleen Hale of the FAMC staff.

The Future of Self-Instruction in Foreign Languages

I should like to conclude this introductory comment by offering several personal observations about issues and obstacles which lie ahead in the further growth and strengthening of self-instruction, not only in critical languages but in more commonly taught Western European languages as well. These observations grow out of some 7 years of pleasurable and productive association with Peter Boyd-Bowman, the prime mover behind this effort, first in mounting the statewide program in New York and then in the national expansion of self-instruction in critical languages.

In the last analysis the key to a successful campus program of self-instruction in foreign languages is the campus coordinator or

director. The future of SILP, therefore, depends on our ability to continue to identify and help able campus directors. We have been fortunate thus far in attracting to the banner of SILP an unusually high proportion of such individuals.

While self-instruction in foreign languages is economical, a properly organized and conducted program does not provide "cheap" instruction. A major problem which lies ahead is for advocates and practitioners of SILP to persuade other faculty members, particularly in the regular foreign language departments, that self-instruction is not a cut-rate method which produces shoddy results. By the same token, advocates and practitioners of SILP will have to work equally hard not to let financially hard-pressed administrators try to cut corners with self-instructional programs.

One of the most tempting places for administrators to cut corners is with external examiners. This leads me to the observation that the best examiners (and again we have been blessed by having several very able, active, and conscientious examiners) not only assess the performance of individual students, they also play a vital consultative or trouble-shooting role for both individual students and other key actors in SILP, including native-speaking-tutors and campus directors. This means that, wherever possible, examiners should visit the campus to see the program in action and should be given enough time with each student not only to measure performance but also to identify problem areas and suggest solutions.

As self-instructional language programs continue to advance, attention should be given to developing standardized levels of achievement and graduated courses of study beyond the introductory level. In some languages, instructional materials, especially for self-study, are weak, and these shortcomings need to be remedied. In others, while the materials are good, special "guidebooks" for self-instructional students need to be prepared to help them over some of the points which give recurring difficulty. And it would be useful, perhaps in relation to developing standardized levels of achievement, to provide more explicit guidelines for campus directors of SILP on when it is desirable and when essential for students to move into conventional instructional situations.

Finally, while the initiative, diplomacy, and industry of Peter Boyd-Bowman and a relative handful of examiners and campus directors have been indispensible in carrying SILP to its present level of development, further development of the field is going to depend on broadening the circle of cooperation. In this process, it seems to me, Edna Coffin, the president, and the other officers and members of the Executive Board of the newly formed National Association of Self-Instructional Language Programs, whose names are given in the note on NASILP at the end of the handbook, have a crucial role to play.

Not only is the self-instructional program a major innovation in

the study of foreign languages which we know, after a decade of experience, works with well-motivated students. Equally important are the new opportunities provided to students who never would have had the chance to learn some of the major languages of the world, studied in the past at only a handful of our largest universities. The self-instructional language program represents one more step in extending and deepening our understanding of the complex and increasingly interdependent world in which we live.

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Studies and Programs

May 1973

CONTENTS

I. INTRODUCTION

While it is obviously undesirable to deny to the vast majority of U.S. students the option of studying a particular non-Western language, it is also true that most institutions could not offer regular courses in more than one or two such languages at best, and then only with heavy subsidies.

If a practical way could be found to enable highly motivated students, no matter where enrolled, to acquire at least a basic competence in a non-Western language (for example, oral competence equivalent to the first 2 years of formal instruction), then such students could subsequently continue their study of the language either in graduate school or at one of the language institutes and area centers throughout the country.

Between 1963 and 1965 this writer developed, under contract with the U.S. Office of Education, a basic program in non-Western languages so inexpensive and so simple to initiate that it could be duplicated on any campus in the U.S. (See Boyd-Bowman, "Experimentation with Taped Materials and Native Informants to Develop for Small Colleges Some Programs of Independent Study in the Neglected Languages." Obtainable from the Language Section, Curriculum Branch, HER, BR, U.S. Office of Education, 400 Maryland Ave., Washington, D.C. 20202).

The essential ingredients of the program in each language are as follows:

a) one or more highly motivated students

b) commercially available, audiolingually-oriented course materials (such as those prepared by the Foreign Service Institute or the Yale Institute of Far Eastern Languages), together with complete sets of accompanying tapes

c) a portable tape recorder for loan to each participating student (unless the student has his own or has easy and frequent access to the language lab)

d) one or more native-speaking exchange students to serve as pronunciation drill masters (NOT as instructors)

e) regular academic credit

f) a specialist from a leading university invited each term to evaluate progress and furnish the grade for the term's work

g) a faculty member familiar with audiolingual techniques, in this case the director, to serve as part-time coordinator

for the entire program.

It will be noted that the program requires NO classroom instruction, NO minimum enrollment, and NO formal instruction in linguistics. Since each student is on his own, his rate of progress is limited only by his own ability and initiative. However, he should plan to devote at least as much total time to the program as to any one of his other courses.

II. PROCEDURE

For the benefit of faculty or administrators interested in initiating similar programs at other institutions, here follow some practical suggestions regarding procedure.

STEP ONE

Choice of Language(s). Select only languages for which superior audiolingual taped course materials exist and for which two or more native-speakers will be available as drill-masters for the duration of the program.

STEP TWO

Ordering Materials and Equipment. Inexpensive cassette recorders or at least cassette play-back units should be available locally for purchase by students who do not already own them. Almost any make or model will serve the basic purpose, but the higher-priced models will obviously tend to give longer and better service overall.[1]

Prerecorded Taped Course Materials. The quantity and cost of taped materials accompanying each course will vary considerably from language to language (see appendix F). Master tapes are generally available on 5-inch or 7-inch reels (600 feet or 1,200 feet) and are recorded on one side only at either 7 1/2 or 3 3/4 i.p.s. (inches per second). Master tapes recorded on both sides are not recommended, despite the initial savings achieved. Copies made from such masters not only tend to be of lower fidelity but also may cause serious problems when played.

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1 Though discount houses may offer cassette recorders for as low as $20, or even less, a moderately priced play-back of very acceptable quality, such as the Audiotronic Classette Playback Model No. 145, with an instant play-back button, may list for about $45.

Ordering Blank Tapes. Though some language labs may prefer to operate a tape-lending library (reel or cassettes), the task of keeping a record on each item and of checking it for stray signals and erasures each time a student returns it can be both costly and time-consuming. This problem can be overcome by issuing tapes to students on the basis of outright exchange. Under this system students replace each pre-recorded cassette they receive with a factory-fresh replacement of equal length (60 min.). These replacements are then used to copy later lessons, thereby greatly reducing the total number of cassettes the program must own at any one time. While it is true that the job of tape duplication thus becomes a continuous one, it is still much cheaper, given multiple or high-speed duplicating facilities, than laboriously checking returned tapes one by one to make sure they are fit for reissue.

Ordering Texts. Order in each language a few more copies than the number of students involved. The director and each of the native speakers should have copies also.

MLAT Testing Kit. From the Test Division of the Psychological Corporation of America (304 E. 45th St., New York, N.Y. 10017), there should be ordered in advance Modern Language Aptitude Tests, complete with answer sheets, scoring kit, and taped instructions. The test, which takes approximately 65 minutes to administer, seeks to measure language learning potential and is a useful though not infallible device for screening candidates.

STEP THREE

Recruitment of Native Speakers. These can be wives of foreign faculty or persons resident in the community but are typically exchange students on scholarship or foreign students regularly enrolled at the institution. Since they are not to be employed as language teachers, their field of study is immaterial. The only basic requirement is that they be educated speakers of the standard spoken form of the language being studied. Most U.S. colleges and universities annually host a number of foreign students, frequently on substantial scholarships furnished by some government or by the institution itself. Advance planning, in cooperation with screening agencies like the Institute of International Education (IIE, 809 United Nations Plaza, New York, N.Y. 10017), the African-American Institute (AAI, 866 United Nations Plaza, New York, N.Y. 10017), and the American Friends of the Middle East (AFME, 1605 New Hampshire Ave., NW, Washington, D.C. 20009), can insure the presence on campus of students of almost any desired language background in a given academic year. It must be remembered, however, that the screening process is lengthy and should be initiated at least one term in advance. Moreover, though the part-time services of one native speaker (6 to 10 hours per week, depending on the number of students enrolled) are quite sufficient, it is wise to have at least one substitute available in the event that the

regular native speaker proves for any reason unable to see the program through to completion.

In recruiting native speakers it must be remembered that not all foreign students speak the prestige form of their own language (usually that of educated speakers of their nation's capital), which is typically the form presented on the tapes. If any doubt exists about the suitability of a prospective tutor's dialect, the program director can resolve it quickly and simply for the cost of a long-distance call to the nearest university center where that language is regularly offered. (Such information can readily be obtained by consulting the list of departmental chairman at 4-year colleges and universities to be found in the directory issue of "PMLA." This generally names all the languages that a particular department offers.) Not only is this institution the logical place to locate the visiting examiner who will come at term's end to evaluate each student's performance, but that same specialist can tell almost instantly, by engaging the prospective tutor in a brief telephone conversation, whether he speaks a standard dialect, and give the director his opinion immediately afterwards.

Native speakers participating in the program should not be referred to as instructors (this is a self-instructional program), but rather as tutors or consultants. Technically they are informants, but popularly this term has unfavorable connotations and should be avoided. The role of a native speaker in a self-instructional program is to review with the students, either as a group or individually, material they have already learned from the tapes (never new material), to monitor and correct their pronunciation and use of idiom, and generally to provide the kind of feedback the students cannot obtain from the tapes alone. He must be cautioned not to try to talk like a book, substituting the sometimes stilted literary standard for the normal colloquial which all educated speakers use and which the students hear on their tapes. The native speaker should not talk about the language, or introduce extraneous vocabulary or idioms or attempt grammatical explanations of any kind. The course material has been carefully sequenced and all grammatical discussions will be presented wherever necessary in the text itself. Since the main object of the course is effortless control of usage rather than the theoretical understanding of it, little time should be wasted on grammatical speculation. The tutor's task is to drill the students rapidly and intensively in their active use of the language and to furnish a correct model for imitation by the students whenever their responses are faulty or even merely hesitant.

In view of all this it is not necessary to the program that the tutor have a good command of English. Even if he does, both he and the students should pretend that he knows little or none! If a choice of native speakers exists, it is highly desirable that the person chosen have a warm and friendly disposition, be mature, adaptable, and preferably somewhat older than the students, patient, tactful, and even-tempered, and above all, that he be reliable and punctual in his

appointments with his tutees. (Sometimes a foreign student's cultural background has not led him to attach the same importance to punctuality that we do.) The tutor has no authority, is not concerned with grades, and is not responsible for a student's progress. It is rather up to each individual student to make the most advantageous use of the tutorial time allotted him, whether this be in group sessions, individual sessions, or a combination of both. The pay for native speakers should be slightly higher than the prevailing hourly rate for ordinary student help at the institution, say $1.50 to $3.00 maximum. This means budgeting roughly $10.00 to $30.00 per week per language, depending on enrollment.

Experience has shown foreign students to be proud to be part of the program, not for the nominal pay involved, but because they are helping students from the host country to gain an insight into their culture through their language. Foreign students often feel isolated and strange on a U.S. campus. Tutorial work helps give them a feeling of usefulness and promotes friendly relations with their American classmates.

A tutor with preconceived notions about how the language should be taught may sometimes prove unwilling to adapt to his role and may need to be replaced. The best tutors are usually those who have never thought of themselves as teachers at all. As stated above, a tutor's command of English is relatively unimportant. In fact, the poorer his English, the less he may be tempted to lapse into it in his drill sessions with the students! However, if he happens to have learned some English audiolingually at one of the American centers here or abroad, this experience will probably help him adapt to his new role. To orient new tutors to their function, have them view the special film "Do's and Don'ts of Drilling" described in Step Five.

STEP FOUR

Recruitment of Students. In directed self-instruction of this kind, two to five students seems to be the optimum number to enroll in each language, though larger enrollments (six to 10) are also possible. In any event, the quality of the students selected is all-important. All should come highly recommended for their maturity, motivation, and self-discipline. In fact, it would be well to treat the Self-Instructional Language Program (SILP) as a kind of "honors" course to which only serious students of very high potential and emotional stability will be admitted. Sustained self-instruction makes greater demands upon the student than ordinary course work, and average students may prove unable to do good work on their own. It is recommended that the screening procedure include the following:

a) administration of the MLAT to all candidates (to assess linguistic aptitude)[2]

b) reports from deans, counselors, and professors (to assess maturity as well as past performance)

c) personal interviews (to assess motivation). Candidates should be able to explain convincingly (1) why they want to study a given language; (2) how they plan to fit it into their academic schedule and for how long; (3) how they hope to follow it up in graduate school or with an NDEA summer language fellowship; and (4) what they hope to do with it ultimately.

Experience with sessions involving three or more students working with the native speaker simultaneously tends to confirm that one to three is the optimum number of students for any one drill session. Individual sessions are good because the student can truly proceed at his own speed. Since he has the tutor's undivided attention, effective use of time permits sessions to be few or shorter; e.g., two 1-hour sessions or maybe four half-hour sessions a week. With two to three students, we have found that the basic feeling of intimacy and of individual attention is still preserved as long as the students are progressing at approximately the same rate. If not, frustration can develop and morale is impaired. With four or more students at one time efficiency tends to decrease progressively throughout the term as the different learning rates produce an ever greater spread between the fastest and the slowest learner. Since the cost of setting up extra hours per week as needed is minor (only $30 each, per term) the director has an easy remedy if some students begin to outdistance the others. It is important that each student feel that his rate of progress depends entirely on his own individual initiative and not on that of the group as a whole.

Students admitted to the program should be made fully aware of the demands the program will make upon their perseverance, especially once the novelty has worn off and the work becomes more difficult.

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2 Candidates scoring below the 70th percentile might normally be eliminated, though it must be said that occasionally students with percentiles as low as 50 have achieved just as highly as the others. Since the MLAT does not purport to measure all the qualities required for success in a program of this kind, its results should not by themselves be considered decisive. Caution: the MLAT assumes a native command of English and is therefore not a valid index for non-natives.

STEP FIVE

Orientation of Students and Native Speakers. At the first regular meeting, all SILP students should receive their equipment (if any) and the first tape for the course. It is also recommended that the instructions to the SILP student in appendix B of this handbook be reproduced and given to all students.

They should be introduced to the native speakers who will be working with them and should set up three to four group appointments for the coming week. Informality should, in our opinion, be the keynote of the relationship between student and tutor. In fact, if the students have been well selected, it is they who will tend to take the initiative in determining when and where to meet, for how long, and how best to utilize the time available. It is most important that from the outset the native speaker realize that his role is not that of a teacher, but that of a fellow student and friend. The basic learning is done by the students, working on their own with text and tape (primarily the latter); the tutor's task is to monitor what has already been learned in rapid-fire review sessions, to serve as a live model reinforcing the native voices on the tape, and to provide the students with "feedback" by reacting to their efforts as a typical native speaker would. Apart from encouraging the students with his enthusiasm, his role is in many ways a passive one. Responsibility for progress rests not with him but with the student himself, who proceeds at his own pace in the knowledge that he will be accountable for both the amount and quality of his progress when the visiting examiner comes at the end of each term.

It is important to emphasize to the students again and again the need for "over-learning" the taped material, to the point where correct responses become automatic and effortless. As a general rule, each session with the native speaker should be preceded by 2 hours of intensive drilling of the same material on tape. Live sessions are for review only.

To familiarize both student and tutors with some of the basic concepts of language learning, including the techniques of pattern drill, the director should require, as part of the orientation program, that both view, at least once, the 35-minute film entitled "Do's and Don'ts of Drilling," which was recently produced especially for the Self-Instructional Languages Program by Professor Eleanor Jorden at Cornell. In it are presented and discussed, in startling contrast with one another, two drill sessions, one very good, one very bad. Though the language being drilled happens to be Japanese, the techniques discussed are the same for other languages as well. It is suggested that the guide to the film given in appendix A of this handbook be read by viewers before the film is shown. (Appendix A also gives details on availability of the film.)

In addition, the director may suggest that the tutors observe expert audiolingual techniques being applied to a regular class in

spoken French or Spanish. Though SILP work will be structured quite differently from regular classes, even audiolingual ones, there is still much of value that can be learned through such observation.

In addition, it is helpful to have the students read the instructions given by Robert Lado and Charles Fries on page xiii of "English Sentence Patterns: An Oral Approach," (Ann Arbor: University of Michigan Press, 1953), and to have the native speakers read George L. Shelley's excellent booklet entitled "Discussion of Method in the Teaching of Spoken Chinese," (New Haven, Conn.: Institute of Far Eastern Languages, Yale University, 1961), much of which is applicable to the study of other languages as well. The sample instructions to tutors in appendix C may also be helpful.

Observation by the Director or Coordinator. Especially in the early weeks, when students and native speakers alike are inexperienced, the director will find it advisable to visit the drill sessions frequently and offer tactful suggestions of the kind recommended by Lado and Fries or by Shelley (see above). In such drill sessions it is important that the students acquire the habit of working with books closed and their eyes fixed on the tutor. The latter, using only material so far introduced in the text, will elicit rapid-fire responses, first in chorus, then individually, repeat the correct response after each student response (this serves as either reinforcement or correction, depending on how accurately the student responds), and make the students repeat dialog or drill material swiftly and accurately until all traces of hesitation are lost. Since the goal of pattern drills is to make sound features and grammatical patterns of the target language as completely automatic as they are in the native language, the tutor should not be satisfied with utterances constructed gropingly or at less than normal conversational speed. New tutors might try to imitate rather closely the tempo of the native voices heard on tape.

Weekly Testing. Once a week the director should meet with a native speaker in each language to record a 10-minute test tape based on material covered in the text.[3] Though the test might take many forms, one that this writer developed and found simple, yet effective, consists of a number of utterances selected at random from the text and recorded by the native speaker with pauses for student repetition, the invention by the student of prompt but reasonable replies (sample

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3 For several of the languages, including Chinese, Japanese, Hindi, Swahili, Hungarian, Vietnamese, and Modern Hebrew, simple tests of this kind have already been prerecorded and may be obtained at cost from the Center for Critical Languages, 24 Crosby Hall, State University of New York at Buffalo. For a sample weekly test, see appendix D.

question: "What are you eating?", sample reply: "I'm eating rice"), and a number of English glosses, taken at random from the text and recorded by the director, to be promptly converted back into the target language by the student.[4]

These tests take about 15 minutes to record, with the director supplying the portions in English, the native speaker the rest.[5] They are not meant to be graded, but to serve the students as a simple yardstick against which to measure their weekly progress and satisfy themselves that they have effortless control of all current material before proceeding to the next unit. Any student who has to grope or fumble for responses or correct himself repeatedly, whose mind suddenly "goes blank" or who cannot react within the allotted time, would be well advised to review carefully the last couple of units before attempting to master new material of any kind.

Students in the program tend to be highly self-critical and know perfectly well when their performance on a review test falls short of excellence. There is nothing confidential about ungraded oral proficiency tests designed purely for self-diagnosis. Therefore, a student dissatisfied with his own performance should be encouraged to repeat the same test the following week, after he has had time for further review. Occasionally he may also profit from listening back to his own recorded responses in the company of the tutor. Students' answer tapes should be clearly labelled and kept on file at least until the end of each semester (in case the visiting examiner should wish to sample a few as evidence of a student's progress at a given moment).

Weekly Joint Meetings in the Lab (Optional). Once a week the director may wish to hold a general meeting in the language lab for all personnel involved in the program.[6] After the students have recorded the

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4 Later, when the student has begun to work with the writing system, his facility in recognizing Chinese characters or Devanagari script can also be tested by attaching to his test tape a thermofaxed sheet of excerpts from the text, either pasted together from thermofaxed clippings or else in the native speaker's own handwriting, which the student is instructed at the end of the test to open and read aloud onto his answer tape.

5 To save the director some time, an experienced tutor may eventually be counted on to select most of the test materials in advance and merely submit them for the director's approval before they are recorded.

6 A good time for such a joint meeting may be late in the afternoon, when it is not likely to conflict with other scheduled activities.

weekly oral test and their response tapes have been duly identified and filed away for later evaluation by the visiting examiner, the director should devote the next 10 minutes to ascertaining, by means of a questionnaire (see appendix E), how much material each student covered the preceding week, how much time he spent with the tapes, and how much with the native speaker, what collateral reading he did, if any, and what difficulties, if any, he was encountering. This is also the best time for general announcements, questions and answers, for issuing new tapes, and for showing travelogs or simple movies on linguistics. Later on, when the available movies have all been shown, the imaginative director will arrange for talks or panel discussions (in English, of course) on topics relating to non-Western cultures; e.g. Hinduism, Buddhism, African politics, education in Japan, the geography of Iran, marriage customs in East Africa, the economy of underdeveloped nations, etc. In addition to involving students in these discussions, the director can generally count on each of the native speakers to talk once a term about some aspect of life in his own country. Perhaps even a few of his colleagues in other fields would be willing to give informal talks on non-Western art, music, politics, history, or religion.

Language Tables (Optional). If dining hall or cafeteria arrangements permit it, a weekly "language table" might be scheduled, provided the native speakers are willing and the students themselves show interest. Kibitzers, however, are distracting and should be firmly discouraged. No English should be permitted at all if these tables are to serve their purpose.

Reading for Cultural Background (Optional). Each student should be urged to learn all he can about the people who speak the language he is studying. While it is of course unwise to divert students' time from their main goal by assigning heavy readings and reports in history, international politics, and the like, the students might, at the director's discretion, be asked to submit evidence of having done some collateral reading during the course of their second (and subsequent) terms of non-Western language work. Such additonal readings, and any written reports based on them, should of course be drawn to the attention of the visiting examiner, since the latter is the sole arbiter of the student's grade for the course.

It goes without saying that students should be encouraged to plan programs of cognate courses in other departments (history, sociology, philosophy, political science, art, etc.) that also deal with the many facets of non-Western civilizations.

STEP SIX

The Visiting Examiners. Near the end of each term, perhaps on the weekend immediately preceding the final examination period, the director should have arranged for a visiting specialist in each language to come to the campus for a part of a day to examine the

students enrolled in the program. Wherever possible, examiners should be chosen who are thoroughly familiar with the materials being used for the course and are in fact using the same materials in their own classes elsewhere. The examiners are asked to evaluate each student as they would their own regular students after a comparable period of study. While the examiners are, of course, free to examine the students in any way they see fit, they will generally base their grade on one or more of the following types of test, all of them conducted in the target language:

a) observing student performance in review drill sessions with the native-speaking tutor (this rapid-fire review of familiar work in a familiar context is a good warm-up and helps overcome any initial nervousness on the part of the students)

b) asking simple questions of individual students in the group to check fluency, control of idiom, intonation, etc.

c) ditto, in private interview

d) having the student read aloud from selections from the text

e) asking him to retell in his own words what he has read

f) asking him to tell a story, or give an autobiographical sketch of himself, or describe the foreign country and its customs

g) asking students to act out one or more dialog situations from the text, with frequent changing of roles (customer-clerk; parent-child; teacher-student; etc.)

h) giving a dictation of appropriate difficulty

i) giving an auditory discrimination test

j) giving a standardized listening comprehension test

k) listening in chronological sequence to samples of each student's weekly test tapes.

Testing may take a total of from 1 to 6 hours, depending on the total number of students to be interviewed and the thoroughness of each individual examination. The general level of oral proficiency reached by a student can be determined quite rapidly, often in 10 or 15 minutes, but examiners should be encouraged to test <u>all</u> phases of the student's work in order to stimulate maximum effort in the future. If the testing is in any way perfunctory, the student will feel

cheated of his only chance to demonstrate, before a qualified judge, all that he has mastered in the past several months.

Occasionally it may prove more convenient to schedule the testing at the examiner's own institution; however, for psychological reasons we recommend that at least the initial testing be done on the student's home ground. With his grade for the entire term's work depending on this one day's performance, he is apt to be nervous enough as it is! Past experience has shown the evaluators to be extremely willing to come, conscientious in their testing, fair in their judgments, and able to offer constructive suggestions about how to remedy in the future any deficiencies they may have observed.

The number of units that the visiting examiner would regard as suitable coverage in a given semester will, of course, vary from language to language depending on how the course being used is structured. However, for the benefit of new directors here are some suggested guidelines to follow for certain languages (it should be emphasized that in all cases the objective is total mastery of, say, nine units rather than a shaky control of 12):

	Total Lessons or Units	Time Nonintensive
Chinese: DeFrancis, "Beginning Chinese"	24	1-1 1/2 yrs.*
"Beginning Chinese Reader" I, II	30	
Modern Hebrew: Foreign Service Institute Basic Course	40	2 yrs.
Hindi: Fairbanks, "Spoken and Written Hindi" plus Harris and Sharma, "Basic Hindi Reader," Cornell University Press, 1969, $5.75	24 (plus 6 review lessons) 22	2 yrs.
Hungarian: Foreign Service Institute Basic Course, plus Hungarian Graded Reader	24 22	2 yrs.
Japanese: Jorden, "Beginning Japanese," plus O'Neill, "Japanese Kana Workbook"	35 (programmed)	3 yrs.
Swahili: Foreign Service Institute Basic Course, plus General Conversation	160 87 cycles	2 yrs.

* For the DeFrancis "Intermediate Chinese" and its "Readers," allow another 1 - 1 1/2 years.

Proposed Tariffs for Examinations. The fee for a visit by an outside examiner is in general $100 (plus expenses) for testing up to 10 students. The practice of different examiners and institutions, however, has varied in the past. Examiners and institutions already participating in the supervised self-instruction program or the Executive Director of NASILP may be consulted for specific examples. In the last analysis, fees are subject to mutual agreement by the individual examiner and institution concerned.

Administration of the Program. This handbook would not be complete without a summary of the qualifications and responsibilities of the person charged with administering the program, be his title that of director, coordinator, or supervisor. Though he need not be a non-Western expert, nor even a linguist in the technical sense, he should ideally be a member of the foreign language department familiar with the aims and methods of audiolingual teaching and experienced in its techniques both in the classroom and in the lab. Because most of his duties relate to the initial phases of the program, he should be given adequate secretarial assistance in the planning stage and perhaps released from certain normal duties during the first term of student participation, particularly if several students or more than one non-Western language are involved. He is responsible for acquiring the necessary course materials and equipment, recruiting both students and native speakers and indoctrinating them in the basic rules of procedure, monitoring student work both in the lab and in the "live" drill sessions with the tutors, perhaps recording (with the help of the latter) short, simple oral tests designed to measure each student's weekly progress, and administering these every week in the lab with the help of the lab assistant or lab director. He must also arrange for visiting specialists to examine the students near the end of each quarter or semester. While the administration of the program may be arduous at the outset, it is also very interesting and rewarding to anyone willing to explore new techniques of teaching. As both students and tutors master their respective roles, the time required for supervision decreases greatly and the program begins to function virtually on its own at a negligible cost in time and money. Indeed, experience with larger programs has shown that once a program has been properly launched, an efficient secretary (full-time or part-time, depending on the size of the program) can soon be trained to do 90 percent of the routine work, thereby releasing much of the director's time for other professional activities.

III. SAMPLE COST PER LANGUAGE

The spectacular increase in language offerings, most of them funded entirely by the colleges themselves, is due not only to the repeatedly demonstrated ability of SILP students to hold their own

with students from regular classroom courses, but also to very real economic advantages. To cite an example:

Here at SUNY/Buffalo's Center for Critical Languages all students now buy or share their own inexpensive cassette recorders, which not only frees students from dependence on the language lab schedule but relieves the Center of the burden of maintaining an inventory of costly and constantly depreciating equipment.

In the fall of 1972, in Japanese alone, the Center had 20 students working with two tutors, at four different levels of the language, for a total of 14 small-group or individual tutorials a week. Actual operating costs per semester, for Japanese only, were as follows:

14 hours of tutorials/wk. x 16 weeks x $3.00/hour	$672.00
Examiner's honorarium (2 days at $100/day	200.00
Examiner's round-trip (Buffalo-Cornell), meals and overnight lodging	100.00
Cassette tape duplication	(est.) 28.00
Total operating cost per semester	$1,000.00
Hidden costs (administrative, overhead, secretarial, etc.)	(est.) 600.00
Total cost (actual and hidden)	(est.) $1,600.00

Even taking into consideration that this is a tax-supported institution with relatively low tuition (average: only $400 per semester), our Japanese program each semester actually earns the state more money in tuition (20 students x 4 semester credit hours x approximately $25 per credit hour = $2,000) than it costs to operate, even with generous hidden costs included.

Distinct from these actual operating costs is the small investment (initial only) in a set of master tapes (for prices see appendix F) and in 100-200 inexpensive 60-minute cassettes on which to start copying the first few weeks of drill material in advance of student demand.

Also included in the appendixes, in addition to those already mentioned, are a selected bibliography (G), and a list of institutions offering self-instruction in uncommonly taught languages in 1971-72 (H). Permission is given to reproduce or adapt for use at other institutions any or all of the above sample instructions. Further

information or advice may be obtained by writing to Peter Boyd-Bowman, Director, Center for Critical Languages, 24 Crosby Hall, State University of New York, Buffalo, N.Y. 14214, Telephone: (716) 831-2306 or 831-3214.

Appendix A

A GUIDE TO THE SELF-INSTRUCTIONAL LANGUAGE FILM, "DO'S AND DON'TS OF DRILLING"

35 minutes, 16 mm., black and white, 1972.
Produced and directed by Eleanor H. Jorden, professor of linguistics, Cornell University.
Information on distribution given below.

The film entitled "The Do's and Don'ts of Drilling" was prepared to demonstrate some of the techniques that have proved useful in the sessions which bring students and native speakers together for oral practice. While the group that was filmed happened to be learning Japanese, the techniques employed are equally applicable to other languages. It is urged that prospective students and drill masters view this film before, or very soon after, they begin working together.

Notes for viewers of the film

As you watch the film, notice how effortless the performance of the skilled instructor appears to be. This is highly deceptive. The apparent ease with which he handles his class actually reflects extensive training and long and arduous practice. We exhibit such a session as one model of class procedures that are proving effective.

Here is a check-list that will suggest what you should be sure to notice as you watch the film:

1) Timing

The unskilled drill-leader constantly breaks whatever momentum has been created by wasteful periods of silence: silence while he puzzles over unfamiliar material on the printed page, silence while he thinks about what to do next, silence while he waits too long for a student to answer. And in an attempt to make things easy for the student, he speaks his language abnormally slowly and with unnatural intonation.

The skilled drill-leader establishes and maintains a rapid pace that keeps every student alert and constantly challenged. He always speaks his language at a normal speed.

2) Providing the model

The unskilled drill-leader furnishes one model utterance for the first student, and then lets the remaining students imitate each

other. He thinks that if the class has gone through material once or twice, the students can be expected to know it.

The skilled drill-leader knows that foreign language material must be repeated many, many times before it is internalized by the student. Therefore, during the learning stage, he repeats before each student recites, and he goes over the same material countless times.

3) Correction

The unskilled drill-leader constantly fails to hear student errors largely because he is busy preparing his own next utterance. But even if he does hear them, he lets them go by without correction. It is not uncommon to hear an inexperienced tutor say, in effect: "After all, if a student is trying, why frustrate and embarrass him by correcting him?"

The skilled drill-leader is able to listen to his students without destroying his own timing. He hears and corrects all errors. He works with an individual student who has made an error until it is corrected or until the student is obviously bogging down. He then moves on, making it clear to the student whether or not his subsequent performance has been satisfactory. He will later return to the same student with the same stimulus to check him out again (and correct him again if necessary). He knows that only persistent correction will bring prompt improvement.

4) Variety

The unskilled drill-leader doggedly drags through a given segment of materials, constantly ignoring opportunities for introducing variety. He forgets that language teaching calls for imagination and spark.

The skilled drill-leader makes the class lively and interesting. He varies his techniques within a given hour, moving from memorization to drill and controlled conversation. He introduces visual aids at every opportunity. He introduces substitution items in a given conversation to keep his students challenged.

5) Control of teaching materials

The unskilled drill-leader usually keeps his eyes glued to the textbook in order to be able to proceed. Unconsciously he is teaching reading pronunciation in a spoken drill class. If he does venture outside of the printed material, he introduces various structures and vocabulary that have not yet been presented. Communication breaks down and frustration and annoyance build up. Students try to incorporate the new items into their inventory, but since these words are not drilled systematically, they tend to be forgotten almost immediately.

The skilled drill-leader is thoroughly familiar with the material he is teaching and what has already been taught. He uses the textbook in class only as necessary. As much as possible he speaks his language rather than reading it. These are drill classes in the spoken language, and it is essential that students feel they are indeed communicating with each other by speaking.

6) Use of the foreign language

The unskilled drill-leader makes the mistake of thinking that he can teach students how to speak a foreign language by talking about it in English. He thinks he can make them learn more by introducing lists of additional vocabulary. Even if he uses his native language for drilling, whenever he wants to communicate directly with his students he resorts to English. There is absolutely no foreign atmosphere in the classroom, and every class hour is a mixture of two languages.

The skilled drill-leader realizes that his students are trying to learn a foreign language with only limited live exposure to a native speaker. There are unlimited opportunities to read about foreign countries and their languages and to listen to tapes. But only the drill hours provide an opportunity for communication in the foreign language, and for correction. Accordingly, he speaks his language constantly - not only to drill, but also to communicate, and he corrects relentlessly in order to improve his students' performance.

Now you are ready to watch some filmed drill hours, and to observe one session that reflects the kind of skill and motivation and team effort that result in effective foreign language learning.

Notes on distribution of the film

The film is available on loan to members of the National Association of Self-Instructional Language Programs through the office of the executive secretary of the association (Professor Peter Boyd-Bowman, Center for Critical Languages, State University of New York, Buffalo, N.Y. 14214) for the cost of insurance and postage only.

The film is also available on loan on the same basis to members of NASILP and other interested institutions from the following:

William Pang, Director
Critical Languages Program
Chico State College
Chico, Calif. 95926

T. M. Manley, Director
Critical Languages Program
Kent State University
Kent, Ohio 44242

Richard Auletta, Director
Program in Critical Languages
Foreign Language Dept.
C. W. Post College
Long Island University
Greenvale, N.Y. 11548

In addition, prints of the film may be purchased at cost ($277.20 each) from the Cornell University Photo Science Studio, Ithaca, N.Y. 14850, or copies may be secured on video tape from the New York State Education Department. Video tape copies are available in the following formats: 1- and 2-inch Ampex, 1/2-inch EIAJ-I, and U-Matic Cassette. Orders must be accompanied by raw tape for dubbing; there is also a $37.50 service charge for dubbing for requests outside New York State (no charge for institutions in New York State). For complete ordering procedures and forms, write to:

Bureau of Mass Communications
State Education Dept.
Education Building Annex
Albany, N.Y. 12224

Appendix B

INSTRUCTIONS TO THE STUDENT IN A SELF-INSTRUCTIONAL LANGUAGE PROGRAM

You are about to begin a language learning program which will very probably be quite unlike anything you have taken before, even if you have already had a good demanding course in a language. Some thought now about the differences between a regular academic course and a self-instructional course will help you get off to a good start. In a regular program the teacher can be counted on to provide the organization, set the pace, and give the necessary guidance and explanations. In the self-instructional program the bulk of these responsibilities falls directly on the student. Simply because of the unstructured nature of this program, you will find that it requires more time, energy, and self-direction. The purpose of these brief comments to the student is to give you a clearer idea of what is involved and some suggestions for doing your job more effectively.

The tapes, the textbooks, and the tutor are your only resources, and everything you learn must come from them in one form or another. Let's see how each of these can be used most profitably.

The Text. A little preliminary time spent getting acquainted with the text and its layout will pay off later. First, go through the introduction carefully since most authors will include basic information about how the text is to be used. Second, before you start to learn the language itself, spend some time analyzing the way in which the lessons are put together. Remember that the text was probably designed to be used with a teacher who would lead you through it. Now it is up to you to discover the way to combine the elements of the lesson and distribute your time optimally among these elements. Also, the teacher would have helped you with additional explanations of grammatical points but now you must make extra effort to relate the grammatical notes to the dialogs and exercises. This will most surely mean extra time spent reading and rereading notes in an attempt to understand them on your own, rather than going straight to a teacher for help if something is not clear at first reading. But here, as everywhere in the course, you must make the decision about how much time to spend struggling over grammar and when to go on to other parts of the lesson. The prime rule is do not take up tutor class time with grammar questions but spend the maximum amount of both the tutor's time and yours on the active parts of the lessons - the dialogs and exercises.

The Tapes. There is a tendency to misunderstand the function and use of the tapes. They are often thought of as a poor substitute for the native speaker and something to be avoided if learning can be accomplished in any other way. Any attempt to skimp on tape time is a false economy and in a self-instructional program could well make the difference between success and failure. The tapes actually serve a

purpose which no human could fulfill; they will repeat the same material over and over indefinitely without the slightest change in pronunciation or construction. This makes it possible to get in a relatively short time the exposure to the countless repetitions needed to imprint a foreign language utterance in some permanent and usable part of your memory banks. From this point of view it is almost impossible to overdo the tape listening; an hour a day every day of the semester should be thought of as a bare minimum. Never give up on a tape that you don't understand. Try repeating it several times without the book in front of you. Then if it is still unclear, refer to the text for an explanation. Don't be put off by differences in pronunciation between the speech of your tutor and that on the tapes. They are both within the range of permissible variation, and you should be able to understand both. No matter what your first reaction may be, the tapes are not too fast and you must be able to follow them at that speed.

The tape part of the course is usually felt to be dull and mechanical and is often neglected. Students tend to postpone study which is unexciting, and for this reason tapes often get left until the weekend or until exam time comes. This sort of thing may work out for you in some of your other courses, and the midnight cram sessions might even get you through your other exams. But language learning must be thought of as being more like physical exercise in that it requires regular and well paced periods of application to keep in best condition. In this respect language learning is more similar to gymnastics than to a content course such as history. You cannot imagine the gymnast waiting until the night before the meet to start his workout; it won't work for language learning either.

Set up a program of daily tape work and study, and discipline yourself to stick to it. And don't treat the tapes like background music; you must listen to them in an active fashion and be aware of everything on them. Listen for things you don't usually listen for, such as rise and fall in the sentence intonation, expressiveness in the speaker's voice, and changes in volume in different parts of the sentence. You should work to duplicate precisely the utterance on the tape, and not merely to make a reasonable approximation in your own accent. Think of yourself as an actor learning to play a character role and attempt to copy in every possible detail the utterances you hear on the tape. Say them out loud and begin by exaggerating the language you hear. As a general rule you can assume that if it seems easy you must be doing something wrong. So work hard at it and let easy control come with time.

The Tutor. Remember that the tutor is not expected to function as a teacher in the strictest sense. The tutor will speak the language correctly for you to hear and he will correct your efforts to speak his language. Any attempt to get the tutor to do more than this is both a waste of class time and a misuse of his most valuable skills. Avoid the impulse to ask the tutor for grammatical explanations and linguistic insights. He should spend all the class time speaking the foreign language and correcting you as you speak it. Explanations in

English take time away from the learning process and all too often require the tutor to fulfill a role for which he is probably not prepared. Seldom will the tutor be trained in the linguistic problems of his own language and seldom will he know the best way to prepare explanations for speakers of another language.

Consider a similar situation in which a foreign student asks you why there is no plural "furnitures," and how he can tell when other English words take no plural. The chances are that you could not give a definitive explanation of this aspect of your native language and, in fact the best thing you might do is give a short list of other words that belong in the same category, with some sample sentences for each. This is exactly what you should expect from your tutor. It is your responsibility to avoid time-consuming questions on grammar that stall the class sessions, and you must do everything you can to keep the tutor speaking his own language and correcting your attempts at it. If the tutor wants to speak English in class and spend time on complicated grammatical points, it is up to you to discourage this as politely as possible and show that you want to stick to the lesson in the foreign language. For grammar problems you must return to the text. Ask the tutor for additional examples of problem phrases rather than encouraging him to give off-the-cuff explanations of these, and be prepared to continue through the material even if there is an occasional point here and there that you do not fully understand. A rule that seems harsh but effective is: during the sessions with the tutor ask questions only when you can both phrase the question and understand the answer in the foreign language. Anything else must be considered a waste of time for you, the tutor, and the other students.

In summary, there is one cardinal rule to follow in a language program of this kind: as close to 100 percent of your time as is possible should be spent on the <u>active</u> phases of your work - listening, repetition and practice, either with tapes or tutor. The grammatical explanations are aids to learning a language, not an end in themselves. Don't stop when you feel you understand the grammar; stop only when you can make the necessary responses as instantly and as letter perfectly as possible. Your ultimate goal is, after all, learning the language, not learning about it.

Appendix C

SAMPLE INSTRUCTIONS TO TUTORS

The tutor's task is 1) to drill the students rapidly and intensively in their active use of the language; and 2) to furnish a correct model for imitation by the students whenever student responses are faulty or hesitant.

The tutor is not a teacher, and he must remember that fact.

Do's and don'ts:

1. Use at all times the standard spoken form of your language. Do not use stilted, bookish, literary, or extremely formal speech.

2. Review material already learned by the student. Never introduce something new - no alternate forms, different words or expressions.

3. Correct the student's pronunciation and his use of idiom. Do not tolerate slipshod sounds.

4. Drill the students for rapid responses. Do not permit abnormal slowness of speech.

5. Pretend you know no English. Do not spend tutorial time explaining grammar or talking about the language or about local culture.

DEVIATION FROM THESE RULES CANNOT BE TOLERATED.

Tutorial sessions will be preset. You must attend each one punctually and be prepared, in advance, to cover a specific lesson or lessons.

At a tutorial session:

Students should keep books closed - THESE LIVE SESSIONS ARE FOR REVIEW ONLY.

Tutor should:

1. Ask rapid-fire questions

2. Entice from the students rapid-fire answers first in chorus, then, separately

3. Repeat the correct answer. This reinforces the response if the student was right, or corrects the answer if the student was wrong.

The tutor takes the students over and over the lesson's dialog drill until all trace of hesitance is lost. NOTE: inform the director promptly if any student is falling behind or is moving ahead of the group.

For the weekly oral quiz (10 minutes long): The tutor selects the material and records the test with the director. These quizzes consist of:

1) utterances from the text, spoken by the tutor with pauses for student repetition,

2) short questions spoken by the tutor requiring the student to invent a prompt, reasonable reply,

3) English words or expressions, selected by the tutor but spoken by the director, to be promptly converted by the student into the target language.

Appendix D

SAMPLE WEEKLY TEST

Instructions for a sample oral test recording

"This is a test for Jorden's 'Beginning Japanese' based on Lesson X. Before we begin, please state your name clearly, twice." (Pause). "Now, for the first part of the test please repeat, exactly as you hear them, the following Japanese phrases." (Here the native speaker records at normal speed about eight sentences of medium length (10-15 syllables) selected at random from the material to be tested. After each sentence he pauses for up to 10 seconds.)

"In the next part of the test, please invent prompt and reasonable replies to the following simple questions, giving each reply in the form of a complete sentence." (Here follow about eight short questions in Japanese, uttered by the native speaker at normal speed, with a pause of about 10 seconds after every question. Sample questions: "Why are you learning Japanese? Where can I find a taxi? What day is today? What did you do last night? How long have they lived in Tokyo? Who is Mr. Tanaka?")

"In the third part of the test, please put into correct Japanese, without hesitation, the following English sentences." (Here the director himself selects at random, and records in English, about 15 short (10-15 syllables) glosses from the dialog or pattern drills, occasionally switching person, number, or tense, or else regrouping familiar dialog material into new combinations to test true grammatical comprehension. After each sentence, the usual 10 second pause.)

While in the early stages the test would normally conclude at this point with the words, "This is the end of the test - thank you very much," the more advanced student may further be required to deliver a short oral composition on a topic related to the dialog, to listen to a passage and answer questions on it, or at a given command to open up a folded test sheet and read aloud into the microphone some sentences in hiragana or kanji selected at random from the text and either copied out in the tutor's own handwriting or else thermofaxed, cut out, and pasted together on the test sheet. Many other ingenious variations could be developed and substituted without exceeding the recommended time limit of 10 to 15 minutes for the test.

Appendix E

SELF-INSTRUCTIONAL LANGUAGE PROGRAM WEEKLY REPORT

Name_____ Date_____

Language_____

Meetings with tutor this week: Tutor:_____

	Time	Room	Private or Group
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			
Sat.			

Any comments on tutorial sessions?_____

_____

Time spent with tapes this week:

Mon_____ Tues_____ Wed_____ Thurs_____ Fri_____

Sat_____ Sun_____

Material covered this week: Unit_____, page_____
TO: Unit_____, page_____

Background reading:_____

_____

Related work (on writing system, for example):_____

_____

Equipment OK?_____ Tapes OK?_____ If not, specify_____

_____

Any learning problems?_____

_____

Was this past week's progress: rapid__ medium__ slow__ very slow__

Your morale: high__ low__ average__

Appendix F

SOURCES FOR OBTAINING TEXTS AND TAPES IN THE CRITICAL LANGUAGES

Key to Abbreviations

CAL Office of Information and Publications
Center for Applied Linguistics
1717 Massachusetts Ave., NW
Washington, D.C. 20036 Tel: (202) 265-3100

ELS English Language Services
Washington Educational Research Associates, Inc.
14350 NW Science Park Dr.
Portland, Ore. 97228 Tel: (503) 643-5771

FSI Foreign Service Institute
State Department
Arlington, Va. Tel: (703) 557-5410

GEL Instructional Materials Division
General Electronic Laboratores, Inc.
1085 Commonwealth Ave.
Boston, Mass. 02215 Tel: (617) 783-0460

GPO Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402 Tel: (202) 541-3000

SUNYB National Association of Self-Instructional Language Programs
Center for Critical Languages
24 Crosby Hall
State University of New York
Buffalo, N.Y. 14214 Tel: (716) 831-2306 or 831-3214

AMHARIC

FSI "Amharic Basic Course" GPO

Tapes: SUNYB - Lessons 1-60, 5-inch reels, 1 side only, 61 tapes, 3 3/4 ips, 600 ft.

ARABIC

Abboud, McCarus, et al "Elementary Modern Standard Arabic" Parts 1 and 2, with writing supplement, 28 pp. Ann Arbor, Mich., 1968, $5.50

Available from: Publication Distribution Service
University of Michigan Press
615 E. University Ave.
Ann Arbor, Mich. 48106

Complimentary instructor's copy for orders of 10 or more sent on request.

Tapes: Include Basic texts, grammar drills and pronunciation. Running time: 16 1/2 hrs. 8 reels of Scotch 111 tape (1200 ft., 1 1/2 mil acetate), dual track. Cost: $34.00 plus postage. Alternatives: send your own tape, in which case cost is $16.00 dubbing fee plus postage. Or request other specifications in tape, speed, etc. with corresponding difference in price (dubbing fee remains constant).

Tapes available from:
University of Michigan Audio-Visual Center
Tape Duplication Service
416 Fourth St.
Ann Arbor, Mich. 48103

Note: Drills recorded on tape are not found written out in the book. Copies of all such exercises will be sent to instructors gratis on request from:

Professor Ernest N. McCarus
Dept. of Near Eastern Languages & Literatures
University of Michigan
506 E. Liberty
Ann Arbor, Mich. 48108

Lehn and Abboud "Beginning Cairo Arabic" University of Texas, 1965, $6.50

Tapes: SUNYB - 7-inch reels, 1 side only, Lessons 1-29, 17 tapes, 3 3/4 ips, 600 ft.

_____	"Arabic Dialogues - Beginning Cairo Arabic"	

Tapes: SUNYB - 7-inch reels, 1 side only, Lessons 2-12, 13-19, 13-30, 3 tapes, 3 3/4 ips, 1200 ft.

FSI	"Levantine Arabic Introductory Course," Part 1: 256 pp.; Part 2: pp. 257-530	1964. Not commercially available, further information from SUNYB

Tapes: SUNYB - 7-inch reels, both sides, Lessons 1-99, 11 tapes, 3 3/4 ips, 1200 ft.

BENGALI

Dimock, Edward C., Jr., Sumdev Bhattacharji, and Suhas Chatterjee	"Introduction to Bengali" Part 1	1964, $5.00

Tapes: SUNYB - 7-inch reel, Lessons 1-22, 33 tapes

CANTONESE

Po-fei Huang, Parker and Gerard P. Kok	"Speak Cantonese" Book I	Far Eastern Pubs., Yale University, 1968

Tapes: SUNYB - Book I: 7-inch reels, 1 side only, 10 tapes, 3 3/4 ips, 600 ft.
Sound and Tones: 7-inch reels, 1 side only, 3 tapes, 3 3/4 ips, 1200 ft.

CHINESE

DeFrancis, John	"Beginning Chinese"	Yale Univ. Press, 1966 $2.75

Tapes: SUNYB - "Pronunciation:" 7-inch reels, 1 side only, 2 tapes, 3 3/4 ips, 1200 ft.
Lessons 1-24: 7-inch reels, 1 side only, 32 tapes, 3 3/4 ips, 1200 ft.

DeFrancis, John	"Character Text for Beginning Chinese"	Yale Univ. Press, 1964 $3.75
_____	"Beginning Chinese Reader," Part I, II	Yale Univ. Press, 1966 $2.75 each

Liang, John	"Pronunciation Exercises for Beginning Chinese"	Inst. of Far Eastern Studies, Seton Hall Univ., 1964, $.50
DeFrancis, John	"Intermediate Chinese"	Yale Univ. Press, 1964 $2.75

Tapes: SUNYB - Lessons 1-24, 7-inch reels, 1 side only, 40 tapes, 3 3/4 ips, 1200 ft.

DeFrancis, John	"Character Text for Intermediate Chinese"	Yale Univ. Press, 1965 $3.75
_____	"Intermediate Chinese Reader," Part I, Part II	Yale Univ. Press, 1967 $3.75 each
_____	"Advanced Chinese"	Yale Univ. Press, 1966 $2.75

Tapes: SUNYB - Lessons 1-24, 7-inch reels, 1 side only, 29 tapes, 3 3/4 ips, 1200 ft.

DeFrancis, John	"Character Text for Advanced Chinese"	Yale Univ. Press, 1966 $3.75
_____	"Advanced Chinese Reader"	Yale Univ. Press, 1968 $3.75 (?)

CHINYANJA

FSI	"Chinyanja Basic Course"	GPO

SUNYB - 5-inch reels, 1 side only, Lessons 1-30, 30 tapes, 3 3/4 ips, 600 ft.

DUTCH

Lagerway, Walter	"Speak Dutch; An Audio-lingual Course"	2d ed., Calvin College Book Store, Grand Rapids Mich., 1971, $12.50 (?)

Tapes: SUNYB - Lessons 1-29, 5-inch reels, 14 tapes, 3 3/4 ips, both sides

Lagerway, Walter	"Work Book for Speak Dutch"	Calvin College Book Store, 1971, $3.15

GREEK (MODERN)

FSI	"Greek Basic Course" Vols. I, II, III	GPO	1967 $1.75 each

Tapes: ELS - full set, 32 reels, $99.20
SUNYB - 7-inch reels, 1 side only, Lessons 1-32, 15 tapes, 7 1/2 ips, 1800 ft.

HAUSA

FSI	"Hausa Basic Course"	GPO	

Tapes: SUNYB - 5-inch reels, 35 tapes

HEBREW (MODERN)

FSI	"Hebrew Basic Course"	GPO	1965	$2.50

Tapes: GEL - Units 1-40, 61 reels, $213.50
SUNYB - 5-inch reels, 1 side only, Lessons 1-40, 101 tapes, 3 3/4 ips, 600 ft.

HINDI

Fairbanks, Gordon	"Spoken and Written Hindi"	Cornell Univ. Press, 1966, $7.50

Tapes: SUNYB - Lessons 1-24: 7-inch reels, 1 side only, 20 tapes, 3 3/4 ips, 1200 ft.
Also: Hindi Review Combined: 5 tapes

Harris, Richard	"A Basic Hindi Reader"	South Asia Language & Area Center, Univ. of Rochester, N.Y., 1968
Nilsson, Usha	"Intermediate Hindi and Glossary to Intensive Hindi"	Indian Language & Area Center, University of Wisconsin, 1967 $7.00.

HUNGARIAN

FSI	"Hungarian Basic Course" Units 1-12	GPO	1962	$1.25

Tapes: GEL - 40 reels, $120.00

FSI "Hungarian Basic Course" GPO 1964 $1.75
Units 13-24

Tapes: GEL - 43 reels, $129.00, sample tape: $2.50

FSI "Hungarian Graded Reader" GPO 1968 $3.75

Tapes: All of the above also available from SUNYB - 5-inch reels, 1 side only, 83 tapes, 3 3/4 ips, 600 ft.

INDONESIAN

Wolff, John U. "Beginning Indonesian" Cornell University, 1967
Vols. I, II

Tapes: SUNYB - 7-inch reels, 1 side only, Lessons 1-29, 37 tapes, 3 3/4 ips, 1200 ft.

JAPANESE

Jorden, Eleanor "Beginning Japanese" Yale University Press, 1962, $2.75 each
Part I, II

Tapes: GEL - Part I: 30 reels, $90.00
Part II: 30 reels, $90.00
SUNYB - 5-inch reels, side only, Lessons 1-35, 60 tapes, 3 3/4 ips, 600 ft.
"Supplementary Drills:" 7-inch reels, 1 side only, Lessons 4-14, 8 tapes, 7 1/2 ips, 1200 ft.

KIRUNDI

FSI "Kirundi Basic Course" GPO n.d., $2.75

Tapes: SUNYB - 5-inch reels, 1 side only, Lessons 1-29, 35 tapes, 3 3/4 ips, 600 ft.

KITUBA

FSI "Kituba Basic Course" GPO

Tapes: SUNYB - 5-inch reels, 1 side only, Lessons 1-35, 27 tapes, 3 3/4 ips, 600 ft.

KOREAN

FSI	"Korean Basic Course"	GPO	1968 $3.00
	Tapes: ELS - 35 reels, $96.25 SUNYB - 5-inch reels, 1 side only, Lessons 1-35, 35 tapes, 3 3/4 ips, 600 ft.		
Wagner & Kim	"Elementary Written Korean" 3 vols.	Harvard University Press, 1968, $8.75	

LINGALA

FSI	"Lingala Basic Course"	GPO	1963
	Tapes: SUNYB - 5-inch reels, 1 side only, Lessons 1-24, 24 tapes, 3 3/4 ips, 600 ft.		

MALAGASY

FSI	"Malagasy Basic Course"	GPO (No further information available at present)	
	Tapes: SUNYB - 5-inch reels, 1 side only, Lessons 1-26, 18 tapes, 3 3/4 ips, 600 ft.		

PERSIAN

FSI	"Persian Basic Course"	GPO, o.p. Further information from SUNYB	
	Tapes: SUNYB - 5-inch reels, 1 side only, Lessons 1-12, 24 tapes, 3 3/4 ips, 600 ft.		

POLISH

Schenker, Alexander	"Beginning Polish" Vol. I (text) Vol. II (drills)	Yale University Press, 1966, $3.75 $2.75	
	Tapes: GEL - Vol. I, 36 reels, $129.00 Vol. II, 49 reels, $179.00 SUNYB - 5-inch reels, 1 side only, Lessons 1-25, 36 tapes, 3 3/4 ips, 600 ft.		

SERBO-CROATIAN

FSI	"Serbo-Croatian Basic Course"	GPO	1965 $3.50

Tapes: GEL - full set, 39 reels, $136.50
SUNYB - 5-inch reels, 1 side only, Lessons 1-25, 39 tapes, 3 3/4 ips, 600 ft.

SWAHILI

FSI	"Swahili Basic Course"	GPO	2d ed., 1968 $3.00

Tapes: ELS - full set, 38 reels, $121.50
SUNYB - 5-inch reels, 1 side only, Units 1-150, 38 tapes, 3 3/4 ips, 600 ft.

FSI	"Swahili General Conversation"	GPO	1966, $.75

Tapes: SUNYB - 7-inch reels, 1 side only, Cycles 1-87, 8 tapes, 7 1/2 ips, 1200 ft.

Also from: Father Joseph L. Varga, Institute of African Affairs, Duquesne University, Pittsburgh, Pa. 15219.

Zawawi, Sharifa	"Kiswahili Kwa Kitendo"	Harper & Row, 1971 $5.00 (?)

Tapes: Harper & Row - 40 tapes, 30 min. each, $275.00.

Loogman, Alfons	"Swahili Readings," with notes, exercises, and key, (Duquesne Studies, African Series, No. 2)	Duquesne University Press, 1967, $7.00

SWEDISH

	"Svenska pa Svenska" Vols. 1 and 2	Sprakforlaget Skriptor, Fack, Stockholm 15, 1971

Tapes: SUNYB - 7-inch tapes, 2 sides, Lessons 1-45, 11 tapes, 3 3/4 ips, 1200 ft.

TAGALOG

Bowen, J. Donald	"Beginning Tagalog"	University of Calif. Press, 1965, $6.00

Tapes: ELS - 67 reels, $207.00

Bowen, J. Donald	"Intermediate Readings in Tagalog"	University of Calif. Press, 1968, $6.00

Tapes: ELS - 9 reels, $27.90
SUNYB - 7-inch reels, 1 side only, 36 tapes, 3 3/4 ips, 1200 ft.

THAI

Anthony, Edward M.	"Foundations of Thai" Book I, Parts 1, 2	University of Pittsburgh, 1967

Tapes: SUNYB - 7-inch reels, 1 side only, Lessons 1-25, 27 tapes, 7 1/2 ips, 1800 ft.

Haas, Mary R.	"Thai Reader"	American Council of Learned Societies, Program in Oriental Languages, 1954.
Jones, Robert, Ruchira C. Mendiones, and Craig J. Reynolds	"Thai Cultural Reader," Book I	Cornell University Press, 1968

TURKISH

FSI	"Turkish Basic Course"	GPO	1966	$2.25

Tapes: GEL - 52 reels, $182.00
SUNYB - 5-inch reels, 1 side only, Lessons 1-30, 52 tapes, 3 3/4 ips, 600 ft.

TWI

FSI	"Twi Basic Course"	GPO

Tapes: SUNYB - 5-inch reels, 1 side only, Lesson 1-20, 23 tapes, 3 3/4 ips, 600 ft.

VIETNAMESE

FSI	"Vietnamese Basic Course"	GPO	1961	
	Lessons 1-10			$1.75
	Lessons 11-15			1.50

Tapes: ELS - Lessons 1-10: 37 reels, $112.70
11-15: 18 reels, $55.80
SUNYB - 5-inch reels, 1 side only, Lessons 1-11, 37 tapes, 3 3/4 ips, 600 ft.

YORUBA

FSI	"Yoruba Basic Course"	GPO	1963	$1.75
	"Yoruba Intermediate Texts"		1967	1.25

Tapes: ELS - "Basic Course:" 69 reels, $193.20
SUNYB - 5-inch reels, 1 side only, Lessons 1-69, 69 tapes, 3 3/4 ips, 600 ft.

Note: All orders addressed to the U.S. Government Printing Office (GPO), should be placed 6 months in advance, as service is quite slow. It is further recommended that in dealing with the GPO, orders be placed for a 2- or 3-year supply.

Appendix G

SELECTED BIBLIOGRAPHY

Axelrod, Joseph, and Donald N. Bigelow, Resources for Languages and Area Studies, Washington, D.C.: American Council on Education, 1962.

Boyd-Bowman, Peter, "Experimentation with Taped Materials and Native Informants to Develop for Small Colleges Some Programs of Independent Study in the Neglected Languages," Kalamazoo, Mich., 1965 (Final Technical Report available from the author or from U.S. Office of Education).

_____, "National Self-Instructional Program in Critical Languages," in Modern Language Journal, March 1972, pp. 163-167.

Brooks, Nelson, Language and Language Learning, 2d ed., N.Y.: Harcourt Brace and World, 1964.

Conference on Critical Languages in Liberal Arts Colleges, Washington, D.C.: Association of American Colleges, 1965.

Iodice, Donald R., Guidelines to Language Teaching in Classroom and Laboratory, Washington, D.C.: Electronic Teaching Laboratories, 1961.

Morehouse, Ward, The International Dimensions of Education in New York State, Albany, N.Y.: University of the State of New York, State Education Department, 1963.

Nida, Eugene A., Learning a Foreign Language, Ann Arbor, Mich.: Friendship Press, 1957.

Non-Western Studies in the Liberal Arts College, Washington, D.C.: Association of American Colleges, 1964.

Politzer, Robert L., Foreign Language Learning: A Linguistic Introduction, preliminary ed., Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Shelley, George L., Discussion of Method in the Teaching of Spoken Chinese, New Haven, Conn.: Institute of Far Eastern Languages, Yale University Press, 1961.

Stack, Edward M., The Language Laboratory and Modern Language Teaching, N.Y.: Oxford University Press, 1960.

"Undergraduate Instruction in Critical Languages and Area Studies," Recommendations and Report of the Conference Held at Princeton University, October 12-13, 1964.

Appendix H

SELF-INSTRUCTIONAL LANGUAGE PROGRAMS (1971-72):

I. ENROLLMENTS PER LANGUAGE

Abbreviations

Afg - Afghan	Kor - Korean
Amh - Amharic	MGrk - Modern Greek
Arab - Arabic	Norw - Norwegian
Chin - Chinese	Pers - Persian
Dan - Danish	Pol - Polish
Dut - Dutch	Ptg - Portuguese
Grk - Greek	Rus - Russian
Hebr - Hebrew	Serbo-Cro - Serbo-Croatian
Hind - Hindi	Swah - Swahili
Hung - Hungarian	Ukr - Ukrainian
Indo - Indonesian	Viet - Vietnamese
Ital - Italian	Yid - Yiddish
Jap - Japanese	Yor - Yoruba

INSTITUTION	DIRECTOR	POSITION	LANGUAGES
Bates College Lewiston, Maine	Harry H. Steere	Asst. Prof. French	Grk 6 Jap 10 Ptg 9
Bowdoin College Brunswick, Maine	Robert Nunn	Assoc. Prof. Romance Langs.	Chin 6 Dan 6 Ital 17 Norw 3
Cal. State, Hayward Hayward, Calif.	William V. Denardo	Lect. For. Langs.	Chin 18 Hind 4
Central College Pella, Iowa	Robert M. O'Dell	Asst. Prof. Hist.	Jap 3
Chico State College Chico, Calif.	William Pang	Assoc. Prof. For. Langs.	Jap 7 Swah 7
Canisius College Buffalo, N.Y.	Edwin Neville	Assoc. Prof. Hist.	Chin 4 Jap 1
Colby College Waterville, Maine	Henry Holland	Prof. Spanish	Chin 6 Ptg 1 Swah 7

Colgate Univ. Hamilton, N.Y.	Ross Ferlito	Asst. Prof.	Chin 5 Hung 1
C. W. Post College Long Island Univ. Greenvale, N.Y.	Richard Auletta	Instr. For. Langs. and Linguistics	Hind 1 Jap 13 Ptg 5
Eisehower College Seneca Falls, N.Y.	David Murdoch	Dir. Div. of Humanities	Jap 4
Elmira College Elmira, N.Y.	James Mittelstadt	Asst. V-Pres. for Acad. Affairs	Chin 2 Grk 5 Hebr 7 Hind 1 Ital 2 Jap 4 Russ 6
Fordham Univ. Bronx, N.Y.	Harvey J. Humphrey	Dir. Lang. Lab	Chin 6
Franklin and Marshall College Lancaster, Pa.	J. William Frey	Chmn. Dept. of Russian	Hebr 3 Jap 3 Ptg 14 Erse 8 Yor 14 Yid 14
Graceland College Lamoni, Iowa	Velma N. Ruch	Chmn. Langs and Lits.	Jap 1
Grand Valley State College Allendale, Mich.	E. F. Gearhart	Chmn. Dept. For. Langs, Prof. of German	Arab 5 Jap 18 Hebr 7
Hobart and William Smith College Geneva, N.Y.	Richard L. Heaton	Assoc. Prof. Religion	Hebr 7
Hope College Holland, Mich.	H. P. Weller	Chmn. For. Langs.	Serbo-Cro 3
Kalamazoo College Kalamazoo, Mich.	J. K. Fugate	Chmn. Dept. of German	Chin 2 Dut 1 Jap 4 Swah 3
Kent State Univ. Kent, Ohio	J. M. Manley	English	Arab 7 Chin 38 Hebr 24 Hind 2 Jap 22

			Pers 11 Swah 14 Yor 4
College of Mount St. Vincent Riverdale, N.Y.	Sr. Josephine Marita	Assoc. Prof. Spanish, Dir. Lang. Lab	Chin 2 Viet 1
Mundelein College Chicago, Ill.	Sr. Ann Harrington, B.V.M.	Instr. French and History	Ptg 3
Univ. of N. Iowa Cedar Falls, Iowa	Raul Munoz F. R. Newell	Spanish History	Chin 1 Hind 2
Ohio Wesleyan Univ. Delaware, Ohio	Donald Lenfest	Instr. Romance Langs.	Chin 6 Grk 11 Hebr 9 Jap 15 Ptg 23
Ottawa Univ. Ottawa, Kansas	M. Kent Mayfield	Asst. Prof. English	Jap 7
Otterbein College Westerville, Ohio	Roger H. Neff	Asst. Prof French and Spanish	Jap 5
Penn State Univ. University Park, Pa.	W. LaMarr Kopp	Asso. Prof. German	Arab 3 Hebr 18 Jap 6 Swah 2 Dut 2 Viet 2
Univ. of Pittsburg Pittsburg, Pa.	William Norris	Prof. of Lings.	Arab 2 Grk 2 Hind 2 Hung 3 Afg 8 Pers 1
St. Joseph's College Philadelphia, Pa.	James Iannucci	Chmn. Mod. Langs.	Chin 3 Ptg 2
Skidmore College Saratoga Springs, N.Y.	Sonja Karsen	Chmn. Mod. Langs	Chin 1 Jap 4 Russ 8
State University of New York Binghamton, N.Y.	William Nicolaisen	Assoc. Prof. of English and Folklore	Chin 19 Grk 20 Swah 2 Pers 2

			Amh 7 Ptg 1
State University of New York Buffalo, N.Y.	Peter Boyd-Bowman	Prof. Hispanic Linguistics	Hebr 77 Hind 4 Indo 1 Jap 10 Pers 6 Swah 9 Thai 6
State University of New York Brockport, N.Y.	Martha O'Nan	Chmn. For. Langs.	Chin 12 Jap 3 Kor 1 Pol 7 Ptg 15 Swah 18 Ukr 7
State University of New York Geneseo, N.Y.	Clifford P. Orwen	Chmn. For. Langs.	Arab 3 Chin 2
State University of New York New Paltz, N.Y.	Giancarlo Traverso	Asst. Prof.	Hebr 26 Hind 2
State University of New York Oneonta, N.Y.	Edwin J. Baxter	Asst. Prof.	Arab 1 Chin 10 Ital 27 Jap 1 Ptg 12
Tarkio College Tarkio, Missouri	Robert B. Davis	Chmn. Div. of Lang. and Lit.	Arab 14
Utica College Utica, N.Y.	Clara Nicholson	Coord. Int'l Studies	Chin 7 Hind 3
Vassar College Poughkeepsie, N.Y.	Lewis W. Falb	Asst. Prof. French	Arab 5 Hebr 18 Jap 5
Univ. of Vermont Burlington, Vt.	Truman M. Webster	Chmn. Dept. German and Russian	Chin 5 Jap 4
Wells College Aurora, N.Y.	Robert G. Marshall	Dir. Lang. Lab	Chin 2 Hind 4 Jap 5
Wittenburg Univ. Springfield, Ohio	Stanley L. Mickel	Asst. Prof.	Jap 6

Utah State Univ. Logan, Utah	Philip S. Spoerry	Assoc. Prof. of Political Science	Chin 27

II. LANGUAGES RANKED ACCORDING TO THE NUMBER OF INSTITUTIONS REPORTING 1971-72 ENROLLMENTS

LANGUAGE (at)	No. of Colleges	LANGUAGE (at)	No. of Colleges
1. Japanese	25	11. Dutch	2
2. Chinese	22	12. Hungarian	2
3. Portuguese	11	13. Russian	2
4. Hebrew (Mod.)	10	14. Vietnamese	2
5. Hindi	10	15. Yoruba	2
6. Arabic	9		
7. Swahili	8	11 other languages were each reported by one college only: Amharic, Danish, Erse, Indonesian, Korean, Norwegian, Polish, Serbo-Croatian, Thai, Ukrainian, and Yiddish.	
8. Persian, Afghan	5		
9. Greek (Mod.)	4		
10. Italian	3		

By total enrollment, however, the languages ranked as follows:

LANGUAGE	TOTAL ENROLLMENT	LANGUAGE	TOTAL ENROLLMENT
1. Chinese	204	15. Amharic	7
2. Hebrew (Mod.)	200	16. Polish	7
3. Japanese	189	17. Ukrainian	7
4. Portuguese	92	18. Danish	6
5. Swahili	59	19. Serbo-Croatian	6
6. Arabic	53	20. Thai	6
7. Italian	36	21. Dutch	4
8. Hindi	30	22. Hungarian	4
9. Persian, Afghan	28	23. Norwegian	3
10. Greek (Mod.)	24	24. Vietnamese	3
11. Yoruba	18	25. Indonesian	1
12. Russian	14	26. Korean	1
13. Yiddish	14		
14. Erse	8	Total (all langs)	1,024

Of 42 colleges than responded,

11	reported	1 language
12	reported	2 languages
7	reported	3 languages
2	reported	4 languages
2	reported	5 languages
5	reported	6 languages
2	reported	7 languages
1	reported	8 languages

As for language enrollments on individual campuses, we found that:

11	reported a language with	1 student enrolled
17	reported a language with	2 students enrolled
8	reported a language with	3 students enrolled
9	reported a language with	4 students enrolled
6	reported a language with	5 students enrolled
11	reported a language with	6 students enrolled
11	reported a language with	7 students enrolled
3	reported a language with	8 students enrolled
4	reported a language with	9 students enrolled
11	reported a language with	10 students enrolled
22	reported a language with	over 10 students enrolled

In all, the 42 colleges reported 1,028 students enrolled in 113 individual language programs, all of them self-instructional, for an average of nearly three programs per college.

III. FURTHER STATISTICS ON 1971-72 SILP OFFERINGS

SELF-INSTRUCTION IN:		SEMESTER OR QUARTER (not all colleges gave a breakdown)					SUB-TOTALS	TOTAL STUDENTS	No. OF INSTITUTIONS
		1	2	3	4	5			
Amharic	M		1		1		2	7	1
	W	1		2	2		5		
Arabic	M	12	5	3	1		21	53	9
	W	21	5	5	1		32		
Chinese	M	104	25	3			132	198	22
	W	40	18	6	2		66		

SELF-INSTRUCTION IN:		SEMESTER OR QUARTER (not all colleges gave a breakdown) 1	2	3	4	5	SUB-TOTALS	TOTAL STUDENTS	No. OF INSTITUTIONS
Danish	M	5					5	6	1
	W	1					1		
Dutch	M	2					2	3	2
	W	1					1		
Erse	M	6					6	8	1
	W	2					2		
Greek (Mod)	M	9	2				11	24	4
	W	13					13		
Hebrew (Mod)	M	71	17	2	3	3	96	200	10
	W	60	28	7	5	4	104		
Hindi	M	7			1		8	27	10
	W	15	2	1	1		19		
Hungarian	M	2					2	4	2
	W	2					2		
Italian	M	(no breakdown)					18	36	3
	W						18		
Japanese	M	64	20	2	1	1	88	185	25
	W	73	23	1			97		
Korean	M	(no breakdown)					1	1	1
	W						0		
Norwegian	M	(no breakdown)					2	3	1
	W						1		
Persian, Afghan	M	8	3		1		12	29	7
	W	9	5	1	1	1	17		
Polish	M	(no breakdown)					3	7	1
	W						4		
Portuguese	M	31	9	2			42	92	11
	W	42	7	1			50		

SELF-INSTRUCTION IN:		SEMESTER OR QUARTER (not all colleges gave a breakdown)					SUB-TOTALS	TOTAL STUDENTS	No. OF INSTITUTIONS
		1	2	3	4	5			
Russian	M	2					2	14	2
	W	8	4				12		
Serbo-Croatian	M	(no breakdown)					3	6	1
	W						3		
Swahili	M	22	5				27	59	8
	W	23	7	2			32		
Thai	M	2	2		1		5	6	1
	W				1		1		
Ukrainian	M	(no breakdown)					4	7	1
	W						3		
Vietnamese	M	(no breakdown)					3	3	2
	W						0		
Yiddish	M	4	7				11	14	1
	W	3					3		
Yoruba	M	5	4	2			11	18	2
	W	6	1				7		
		676	200	40	22	9		1,010	No. of individual SILP's*: 128
		(with the remainder not broken down by level)							

* One language at one institution, regardless of level or levels being offered.

A NOTE ON THE NATIONAL ASSOCIATION OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS

The National Association of Self-Instructional Programs was formed at the National Conference on Self-Instruction in Critical Languages in Buffalo in December 1972, to further the study of foreign languages through supervised self-instruction and other innovative means. The association is composed of institutions and individuals interested in this approach to the study of other languages.

Among the activities being pl[illegible] for NASILP are an annual conference, a periodic news bulletin, [illegible] ther publications, of which "Self-Instructional Language Programs; A Handbook for Faculty and Students" is the first. The office of the executive secretary of the association can in some cases provide members with duplicate sets of language study tapes at cost (see appendix F in this handbook) and is able to advise mer [illegible] o[illegible] new course materials, available examiners, and other aspects [illegible] self-instruction in foreign languages. An orientation film, "Do's and Don'ts of Drilling," prepared by Eleanor H. Jorden, professor of linguistics at Cornell University, is also available to members from the NASILP executive secretary (see appendix A).

The association grows out of a decade of experience with self-instructional language programs. Beginning at Kalamazoo College in 1963 as a project supported by the Institute of International Studies of the U.S. Office of Education and directed by Professor Peter Boyd-Bowman, the program was expanded on a state-wide basis in 1966 under the auspices of the New York State Education Department's Center for International Programs and Comparative Studies and the State University of New York at Buffalo's Center for Critical Languages with a grant from the Carnegie Corporation of New York. In 1969, the program was extended to a national basis under the sponsorship of the Council for Intercultural Studies and Programs (formerly the National Council of Associations for International Studies), support once more being provided by the U.S. Office of Education.

The officers and members of the Executive Board of NASILP during the 1973 organizational year are:

Edna A. Coffin, University of Michigan (President)
Phillip Spoerry, Utah State University (Vice President)
Sonja Karsen, Skidmore College (Treasurer)
Peter Boyd-Bowman, SUNY at Buffalo (Executive Secretary)
D. D. S. Dwarikesh, Western Michigan University
James Gair, Cornell University
Eleanor H. Jorden, Cornell University
Timothy Manley, Kent State University
Martha O'Nan, SUNY at Brockport
William Pang, Chico State College, Chico, Calif.

Further information about the association and inquiries regarding membership should be directed to the executive secretary at the address below:

Professor Peter Boyd-Bowman
Center for Critical Languages
State University of New York
Buffalo, N.Y. 14214
Telephone: (716) 831-2306 or 831-3214

A NOTE ON THE FOREIGN AREA MATERIALS CENTER

The State Education Department in New York is actively concerned with strengthening opportunities and resources for international and comparative studies in the schools, colleges, and universities of New York, as well as with related activities in educational exchange and overseas service. Emphasis is being placed on the peoples, cultures, and contemporary institutions of those areas traditionally neglected in American education--namely, Asia, Africa, Latin America, Russia and Eastern Europe. Also emphasized are comparative studies which reflect recent scholarship in the social sciences and humanities and which explore significant aspects of American society in relation to developments elsewhere in the world.

Recent efforts of the Department in international studies include faculty fellowships and seminars; and programs of independent reading and seminar discussion, summer institutes, and other opportunities for secondary school teachers; consultant services to schools, colleges, and universities in developing foreign area studies; and experimental programs in the study of critical languages in schools and colleges, summer field work overseas for students and teachers, and the like.

As a further extension of these efforts, the State Education Department established, in December, 1963, the Foreign Area Materials Center. In March, 1967, because of increasing interest in the Center's work from institutions outside New York State, the National Council for Foreign Area Materials, a group of 11 regional college associations and consortia (now the Council for Intercultural Studies and Programs, with 13 members), was established and has become an active sponsor of the Center's work. The Center, which is located in New York City, is concerned with the development of materials useful in teaching about foreign areas, mainly at the undergraduate level.

Types of materials which have been produced or are in preparation include color slides in South Asian studies, reproductions of museum materials from India, reviews of documentary films, computerized bibliographies for college libraries, and experimental teaching materials. The Center provides liaison with publishers and other organizations producing materials useful in undergraduate instruction and is particularly concerned with out-of-print books and other needs of college libraries. These activities are being supported by grants from foundation sources, the United States

government, and the Council for Intercultural Studies and Programs.

The Center also distributes various types of syllabi and reprints, bibliographies and similar materials to college faculty members offering courses related to the Center's main areas of interest--Asia, Africa, Latin America, Russia and Eastern Europe. A list of materials is available on request.

The Foreign Area Materials Center is under the direction of Ward Morehouse, Director, and Arthur Osteen, Associate Director, Center for International Programs and Comparative Studies. The Manager of the Foreign Area Materials Center in New York City is Edith Ehrman.

Correspondence regarding any of the activities mentioned above and requests for materials should be directed to the Foreign Area Materials Center (60 East 42nd Street, New York, N.Y. 10017). Correspondence concerning other aspects of the Department's programs in foreign area studies and related international activities should be sent to the Director, Center for International Programs and Comparative Studies, University of the State of New York, State Education Department, 99 Washington Avenue, Albany, N.Y. 12210.

SOME PUBLICATIONS OF THE FOREIGN AREA MATERIALS CENTER

Ward Morehouse, editor, Foreign Area Studies and the College Library. 1964. (FAMC Occasional Publication No. 1). $2.00.

L. A. Peter Gosling, Maps, Atlases and Gazetteers for Asian Studies; A Critical Guide. 1965. (FAMC Occasional Publication No. 2). $2.00.

Patrick Wilson, Science in South Asia, Past & Present; A Preliminary Bibliography. 1966. (FAMC Occasional Publication No. 3). $2.00.

Ward Morehouse, editor, The Comparative Approach to Area Studies and the Disciplines; Problems of Teaching and Research on Asia. 1967. (FAMC Occasional Publication No. 4). $2.00.

Lyman Legters, Language and Area Studies; A Bibliography. 1967. (FAMC Occasional Publication No. 5). $2.00.

George Fischer, American Research on Soviet Society. 1967. (FAMC Occasional Publication No. 6). $2.00.

Theodore Herman, editor, The Geography of China; A Selected and Annotated Bibliography. 1967. (FAMC Occasional Publication No. 7). $2.00.

Ward Morehouse, editor, Understanding Science and Technology in India and Pakistan. 1967. (FAMC Occasional Publication No. 8). $2.00.

Winston L. Y. Yang and Teresa S. Yang, editors, Asian Resources in American Libraries. 1968. (FAMC Occasional Publication No. 9). $3.00.

East Asia: A Bibliography for Undergraduate Libraries. Area Editor: Donald Gillin. 1970. (FAMC Occasional Publication No. 10). Available from Bro-Dart, Inc., 1609 Memorial Avenue, Williamsport, Pennsylvania, 17701. $8.95.

South Asia; A Bibliography for Undergraduate Libraries. Area Editor: Louis A. Jacob. 1970. (FAMC Occasional Publication No. 11). Available from Bro-Dart, Inc. $8.95.

Africa south of the Sahara; A Bibliography for Undergraduate Libraries. Area Editor: Peter Duignan. 1971. (FAMC Occasional Publication No. 12). Available from Bro-Dart, Inc. $8.95.

Southeast Asia: A Bibliography for Undergraduate Libraries. Area Editor: Donald Clay Johnson. 1970. (FAMC Occasional Publication No. 13). Available from Bro-Dart, Inc. $8.95.

Middle East and North Africa: A Bibliography for Undergraduate Libraries. Area Editor: Harry N. Howard. 1970. (FAMC Occasional Publication No. 14). Available from Bro-Dart, Inc. $8.95.

George Fischer and Walter Schenkel, editors, Social Structure and Social Change in Eastern Europe. 1970. (FAMC Occasional Publication No. 15). $3.00.

International Institute for Comparative Music Studies and Documentation, Berlin, comp. Oriental Music: A Selected Discography. 1971. (FAMC Occasional Publication No. 16). $3.00.

Guide to Reference Sources on Africa, Asia, Latin America and the Caribbean, Middle East and North Africa, and Russia and East Europe: Selected and Annotated. General Editor: James R. Kennedy, Jr. 1972. (FAMC Occasional Publication No. 17). Available from Bro-Dart, Inc. $8.95.

Robert B. Oxnam, The Ch'ing Game: Simulation and the Study of History. 1972. (FAMC Occasional Publication No. 18). $2.00.

Edith Ehrman and Ward Morehouse, editors, Students, Teachers and the Third World in the American College Curriculum: A Guide and Commentary on Innovative Approaches in Undergraduate Education. 1973. (FAMC Occasional Publication No. 19). $2.00.

Peter Boyd-Bowman, Self-Instructional Language Programs: A Handbook for Faculty and Students. 1973. (FAMC Occasional Publication No. 20). $1.50.

A number of syllabuses, course outlines and teaching notes, bibliographies, and other materials are also available from the Foreign Area Materials Center. A list of these materials will be sent on request.

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