

DOCUMENT RESUME

ED 347 834

FL 020 498

AUTHOR Johnson, Dora E.  
 TITLE Expansion and Computerization of Materials and Supplementary Resources for "A Survey of Materials for the Study of the Uncommonly Taught Languages." Final Report.  
 INSTITUTION Center for Applied Linguistics, Washington, D.C.  
 SPONS AGENCY Office of International Education (ED), Washington, DC.  
 PUB DATE 24 Jun 86  
 CONTRACT G008302220; MDA904-85-H-0003  
 NOTE 72p.  
 PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.  
 DESCRIPTORS Audiovisual Aids; Computer Assisted Instruction; Computer Oriented Programs; \*Database Design; \*Databases; \*Instructional Materials; Program Descriptions; Program Development; Publishing Industry; Second Language Instruction; Textbooks; \*Uncommonly Taught Languages

ABSTRACT

The process of development of a computerized database of instructional materials for the uncommonly taught languages is described. Content of the database includes information on materials for instruction in the less commonly taught languages, some previously stored in a semi-automated file. These include references and information on basic tools, human resource, publishers and distributors of books and audiovisual materials, and materials for computer-assisted instruction. This report details the process of moving the files to a computerized system and provides samples of the different types of materials as they exist in the database to date. The bulk of the report is in appendixes, which include bibliographic and other file samples and the forms used in the survey to gather file contents. (MSE)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

EXPANSION AND COMPUTERIZATION OF MATERIALS AND SUPPLEMENTARY  
RESOURCES FOR 'A SURVEY OF MATERIALS FOR THE STUDY OF THE UNCOMMONLY  
TAUGHT LANGUAGES'

Final Report on G008302220

Dora E. Johnson

Submitted to

Division of International Studies  
UNITED STATES DEPARTMENT OF EDUCATION

June 24, 1986

Center for Applied Linguistics  
Washington, D.C.

**NOTED**

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Government

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it

Minor changes have been made to improve  
reproduction quality

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy

**BEST COPY AVAILABLE**

ED 347 834

FL 020 498

During the period of above-referenced grant, *The Survey of Materials for the Study of the Uncommonly Taught Languages* (henceforth *Survey*) was moved from a semi-automated file of references on basic tools of access to a fully-computerized database. The database was expanded to include information on human resources, publishers and distributors of books and audiovisual materials on the less commonly taught languages, and computer-assisted instruction (CAI) materials. This report details the process of moving the files to a computerized system and provides samples of the different types of materials as they exist in the database to date.

The *Survey* files have existed for approximately 17 years and the primary effort in maintaining them has been to keep track of basic tools of access, i.e., textbooks, readers, grammars and bilingual dictionaries, for the less commonly taught languages (LCTL), plus audiovisual information when it was available. In addition to maintaining these files, CAL disseminated the information through the publication of bibliographies, and responding to queries by letter and telephone and in person. CAL has been the major institutional resource on the state of the art regarding the development and availability of materials in the LCTLs for these many years.

As part of our collection activities, we also informally accumulated references for publisher and distributor resources, human resources and, more recently, CAI materials. Questions concerning these areas were answered on an individual case-by-case basis by the *Survey* staff, and as the files expanded, the need to formalize these resources increased. As a result of the grant activity (9/15/83-3/15/86), the informal categories of information on publishers, human resources, etc., are now part of a computerized database in addition to the files on print materials.

The funds for this project were made available through a grant from the Department of Education, Division of International Studies, which was supplemented by a grant from The National Security Agency (Grant No. MDA904-85-H-0003).

**Print Materials.** At the beginning of the grant period, the print materials files were on a word processor (CPT) and were semi-automated. As part of the original activity of putting the *Survey* material onto the word processor, the staff had ensured that diacritics were properly marked in the text. The same care was taken in transferring the text to the computer (IBM-PC). Although at the time (1983), there were not many suitable graphics options available, we carefully researched the field and settled on the Fancy Font system which allows us to output the materials with their proper diacritics.

The procedure of transferring the materials from the word processor to the IBM-PC was a reasonably straightforward one, although we had underestimated the amount of time the editing, including the processing of diacritics and special letters, would take. One serious setback was the loss of the diacritics in the first transfer, which necessitated doing more manual editing of the text than we had originally planned. Hence, our attention in the first year was largely devoted to transferring, editing, and putting into place the database files, plus making sure that the diacritics were properly accounted for.

However, our concern with the technical aspects did not mean that we ignored the content material of the *Survey*. We continued to add new entries to the database, update older material, and to solicit new information from our traditional sources, such as catalogs, book lists, bibliographies, journals, etc. We also continued to seek even more recent material through our network of persons involved in the development of materials, and those who also make it a point to keep abreast of work being done in their language areas.

The nature of the material that we collect and add to the files is still that of a comprehensive survey and not a selected list. However, we do tend to be a bit more selective when adding materials to the "high volume" language files. Thus, references for Japanese, Modern Standard Arabic, Chinese as well as Portuguese are

somewhat more selective, based on our judgment in consultation with experts. We should also note that we have "retired" a substantial number of older references in all categories in the other languages, especially when we are certain that the books or manuscripts are virtually unavailable, and something else can adequately be used in their place.

There were some expansions of the types of information included in the database. In this area, we now have a section which includes Arabic technical dictionaries. Whereas even as late as 1980, there were not many subject-specific dictionaries, since then a number of these publications have appeared in substantial enough numbers, thus alerting us to the need to include them as a separate section within this language category. ("Substantial" in this instance should be interpreted within the framework of LCTLs, which means that they are not that many when compared to the commonly taught languages.) In the future, we anticipate that the same category will be created for the technical dictionaries being produced for Indonesian.

On the whole, materials for the less commonly taught languages continue to be produced and/or revised at a reasonable pace. The development is fairly even among the areas of the world except for Southeast Asia and the Pacific. The languages of Papua New Guinea and Australia, and to some degree, the smaller languages of Indonesia and Malaysia, have been the object of research and study in the last 10 years, and recently there has been an increase in the publications about these languages--research as well as teaching and learning materials. We have also added a number of South American Indian languages to the *Survey*.

During the grant period, we also continued an activity that we had begun several years earlier, namely, to include more specific information about audiovisual materials. Although the information has been quite difficult to find at times, we have made concerted efforts to note, as well as to provide information about, the

number of tapes or cassettes, and the number of hours/minutes of programming, and we are pleased with the results. Information on films, slides and videotapes is also sought and noted. We continued to update old entries, and we are pleased with our efforts to complete previous references where the information about audiovisual materials was insufficient. Wherever possible, we have also included information about where to obtain these materials--particularly when the tapes are available from a source different than the textbook. Thus entries now include the addresses whenever it is possible to provide them.

The print materials, as they now exist, are arranged by geographical area and are searchable by language name, type of material, and audio-visual material. The information as it is provided to the inquirer is similar to format of the *Survey* provided in Appendix A of the report.

At the beginning of the present grant period, the database included approximately 9,000 entries covering some 1,000 languages. The files now include information on some 1,091 languages, and there are approximately 9,300 entries. All new and updated material is tagged and identified.

**Publishers and Distributors.** A frequent question we are asked has to do with locating of books and audiovisual material. Some of this information is easily available, such as the whereabouts of the Foreign Service Institute materials, which are now distributed by a number of retailers. Information on other material is not as easily obtainable, partly because of specialization, and partly because book dealers who distribute materials in the LCTLs normally do not have budgets which allow them to advertise widely unless they belong to a larger organization, such as Barnes & Noble or the French & European Publications group in New York City which also has a large inventory of uncommonly taught language materials. Over the years, we have informally kept track of these retailers, and have referred people to them. During the grant period, we formalized the retailer list. The information

now includes address, phone number, availability of catalog, location and type of material, e.g., linguistic area such as Eastern European languages and an annotation when necessary. The retailer file now includes approximately 97 entries. We have dealt primarily with publishers and distributors in the U.S., with the exception of some of the larger firms in Europe, such as E.J. Brill in The Netherlands. There are also a few Canadian firms included. The catalogs and lists we receive from these firms housed at CAL, although primarily for in-house use, are available for consulting by visitors. (See Appendix B for a sample of the publishers and distributors list.)

As noted in the previous section on print materials, the entries for books which are published overseas or have limited distribution now include the names of distributors. In the past we were reluctant to include such information in printed form because manually updating frequently changing information such as retailers of books is a problem. We kept track of this information inhouse and provided it on an individual basis. Computerization has given us the opportunity to make the information on availability and where to obtain some of the materials as part of the information about the text (when deemed necessary), although these references will continue to be subject to frequent change and will need constant checking.

**Computer Assisted Instruction (CAI) Materials.** When we first proposed adding CAI materials to the files of the *Survey*, we knew that there was little available for the LCTLs. This is still the case, although increase of CAI materials in general since that time has made keeping track of what is being developed a major proposition. Much of the courseware being developed is incomplete, and often experimental--even rudimentary. Much of it is also difficult to assess. Unlike print materials, the equipment necessary to review these materials is not necessarily easily available, and publishers and/or authors are willing to send us small samples which are obviously their "successes". Even then they are hard to obtain, and reviewing them



is an incredibly time-consuming process, the costs of which the grants could not cover. However, it is important that keeping track of what is being developed continue--in fact, we believe this area should be upgraded to operate as a project in itself in order to ensure keeping the public informed about the field.

Shortly after we began collecting information on CAI materials, the ERIC Clearinghouse on Languages & Linguistics (ERIC/CLL) also initiated such a project. We both agreed that a joint effort to collect this information was in order. We agreed at that time that the resources for innovations (if any), taking opportunity of new technologies, language learning theories and behavior issues (although limited), were happening in the field of the commonly taught languages, so we decided to include information on courseware for Spanish, German, etc., to the database. We now have some 500 items for CAI in the database, and about 100 items which need to be incorporated. A sample of the type of information we try to answer is included in Appendix C, although we must caution again that we have not physically handled these programs.

We have begun to receive information on increased activity in the use of computers in the LCTLs, including those with non-roman alphabets. We believe this has something to do with the proliferation of the graphic capabilities of computers, and more specifically their availability on personal computers. What the quality of these programs will be is open to question, but we expect to see enough materials for CAI in the less commonly taught languages, so that future activity by the Survey staff will most likely concentrate only the LCTLs and refer the other courseware to ERIC/CLL. However, we expect that the information collection will continue to be a shared activity.

As part of the CAI database development, we consulted with CALICO at Brigham Young University, and have shared information with that organization as they have with us. We have also mutually shared information with the Language



Analysis Project at the University of Pennsylvania, and expect this collegial relationship to continue. CAL staff regularly attend the Interagency Language Roundtable, and Dora Johnson is on the CALL committee of the ILR. CAL staff have also attended a variety of "show and tell" sessions in the Washington area (including one hosted by NSA), and they attend and contribute to the CALICO conferences.

The question was raised at one point as to whether it would be possible for all the organizations who collect information on CAI materials to house this information in one place. There seems to be tacit agreement that such a centralized clearinghouse is desirable, but its final location and manner of funding and operation is still unclear.

The project staff also participated in putting together an information sheet on what kinds of questions to ask when ordering CAI materials. This publication is available through ERIC/CLL (see Appendix D).

**Testing materials.** No material has been collected in this area. There is a consensus that there are few tests available in the LCTLs, particularly proficiency based ones. The text-based ones are usually designed for in-house purposes, and are rarely available for broader dissemination. We have not figured out an efficient method of collecting this information and plan to try a variety of options, e.g., there is a specific question on the human resources questionnaire (which is discussed in a later section) which asks about tests developed by individuals.

**Human resources.** Developing the human resources file was one of the more challenging, but potentially most useful, of the undertakings of this project. Because of our broad network and collegial relations with institutions and individuals in this country and around the world who often are more than glad to act as resources, we have developed a substantial, informal network of persons working in the LCTLs which is probably unparalleled elsewhere. We have for a long

time hoped to formalize this network and the grant period has allowed us to take major steps forward. In the initial phases of this project, we have concentrated on designing an appropriate questionnaire and continue to encourage people to return the completed forms to be included in the database.

Our intent in developing the human resources database was to not only compile a list of experts and resources who had proficiency in, or were able to act as resources for, a particular language or group of languages, but also to begin collecting information of a cross-disciplinary nature. Thus, the questionnaire was designed to also ask for degrees and/or experience in fields outside of those traditionally associated with the language. We were also interested in the personal resources (e.g., private library collections) the individual had in his or her possession or had easy access to. And, of course, we were concerned with the public nature of such information and whether respondents would have any hesitations or qualifications regarding being listed in such a database.

The first drafts of the human resources questionnaire were carefully scrutinized by some of the staff at CAL, and then sent out to eight consultants who provided us with excellent feedback. There was consensus that the questionnaire should meet the following criteria: (1) The questions should be relevant to academia as well as those outside of academia; (2) within academia, it should provide for scholars and experts as well as persons who, for example, are teaching assistants, or are trainees from another country; (3) it should not take any more than 30 minutes to complete. We believe the questionnaire meets all those criteria. As far as we can determine, the questions are clear, and we are keeping close track of any possible ambiguities. Samples of the questionnaire (including one which is completed with the identification deleted) are provided in Appendix E. The framework for the human resources database is now in place, and responses to the questionnaires are being returned. We anticipate that eventually this database will be a central resource to

all persons in the LCTL community, assuming, of course, that continued funding for it can be found.

Work on this project was primarily an in-house activity. Staff included Dora Johnson, who directed the project, and did much of the collecting of information, the annotating and checking of materials and content editing. Debbie Hatfield worked closely with the programmers on each stage of setting up the format of database, and spent much time on the editing of the *Survey* on the computer. John Brosseau acted as programmer in the early stages of the project and assisted in determining the types of software that we are now using. Bertil von Knorring designed many of the diacritics and letters and worked closely with the staff in designing programs that were relatively easy to use--not an easy task! Other staff members who provided input were John Clark, who acted as senior advisor throughout the whole project ; Katherine Langan who spent many hours checking references at the Library of Congress, and Martha Clark, who compiled most of the information for the publishers and distributors database. Laura Wenzel of the ERIC/CLL staff did the lion's share of the CAI database. No staff member was assigned to this project full time, except Debbie Hatfield for a portion of Year 1.

Consultants for the project were: Jack Hermansen (Planning Research Corporation) who provided the project staff with feedback on the final format of the database; Terrence McPartland (Academic Computer Center, Georgetown University), who assisted with the design of the questionnaire and provided the format for the database of the human resources file. Both persons were very helpful in helping us "debug" some of the inevitable problems that come when transferring material from one system to another.

Persons who provided us with feedback on the questionnaire were, Eleanor Jorden (Cornell University); Martha J. Hardman-de-Bautista (University of Florida, Gainesville), who also asked one of her Aymara research assistants/students to

provide feedback; Judy Leidy (Indiana University); David Dwyer (Michigan State University); Ernest McCarus (University of Michigan); Donna Christian (CAL); Arnold Zwicky (The Ohio State University, Columbus); and Terence Langendoen (City University of New York).

Some of the persons who provided input at various times on the print materials include Bernard Comrie (University of Southern California), Charles Gribble (The Ohio State University), Franklin Huffman (Cornell University), Clea Rameh and Ricardo Paiva (Georgetown University), Rosanne Rocher (University of Pennsylvania), A. Ronald Walton (University of Maryland), Gernot Windfuhr (University of Michigan), Monica Devens (Modern Language Association), Lucy Briggs (Hanover, NH), and James Laesch (Institute of Liberian Languages, Monrovia, Liberia). We were also quite fortunate to be able to take advantage of the comments by experts for another project here at CAL which was involved in reviewing in detail basic tools of access for some 40 languages.

We did encounter some problems as we have noted elsewhere in this report. The technical problems were many. We began our project at a time when the technology for personal computers was still somewhat rudimentary for the work that we wanted to do. Thus we came up against the now familiar story of each step taking much more time than we originally anticipated, despite the fact that we had very good technical help. We also encountered the usual problems of machines breaking down at crucial times. However, the most instructive (and unanticipated) challenge was moving a labor intensive project to a mechanized one including formalizing a lot of information that was in disparate places and in the heads of the staff who had been working in this area for many years. In fact, the staff have spent many weeks of volunteer time beyond the end of the grant ensuring that the major problems have been dealt with. There are still some problems that need to be

ironed out, but we think they are minor. On the whole, we are pleased with the overall design of database.

The *Survey* database at present includes all the information we have collected to date: files of the print and audiovisual materials, a file of publishers and distributors of materials, a CAI file, and a human resources file. The transferring of this information to a computer and developing this database has provided us, and subsequently we assume our clients, with a reference resource that is comprehensive and reasonably easy to use.

BALUCHI

Barker, Muhammad Abd-al-Rahman and Aqil Khan Mengal. A Course in Baluchi. Ithaca, NY: Spoken Language Services, Inc., 1980. 2 vols. [Reprint of McGill 1969 ed.] [O.P.] Cassettes (19), tapes. [Text, cassettes or tapes (34) also available from NAC/GSA] [ED 034 992/3 Resumé only] [O.P.]

May be used for self-instructional purposes. Designed to give speech and reading practice. In the 20 units of Vol. I, grammar is introduced in dialogues and basic sentences, and explained in structural terms. There are substitution, transformation, and response drills and exercises. Emphasis is on the Rakshani dialect. In units 21-30 of Vol. II, the Arabic script as employed for Baluchi is introduced, followed by graded readings of prose and poetry, with translations and some notes. Vol. II also includes a recapitulation of material in Vol. I with grammatical and lexical drills. Appended are a Baluchi-English glossary and an English-Baluchi finder list. Grammar index. [NDR4]

Dames, M. Longworth. A Textbook of the Balochi Language; consisting of miscellaneous stories, legends, poems, and Balochi-English vocabulary. Trans. by Jamiat Rai and R.S. Diwan. Lahore, Pakistan: Printed by the Superintendent, Govt. Print., Punjab, 1922. Various pagings.

Collett, N.A. A grammar, phrase book & vocabulary of Baluchi (as spoken in the Sultanate of Oman). [Distr. Leiden, Netherlands: E.J. Brill, 1983]. x, 171 pp.

Elfenbein, Josef H. The Baluchi Language: A Dialectology with Texts. (Royal Asiatic Society Monographs, Vol. 27) London, England: Luzac and Co., [Distr. Leiden, Netherlands: E.J. Brill], 1966. iv, 48 pp.

A general comparative study on the six major dialects of Baluchi, and their subdialects. The criteria used in analysis are phonology, morphology, syntax and lexicon. Brief outlines of each dialect with some examples are provided. Samples of texts with translations and notes compose the last two chapters of the book. Phonemic transcription used throughout. Short Baluchi-English glossary. Maps.

Frolova, V.A. Beludžskij jazyk. (Yaziki zarubežnogo vostoka i afriki) Moscow, USSR: Izdatel'stvo voložnoj literatury, 1960. 68 pp.

Intended as an introduction to Baluchi. Deals with phonology and morphology. Map. Bibliography.

Gilbertson, George W. The Baluchi Language: A Grammar and Manual. Hertford, England: S. Austin and Sons, 1923. xvi, 312 pp.

A pedagogical reference grammar, traditional in approach. Deals with parts of speech. Brief chapter on syntax. Numerous examples follow items described. Appended is an extensive list of unrelated sentences and texts with translations. Roman transcription used throughout.

Leech, R. "Grammar of the Balochky Language." Journal of the Royal Asiatic Society of Bengal 7:2.608-. (1938).

Morgenstierne, G. "Neu-iranische Sprachen." Handbuch der Orientalistik. 1, Abt. 4, Bd. 1 Abschnitt. Leiden-Köln, 1967. [Reprint of 1958 ed.]

Phonetics, morphology (essential characteristic traits), distribution, bibliography.

Ahmad, Mumtaz. Baluchi Glossary. A Baluchi-English Glossary: Elementary Level. Kensington, MD: Dunwoody Press, 1985. viii, 150 pp. [Box 400, Kensington, MD 20895]

A glossary of approximately 2500 entries of Baluchi words and phrases used in everyday discourse, contemporary Baluchi newspapers and periodicals, and publications found in Pakistan and Iran. Entries in Perso-Arabic script, modified phonemic transcription plus gloss. Grammatical categories provided. Intended as an aid for review, and development of curriculum materials.



Annali, 2) Naples, Italy: Istituto Universitario Orientale di Napoli, 1963. 107 pp.

Contains all the words occurring in the published Marw texts, with citation and line. Very common words are identified. Baluchi-English vocabulary and English-Baluchi index.

Gilbertson, George W. English-Balochi Colloquial Dictionary. Hertford, England: S. Austin and Sons, 1925. 2 vols.

Comprehensive dictionary. The Baluchi glosses are in transliteration. Etymological and comparative information also provided. Illustrative sentences.

Mayer, Thomas John Lee. English-Biluchi Dictionary. Lahore, Pakistan: Sheikh Mubarak Ali, 1975. 219 pp. [Reprint of 1909 ed.]

Baluchi equivalents are in Roman transcription. Parts of speech indicated.

## PUBLISHERS &amp; DISTRIBUTORS

\*C

Associated Technical Services - Book Division  
855 Bloomfield Ave.  
Glen Ridge, NJ 07028  
201/748-5673

\*

catalog

\*K

PUBL/TL=WORLD/LOC=US

\*E

\*C

African & Caribbean Imprint Library  
Box 350, 410 W. Falmouth Hwy.  
Falmouth, MA 02574  
617/540-5378

\*

\*K

PUBL/TL=CREOLES/TL=SSAFR/LOC=US

\*E

\*C

African Universities Press  
Pilgrim Books Ltd.  
PMB 5617  
Ibadan,  
Nigeria

\*

\*K

PUBL/TL=SSAFR/LOC=OS

\*E

\*C

Alicorn Books  
3428 Balboa Street  
San Francisco, CA 94121  
415/221-5522

\*

\*K

PUBL/TL=GAELIC/LOC=US

\*E

\*C

Alpha Recorded Tape, Inc.  
2970 Scott Blvd.  
Santa Clara, CA 95050

\*

\*K

PUBL/TL=CHINESE/TL=TAGALOG/TL=VIETNAMESE/LOC=US

\*E

\*C  
Angelescu Book Service  
18000 Fairfield  
Detroit, MI 48221  
313/861-5342

\*  
\*K  
PUBL/TL=ROMANIAN  
\*E

\*C  
Annapurna Publications  
P.O. Box 465  
Santa Rosa, CA 95402  
707/523-1726

\*  
\*K  
PUBL/TL=CHINESE/TL=JAPANESE/TL=HINDI/TL=TIBETAN/LOC=US  
\*E

\*C  
Arka Company  
48 East 7th Street  
New York, NY 10003  
212/473-3550

\*  
\*K  
PUBL/TL=UKRAINIAN/LOC=US  
\*E

\*C  
Asia Book Corporation of America  
94-41 218 Street  
Queens Village, NY 11428

\*  
\*K  
PUBL/TL=EASIAN/LOC=US  
\*E

\*C  
Asia Books  
F.O.Box 873  
Carbondale, IL 62901

\*  
\*K  
PUBL/TL=SEASIAN/LOC=US  
\*E

\*C  
Asian Educational Services  
PO Box 4534  
New Delhi 11016, India

\*  
\*K  
PUBL/TL=SASIAN/LOC=US  
\*E

\*C  
F. Ungar Publishing Co.  
250 Park Avenue South  
New York, NY 10003

\*

\*K  
PUBL/TL=WORLD/LOC=US

\*E

\*C  
U.S. Government Printing Office  
Superintendent of Documents  
Washington, DC 20402  
202/783-3238

\*

catalog, subscription service, monthly catalog, government periodicals and  
subscription services, subject bibliography index, government depository  
libraries; standing orders service, contact: Sales Media Branch, Stop SS05,  
at the above address, or telephone 202/275-3314.

\*K

PUBL/TL=WORLD/LOC=US

\*E

\*C  
Universal Bookstore  
5458 North 5th Street  
Philadelphia, PA 19120  
215/549-2897

\*

\*K  
PUBL/TL=WEUR/TL=EEUR/LOC=US

\*E

\*C  
Vietnamese Bookstore  
P.O. Box 720065  
Houston, TX 77272-0065  
713/498-1474

\*

catalog

\*K

PUBL/TL=VIETNAMESE/LOC=US

\*E

\*C  
Yale University Press  
92-A Yale Station  
New Haven, CT 06520  
203/432-4969

\*

\*K  
PUBL/TL=EASIA/LOC=US

\*E

\*C  
Yugoslavica  
47 Keegan Drive  
Toronto, Ontario, Canada M3J 1G1  
416/630-1675

\*  
\*K  
PUBL/TL=EEUR/LOC=CAN

\*C  
Zieleks Publishing Co.  
11215 Sageland Drive  
Houston, TX 77089  
713/481-3783

\*  
catalog  
\*K  
PUBL/TL=VIETNAM/LOC=US  
\*E

\*C

## PROGRAM TITLE

Computer Assisted Instruction: Arabic

## AUTHOR

Dr. Victorine C. Abboud

## AVAILABILITY

Dr. Victorine C. Abboud, Director, Computer-Assisted Instruction Laboratory,  
Center for Middle Eastern Studies, The University of Texas at Austin, 2601  
University Ave., Austin, TX 78712, (512) 471-6161, (512) 471-3861

## TARGET LANGUAGE

Arabic

## \*SKILL TYPE

One program for the writing system and one program for vocabulary and reading  
comprehension

## PROFICIENCY LEVEL

Starts at basic levels

## COMPUTER MAKE/MODEL

DEC10, DEC20, Apple II, IBM-PC, WICAT system 150

## COPY RESTRICTIONS

Copyrighted

## LAST INFORMATION UPDATE

2/1/84

\*E

TL=ARABIC/SI=W/SI=V/SI=R/PR=B/PR=I/PR=A/HW=DEC/HW=APPLE/HW=IBM-PC/HW=WICAT

\*E

#C  
PROGRAM TITLE  
Basic Chinese: Introduction to Chinese Characters

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3764,  
(600) 233-3785 (in CA)

AUTHOR  
C. C. Cheng

TARGET LANGUAGE  
Chinese

\*SKILL TYPE  
Vocabulary, reading

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO

LAST INFORMATION UPDATE  
8/16/84

\*F:  
TL=CHINESE/SI=V/SI=R/FR=B/HW=PLATO  
\*E



\*C  
PROGRAM TITLE  
Chinese Lessons

AVAILABILITY  
Computer Translation, PO Box 7004, University Station, Provo, UT 84602,  
(801) 224-1169

PRICE AND ORDER NUMBER  
\$29.95

TARGET LANGUAGE  
Chinese

\*SKILL TYPE  
Vocabulary, writing

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
Apple II

SYSTEM REQUIREMENTS  
48K

CONTENTS (PHYSICAL DESCRIPTION)  
Disk, menu-driven

NOTES  
11 lessons, 200 terms, teaches proper stroke sequence, uses color graphics and sound

LAST INFORMATION UPDATE  
7/26/84

\*I  
TI=CHINESE/SI=V/SK=W/PR=B/HW=APPLE  
\*E

\*C  
PROGRAM TITLE  
Compu-dikduk

AVAILABILITY  
Davka Corporation, 845 N. Michigan Ave., Suite 843, Chicago, IL 60611, (312) 944-4070

PRICE AND ORDER NUMBER  
Apple: 103-A, \$25.00  
TRS-80: 103-R, \$25.00  
Atari: 103-I, \$25.00

TARGET LANGUAGE  
Hebrew

\*SKILL TYPE  
Grammar

PROFICIENCY LEVEL  
Intermediate

COMPUTER MAKE/MODEL  
Atari; Apple; TRS-80

LAST INFORMATION UPDATE  
2/1/84

\*E  
TL=HEBREW/SK=G/PR=I/EL=E/EL=M/EL=H/EL=C/EL=A/HW=ATARI/HW=APPLE/HW=TRS-80  
\*E

\*C  
PROGRAM TITLE  
Dynamic Hebrew Dictionary

AVAILABILITY  
Davla Corporation, 845 N. Michigan Ave., Suite 843, Chicago, IL 60611,  
(312) 944-4070

PRICE AND ORDER NUMBER  
104-A; \$50.00

TARGET LANGUAGE  
Hebrew

\*SKILL TYPE  
Vocabulary (nouns)

PROFICIENCY LEVEL  
Beginning, intermediate

COMPUTER MAKE/MODEL  
Apple

CONTENTS (PHYSICAL DESCRIPTION)  
Four disks

NOTES  
Sample disk available: 104-AS, \$15.00 (price is deductible from total if  
set  
is purchased at a later time)

LAST INFORMATION UPDATE  
2/1/84

\*K  
TL=HEBREW/SK=V/PR=B/PR=I/HW=APPLE  
\*E

\*C

PROGRAM TITLE  
Hebrew Alphabet

AVAILABILITY

Computer Island, 227 Hampton Court, Staten Island, NY 10312, (212) 948 2740

PRICE AND ORDER NUMBER

\$10.00

TARGET LANGUAGE

Hebrew

\*SKILL TYPE

Spelling, writing

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

TRS-80

SYSTEM REQUIREMENTS

16K, color monitor

CONTENTS (PHYSICAL DESCRIPTION)

Tape

NOTES

Self-study

LAST INFORMATION UPDATE

8/1/84

\*I:

TL=HEBREW/SK=S/SK=W/PR=B/HW=TRS-80

\*E

\*C

PROGRAM TITLE

Hebrew, First and Second Semester

AUTHOR

Peter Cole, John D. Eisenberg, Robert J. Leibowitz,  
Bered Nachson, Merrick Simkin, Roberta Stock, Avram Ziv

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Hebrew

\*SKILL TYPE

Grammar, spelling, vocabulary

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

SYSTEM REQUIREMENTS

Touch screen

NOTES

Uses graphics, underlines spelling errors and pinpoints missing words

LAST INFORMATION UPDATE

8/21/84

\*K

TL=HEBREW/SK=G/SI=V/SI=S/PR=B/HW=PLATO

\*E

\*C

PROGRAM TITLE

Shalom Home Study Course in Modern Hebrew

AUTHOR

Edward F. Kellogg, Jr.

AVAILABILITY

Ehud International Language Foundation, PO Box 2082, Dollar Ranch Station, Walnut Creek, CA 94598

TARGET LANGUAGE

Modern Hebrew

PROFICIENCY LEVEL

Beginning

EDUCATIONAL LEVEL

High school through adult

NOTES

Employs EHUD method, a simplified method for learning a second language

LAST UPDATE

1/30/85

\*F

TL=HEBREW/FR=B/EL=H/EL=C/EL=A

\*E

\*C  
PROGRAM TITLE  
Hindi I and II

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Hindi

\*SKILL TYPE  
Grammar

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO Hindi keyset

SYSTEM REQUIREMENTS  
Plato-Hindi Keyset

LAST INFORMATION UPDATE  
8/21/84

\*I:  
TL=HINDI/SK=G/PR=B/HW=PLATO  
\*E



#C

PROGRAM TITLE

Japanese Postpositions

AUTHOR

J. M. Unger, Dave Ashworth, Joe Hebert

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Practice with particles

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

SYSTEM REQUIREMENTS

Touch screen

LAST INFORMATION UPDATE

8/21/84

#K

TL=JAPANESE/SK=G/PR=B/HW=PLATO

#E

48  
\*C

PROGRAM TITLE

Japanese Telephone Quiz

AUTHOR

J. M. Unger, Dave Ashworth, Joe Hebert

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Review of idioms used in telephone conversations

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

LAST INFORMATION UPDATE

8/21/84

\*E

TL=JAPANESE/SI=C/SI=V/PR=B/HW=PLATO

\*E

\*C  
PROGRAM TITLE  
Japanese Verb Forms

AUTHOR  
J. M. Unger, Dave Ashworth

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

SKILL TYPE  
Basic allomorphs of Japanese verbs

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO

NOTES  
Use of animated displays; drills with corrective feedback

LAST INFORMATION UPDATE  
8/21/84

\*K  
TL=JAPANESE/SK=G/PR=B/HW=PLATO  
\*E

50  
\*C

PROGRAM TITLE

On Location

AUTHOR

Ray Kaneyama

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Review Japanese constructions which describe locations

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

NOTES

Three different types of quizzes

LAST INFORMATION UPDATE

8/21/84

\*K:

TL=JAPANESE/SK=G/PR=B/HW=PLATO

\*E

\*C  
PROGRAM TITLE  
Common Kanji Pronouns

AUTHOR  
J. M. Unger

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

SKILL TYPE  
Vocabulary

PROFICIENCY LEVEL  
Intermediate

COMPUTER MAKE/MODEL  
PLATO

NOTES  
Lesson requires short answers in romanization and provides immediate feedback

LAST INFORMATION UPDATE  
8/21/84

\*K  
TL=JAPANESE/SK=V/PR=I/HW=PLATO  
\*E

\*C  
PROGRAM TITLE  
Japanese Bingo

AUTHOR  
Mutsuyo Unger

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese (Hiragana, Katakana, Kanji)

SKILL TYPE  
Allows practice in recognizing the three types

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO

LAST INFORMATION UPDATE  
8/21/84

\*K  
TL=JAPANESE/SI=R/PR=B/HW=PLATO  
\*E

\*C  
PROGRAM TITLE  
Japanese Language

AUTHOR  
Mutsuyo Unger

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

SKILL TYPE  
Clarifies some homonyms and synonyms

PROFICIENCY LEVEL  
Beginning, but assumes the expressions have been encountered

COMPUTER MAKE/MODEL  
PLATO

NOTES  
Romanized type, feedback

LAST INFORMATION UPDATE  
8/21/84

\*K  
TL=JAPANESE/SK=V/PR=B/HW=PLATO  
\*E



\*C

PROGRAM TITLE

Order and Direction of Strokes in Writing Kanji

AUTHOR

J. M. Unger, Mutsuyo Unger

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Reading, writing

PROFICIENCY LEVEL

Supplement at any level

COMPUTER MAKE/MODEL

PLATO

NOTES

Kanji are identified by radical and residual stroke-count just as they would be  
in a Chinese-Japanese dictionary; observe pen strokes in writing of all 2,965  
Japanese Industrial Standard Level-1 kanji; reinforcing and drilling kanji  
recognition

LAST INFORMATION UPDATE

8/28/84

\*K

TL=JAPANESE/SK=W/SK=R/PR=B/PR=I/PR=A/HW=PLATO

\*E

\*C

PROGRAM TITLE  
Reading Katakana

AUTHOR  
J. M. Unger

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

SKILL TYPE  
Translate words written in katakana to romanized version and English

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO

NOTES  
First in a series of lessons based on Jordan's "Reading Japanese"

LAST INFORMATION UPDATE  
8/28/84

\*K  
TL=JAPANESE/SK=R/PR=B/HW=PLATO  
\*E

\*C

PROGRAM TITLE

Review of Inflected Forms

AUTHOR

Ray Maneyama

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Translate English sentence to Japanese

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

NOTES

Practice using verb, adjective, and copula constructions presented in Jordan's  
"Beginning Japanese"

LAST INFORMATION UPDATE

8/28/84

\*K

TL=JAPANESE/SK=R/PR=B/HW=PLATO

\*E

\*C

PROGRAM TITLE

Sekigahara: A Japanese Language Review Game

AUTHOR

J. M. Unger

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Numbers and counters and verb forms

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

NOTES

Interterminal game of strategy--each move requires input of two Japanese words  
from a set of 121 possibilities

LAST INFORMATION UPDATE

8/28/84

\*K

TL=JAPANESE/SK=G/SK=V/FR=B/HW=PLATO

\*E

\*C

PROGRAM TITLE

Sentence Modifiers in Japanese

AUTHOR

J.M. Unger

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Write sentences using relative clause construction in Japanese

PROFICIENCY LEVEL

Beginning, intermediate

COMPUTER MAKE/MODEL

PLATO

NOTES

Based on Lesson 19 of Jordan's "Beginning Japanese;" uses graphics

LAST INFORMATION UPDATE

8/28/84

\*K

TL=JAPANESE/SK=G/SK=V/PR=B/PR=I/HW=PLATO

\*E

\*C  
PROGRAM TITLE  
SyooGUN

AUTHOR  
Ray Kaneyama

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

SKILL TYPE  
Review numbers, counters, particles

PROFICIENCY LEVEL  
Beginning, intermediate

COMPUTER MAKE/MODEL  
PLATO

NOTES

Monopoly-like game which can be played by one to four students simultaneously.  
In order to win "yen," students must answer simple questions in Japanese.

LAST INFORMATION UPDATE  
8/28/84

\*K  
TL=JAPANESE/SK=V/PR=B/FR=I/HW=PLATO  
\*E

\*C

PROGRAM TITLE  
Telling Time in Japanese

AUTHOR  
J. M. Unger

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

SKILL TYPE  
Telling time

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO

NOTES  
Students type in romanized time expression and get immediate feedback.

LAST INFORMATION UPDATE  
8/28/84

\*K  
TL=JAPANESE/SK=V/PR=B/HW=PLATO  
\*E

\*C

PROGRAM TITLE

Verbs of Being: Parts 1 and 2

AUTHOR

Ray Kaneyama, David Ashworth

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3785, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Speech levels and honorifics

PROFICIENCY LEVEL

Beginning, intermediate

COMPUTER MAKE/MODEL

FLATO

NOTES

Part 1 introduces Japanese words of being, leading to an understanding of the basic concepts underlying Japanese speech levels and honorifics. Part 2 allows practice in the concepts explained in Part 1. Both lessons use hypothetical situations that structure the entire lesson. Immediate feedback is provided.

LAST INFORMATION UPDATE

8/28/84

\*K

TL=JAPANESE/SK=V/SK=C/PR=B/PR=I/HW=FLATO

\*E



\*C

PROGRAM TITLE

Verbs of Giving and Receiving

AUTHOR

Ray Haneyama

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Verbs of giving and receiving and the role they play in "keigo" distinctions

PROFICIENCY LEVEL

Beginning, intermediate

COMPUTER MAKE/MODEL

FLATO

NOTES

Immediate feedback and the chance to redo a problem are provided. Final exam.

LAST INFORMATION UPDATE

8/28/84

\*F

TL=JAPANESE/SK=G/SK=V/PR=B/PR=I/HW=FLATO

\*E

\*C

PROGRAM TITLE

Korean 1

AUTHOR

Robert Hall

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Korean

\*SKILL TYPE

Korean alphabet ("Hangul") and its orthographic, syllabic, and phonetic aspects

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

NOTES

No exercises

LAST INFORMATION UPDATE

8/28/84

\*K

TL=KOREAN/SK=W/SK=F/PR=B/HW=PLATO

\*E

\*C  
PROGRAM TITLE  
Korean Language

AUTHOR  
Simpson

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Korean

\*SKILL TYPE  
Describes Korean sound system by referring to English equivalents

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO

NOTES  
No exercises

LAST INFORMATION UPDATE  
8/28/84

\*K  
TL=KOREAN/SK=F/PR=B/HW=PLATO  
\*E

\*C

PROGRAM TITLE  
Vocabulary Drill

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Norwegian

\*SKILL TYPE

Vocabulary

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

NOTES

One vocabulary test mainly on literary/academic subject matter

LAST INFORMATION UPDATE

8/28/84

\*K

TL=NORWEGIAN/SK=V/PR=B..W=PLATO

\*E

\*C  
PROGRAM TITLE  
Swedish

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3785,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Swedish

\*SKILL TYPE  
Basic grammar, vocabulary

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
PLATO

NOTES  
28 vocabulary exercises, 5 grammar lessons with exercises

LAST INFORMATION UPDATE  
8/28/84

\*E  
TL=SWEDISH/SK=V/SK=G/PR=B/HW=PLATO  
\*E

\*C

PROGRAM TITLE  
Comparatively Speaking

AUTHOR  
Ray Kaneyama

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

SKILL TYPE  
Adjectival constructions

PROFICIENCY LEVEL  
Beginning or remedial

COMPUTER MAKE/MODEL  
PLATO

NOTES  
Three different types of quizzes require answers in romanization; immediate  
feedback

LAST INFORMATION UPDATE  
8/21/84

\*I  
TL=JAPANESE/SK=G/FR=B/HW=PLATO  
\*E

\*C

PROGRAM TITLE

Counting in Japanese

AUTHOR

Chuck Roberts, David Ashworth

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Japanese system of counting

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

NOTES

Immediate feedback to student response

LAST INFORMATION UPDATE

8/21/84

\*F

TL=JAPANESE/SK=V/PR=B/HW=PLATO

\*E

\*C

PROGRAM TITLE  
Hiragana Review

AUTHOR  
J. M. Unger

AVAILABILITY  
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE  
Japanese

PROFICIENCY LEVEL  
Beginning

COMPUTER MAKE/MODEL  
FLATO

NOTES  
Brief review, with history of Hiragana, game for drill

LAST INFORMATION UPDATE  
8/21/84

\*K  
TL=JAPANESE/SK=R/SK=W/PR=B/HW=FLATO  
\*E



\*C

PROGRAM TITLE

Introduction to Japanese Phonology and the Table of Hiragana

AUTHOR

J. M. Unger

AVAILABILITY

Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,  
(800) 233-3785 (in CA)

TARGET LANGUAGE

Japanese

SKILL TYPE

Teaches Hiragana tableau and discusses phonological structure of modern Japanese

PROFICIENCY LEVEL

Beginning

COMPUTER MAKE/MODEL

PLATO

NOTES

Student option on feedback

LAST INFORMATION UPDATE

8/21/84

\*K

TL=JAPANESE/SK=R/SK=P/PR=B/HW=PLATO

\*E

## Some Questions to Ask About CALL\* Software

### Basic Considerations

*These are essential characteristics of good software. A program lacking any of these criteria should be very carefully reviewed.*

1. Are instructions for starting, finishing, and using the program clear?
2. Can you move forward and backward in the program and exit easily at any time?
3. If there is a manual, is it organized in a manner useful to you? (e.g., good table of contents and index)
4. If a help key (for computer operations) is available, is it useful?
5. Are characters on the screen easy to read?

### Style

*Each program is laid out a little differently, and emphasizes different capabilities, just as books are in unique typefaces and contain varying numbers of pictures. Some aspects of style are essential, such as the ability to erase typos; others, such as detailed feedback for wrong answers, vary in importance, depending on the purpose of the program as well as teacher needs and preferences.*

### Pedagogical

1. Are the response instructions clear?
2. Is there a second chance to answer a question?
3. How does the program deal with wrong answers? (e.g., it is insulting or confusing to the student)
4. Is feedback provided for wrong answers? (e.g., on-screen explanations, hints, or referrals to associated print materials.)
5. Are the exercises varied and potentially interesting to the student?
6. Is the language authentic and translation, if used, accurate?
7. Can the student control the speed (in other than testing situations)?

### Technical

1. Are the program operations annoyingly slow? (e.g., long delays for disk loading or graphics presentation)
2. Can sound effects, such as beeps and cheers, be turned off?
3. Can the student easily erase typing mistakes or other input errors?

### Teacher Considerations

*Each instructor employs individual teaching methods that will require different services and options in software, or may not require software at all. All of the following questions are value-based, and are intended to help you define how the software will mesh with your overall teaching strategy.*

1. Does the program make use of capabilities that are not available through a book?
2. Is the program compatible with the classroom materials already in use?

### \*Computer-Assisted Language Learning

Center for Applied Linguistics  
1118 22nd Street, N.W.  
Washington, D.C. 20037

3. Is the program suitable for the educational level of your students?
4. Can the program be adapted to both group and individual use?
5. How much time does it take to complete the program?
6. Is there record-keeping capability, and can these records be printed?
7. Can the teacher add or delete items and explanations?
8. What options do students have regarding material they have not mastered? (e.g., Can they skip materials or must they show mastery before continuing?)

### Cost

*Just as different car dealers offer different options, different software producers provide various services to the consumer. Following are some questions you should ask to find out what you are getting for the money.*

1. How much does the program package cost? Can other lower-priced packages perform the same tasks?
2. Are printed materials and pupil worksheets provided?
3. Are back-up copies provided?
4. What are the copyright and licensing arrangements?
5. Is there user support from the company/programmer/retailer?
6. Are sample packages available? If there is a cost attached, can it be applied to the cost of the full course? Or, is there a review period?

### Hardware Considerations

*These questions help define how the program will fit into existing or prospective technological capabilities.*

1. Is the program compatible with your microcomputer's memory and hardware?
2. Will you need to purchase extra equipment to use the program fully? (e.g., mouse, joysticks, graphics cards)

### For Further Reference...

CALICO  
(Computer-Assisted Language Instruction Consortium)  
229 KMB  
Brigham Young University  
Provo, UT 94602

TESOL CALL-IS (CALL Interest Section)  
Roger Kenner  
Learning Laboratories  
Concordia University  
1455 De Maisonneuve West  
Montreal, Quebec H3G 1M8, Canada

Higgins, J. and Johns, T. (1984) *Computers in language learning*. London, England: Collins ELT and Addison-Wesley Publishing Co., World Language Division.

Hope, G. R., Taylor, H. F., and Pusack, J. P. (1984). *Using computers in teaching foreign languages*. Orlando, FL: Harcourt Brace Jovanovich, International. (ERIC Document reproduction Service No. ED 246 695, 150pp.)

Wyatt, David. (1984). *Computers and ESL*. Orlando, FL: Harcourt Brace Jovanovich, International. (ERIC Document Reproduction Service No. ED 246 694, 140pp )

*Medium* (journal)  
Public Service Commission of Canada  
15 Bisson Street, Room 108  
Hull, Quebec, K1A 0M7, Canada  
(819) 994-5742

55

BEST COPY AVAILABLE

CENTER FOR APPLIED LINGUISTICS

INFORMATION FORM FOR LESS COMMONLY TAUGHT LANGUAGE RESOURCE PERSONS

The information on this form will be input to the CAL database on resource persons for the less commonly taught languages. If there are items to which you do not wish to respond, please leave them blank. If you have any restrictions or qualifications regarding to whom this information can be given, please explain in #10 below.

Please print clearly.

1. Name \_\_\_\_\_  
 (First) (Middle) (Last)

2. Affiliation/Organization \_\_\_\_\_

2a. Position \_\_\_\_\_

3. Office address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Zip \_\_\_\_\_

4. Office telephone (\_\_\_\_) \_\_\_\_\_

5. Home address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Zip \_\_\_\_\_

6. Home telephone (\_\_\_\_) \_\_\_\_\_

7. Would you prefer to have correspondence sent to your office or home?

Please check one: \_\_\_\_\_ Office \_\_\_\_\_ Home



10. Would you be willing to provide information concerning your major disciplinary area and/or language(s) of specialization in the following ways?

	YES	SOMETIMES	NO
Respond to questions from CAL staff	( )	( )	( )
Respond to questions from other researchers	( )	( )	( )
Respond to questions from graduate students	( )	( )	( )
Respond to questions from private organizations	( )	( )	( )
Respond to questions from U.S. government agencies	( )	( )	( )

If you have any qualifications or reservations regarding the above categories, please list:

-----  
 -----

PLEASE NOTE THAT YOU MAY CHANGE THE ABOVE DESIGNATIONS OR REMOVE YOUR NAME FROM THE DATABASE AT ANY TIME.

11. For what length of time would you be able to accept a work assignment away from home? Check all that apply.

- Summer term
- One-semester
- Long-term during school year (more than three months)
- Never

Remarks

-----

12. Assuming suitable external support could be found, would you be interested in collaboration with the Center for Applied Linguistics on future projects in your area(s) or language(s) of specialization?

----- Yes

----- No

13. (Voluntary question) Are you a U.S. citizen? ----- Yes ----- No

**14. ADDITIONAL INFORMATION**

Please provide us with a list of individuals in your area or related areas you think we should contact to be included in this database.

-----  
-----  
-----  
-----  
-----

**15. LANGUAGE EXPERTISE AND PROFICIENCY INFORMATION**

For your native language (#8) (if you're not currently a fluent speaker of it), and any other language(s), we would like to have an indication of your area(s) of expertise in each language as well as your proficiency in each language. PLEASE PROVIDE THIS INFORMATION ON THE ENCLOSED SHEETS. We have enclosed sufficient sheets for up to three languages. If additional sheets are needed, please photocopy.

8. Your native tongue (mother tongue):

----- English

----- Other (specify) -----

8a. Do you consider a language other than your mother tongue as your native language?

----- Yes

----- No

Please specify: -----

8b. Are you completely fluent in your native language?

----- Yes

----- No

8c. Remarks, if any, on 8, 8a, or 8b -----

9. Among the areas listed below, which field most clearly represents your major disciplinary affiliation? (If more than one, please list in order of importance and number starting with 1)

----- Anthropology

----- Sociology

----- Area Studies

----- Language Teaching/Pedagogy

----- Linguistics

----- Translation/Interpretation

----- Political Science

----- Economics

----- Demography

----- English as a Second Language

----- International Relations

----- Computer Science/

----- Educational Technology

----- Other (specify) -----

9a. Please list your degrees, starting with the most recently received

Degree ----- Area ----- Date -----

Degree ----- Area ----- Date -----

Degree ----- Area ----- Date -----

CENTER FOR APPLIED LINGUISTICS

LANGUAGE EXPERTISE AND PROFICIENCY INFORMATION FOR:

Name of Language -----

Please use as many of these forms as is necessary to provide detailed information on the languages of specialization as described in #15 on the Resource Persons form. If more forms are needed, please make photocopies.

Your Name -----  
 (First) (Middle) (Last)

Please respond to all the items on this form with respect to your background/proficiency IN THE LANGUAGE LISTED IN THE BOX ABOVE.

LANGUAGE PROFICIENCY

Please check your self-assessed language proficiency in each of these areas. Check under the NA column if the category is not appropriate for the language. (1=low; 5=high)

Speaking	(1)	(2)	(3)	(4)	(5)	(NA)
Reading	(1)	(2)	(3)	(4)	(5)	(NA)
Writing	(1)	(2)	(3)	(4)	(5)	(NA)
Listening	(1)	(2)	(3)	(4)	(5)	(NA)

What special resources do you have available to you in your disciplinary area and/or language of specialization?

1. personal library collection (describe) -----  
 -----  
 -----

2. audiovisual materials (describe) -----  
 -----  
 -----

3. computer-related materials (describe) -----  
 -----  
 -----



4. bibliographies (describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

AREAS OF EXPERTISE

Please place a checkmark opposite each of the areas listed below in which you feel you are professionally qualified with regard to the language identified in the box above.

TEACHING

- Elementary
- Secondary
- Postsecondary
- Adult Education
- Language School
- Supervision of Self-Instructional Materials
- Other (describe) \_\_\_\_\_

TRANSLATION

- English into above named language
- Language named above into English
- Other language combination (describe)

INTERPRETATION

- Simultaneous
- Consecutive
- Escort

TEST DEVELOPMENT

- Achievement Tests
- Text book based tests
- General Proficiency tests
- Other (describe) \_\_\_\_\_
- Tests already developed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MATERIALS DEVELOPMENT

- Language Teaching Materials
- Beginning
- Intermediate
- Advanced
- Language for Special Purposes
- Other (describe)

Teaching materials already developed

-----

-----

-----

Grammars

- Sketch
- Reference grammar
- Student handbook
- Descriptive grammar
- Pedagogical grammar

Grammars already developed

-----

-----

-----

Dictionaries/Glossaries

- Bilingual
- Monolingual
- Wordlists

Dictionaries/Glossaries already developed

-----

-----

-----

Literacy Materials

Literacy materials already developed

-----

-----

-----

**Nonprint Materials**

- Audiotapes
- Videotapes
- Computer-Assisted Instruction
- Other (describe)

**Nonprint materials already developed**

-----

-----

-----

**RESEARCH**

**Theoretical**

-----

-----

-----

-----

**Applied**

-----

-----

-----

-----

**Sociolinguistics**

-----

-----

-----

**Language Pedagogy**

-----

-----

-----

-----

OTHER AREAS OF EXPERTISE

-----  
-----  
-----  
-----

LIST IN THE SPACE PROVIDED BELOW THE FIVE PROJECTS (GRANTS, PUBLICATIONS, ACTIVITIES, COURSES, ETC.) WHICH CHARACTERIZE YOUR INVOLVEMENT IN THIS FIELD OVER THE PAST 5 YEARS.

-----  
-----  
-----  
-----

ADDITIONAL COMMENTS

-----  
-----  
-----  
-----  
-----

## CENTER FOR APPLIED LINGUISTICS

## LANGUAGE EXPERTISE AND PROFICIENCY INFORMATION FOR:

Name of Language YAO-MIN

Please use as many of these forms as is necessary to provide detailed information on the languages listed in #10 on the Resource Persons form. If more forms are needed, please make photocopies.

Your Name

(First)

(Middle) (Last)

Please respond to all the items on this form with respect to your background/proficiency IN THE LANGUAGE LISTED IN THE BOX ABOVE.

## LANGUAGE PROFICIENCY

Please check your self-assessed language proficiency in each of these areas. Check under the NA column if the category is not appropriate for the language. (1=low, 5=high)

Speaking	3
Reading	2
Writing	2
Listening	2

What special resources do you have available to you in your disciplinary area and/or language of specialization?

## 1. personal library collection (describe)

Dictionary material in romanized script, now obsolete.  
Being updated

## 2. audiovisual materials (describe)

Tapes, cassettes (narratives, stories), slides, photos

3. computer-related materials (describe)

4. bibliographies (describe)

Personal bibl. collected over 6 yrs; Mien script mats.;  
bil.mats.

5. other (please specify)

Mien school mats.; vocab lists; literacy mats.; new script  
read'g mats

#### AREAS OF EXPERTISE

Please place a checkmark opposite each of the areas listed below in which you feel you are professionally qualified with regard to the language identified in the box above.

#### TEACHING

- Elementary
- y Secondary
- Postsecondary
- y Adult Education
- Language School
- Supervision of Self Instructional Materials
- Other (describe) Bil. aide; community agent

#### TRANSLATION

- y English into above named language
- y Language named above into English
- Other language combination (describe)

#### INTERPRETATION

- Simultaneous
- y Consecutive
- Escort

#### TEST DEVELOPMENT

- Achievement Tests
- Text book based tests
- General Proficiency tests
- Other (describe)

Tests already developed

## MATERIALS DEVELOPMENT

- Language Teaching Materials
- y Beginning
- Intermediate
- Advanced
- Language for Special Purposes
- Other (describe) Cultural and language materials

Teaching materials already developed

Materials developed are unpublished, but willing to share with others as in past.

### Grammars

- Sketch
- Reference grammar
- Student handbook
- Descriptive grammar
- Pedagogical grammar

Grammars already developed

### Dictionaries/Glossaries

- y Bilingual
- Monolingual
- y Wordlists

Dictionaries/Glossaries already developed

Res.Assoc. - Yao-English Dict., 1968; Engl-Yao Dict., 1969 (SEAP, Cornell)

### Literacy Materials

Literacy materials already developed

Student stories being written for new literates in new script

**Nonprint Materials**

Audiotapes

Videotapes

Computer-Assisted Instruction

Other (describe)

**Nonprint materials already developed**

**RESEARCH**

**Theoretical**

**Applied**

**Sociolinguistics**

**Language Pedagogy**



**OTHER AREAS OF EXPERTISE**

LIST IN THE SPACE PROVIDED BELOW THE FIVE PROJECTS (GRANTS, PUBLICATIONS, ACTIVITIES, COURSES, ETC.) WHICH CHARACTERIZE YOUR INVOLVEMENT IN THIS FIELD OVER THE PAST 5 YEARS.

1981 - Consultant on Mien culture & lang. (CAL, NCBE, UofMich); wrote two articles for UofMich and CAL;  
1982-present - Community Agent for Mien students; Mien literacy; 1983 - Consultant for parent involvement project; workshops for sponsors & tutors

**ADDITIONAL COMMENTS**

## CENTER FOR APPLIED LINGUISTICS

## INFORMATION FORM FOR LESS COMMONLY TAUGHT LANGUAGE RESOURCE PERSONS

The information on this form will be input to the CAL database on resource persons for the less commonly taught languages. If there are items to which you do not wish to respond, please leave them blank. If you have any restrictions or qualifications regarding to whom this information can be given, please explain in #12 below

Please print clearly.

1. Name (First) (Middle) (Last)
2. Affiliation/Organization Portland Public Schools
- 2a. Position  
Bil. Aide for Mien
3. Office address Glenhaven School  
8020 NE Tillamook St.  
Portland OR  
Zip 97213
4. Office telephone (503) 280-6400
5. Home address  
Zip
6. Home telephone
7. Would you prefer to have correspondence sent to your office or home?  
Please check one: Office  Home

8. Your native tongue (mother tongue): English

8a. Do you consider a language other than your mother tongue as your native language?

8b. Are you completely fluent in your native language?

X Yes

No

8c. Remarks, if any, on 8, 8a, or 8b

9. Among the areas listed below, which field most clearly represents your major disciplinary affiliation? (If more than one, please list in order of importance and number starting with 1)

Anthropology	Economics
Sociology	Demography
Area Studies	1 English as a Second Language
Language Teaching/Pedagogy	International Relations
Linguistics	Computer Science/
2 Translation/Interpretation	Educational Technology
Political Science	3 Other (specify) Adult Mien ESL

9a. Please list your degrees, starting with the most recently received

Degree	Area	Date
Degree	Area	Date
Degree	Area	Date

14. ADDITIONAL INFORMATION

Please provide us with a list of individuals in your area or related areas you think we should contact to be included in this database.

Dr. Herbert C

Univ.

Pasadena

CA 91104

05/07/86

C W &

4675 Appian Way, Apt 115

1 91104

05/07/86