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Modern Approaches to Foreign Language Training: A Survey of Current Practices

by

George H. Brown and Alfred I. Fiks

HumRRO Division No. 7 (Language and Area Training)

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December 1967

Prepared for:

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1. This report describes the foreign language training programs of 18 selected training centers. The objective of the study was to develop information based on classroom observations and interviews with department heads and instructors, rather than to evaluate the programs.

2. Information was collected on training objectives, student selection procedures, faculty characteristics, scheduling, student evaluation procedures, language laboratory activities, teaching of grammar, vocabulary, and phonology, general pedagogic approach, and use of specialized techniques and materials.

3. The descriptions show that, in all of the programs, more emphasis is placed on speaking and comprehension than on grammar and translation. Each program consists of methods and techniques common to all programs and others that are characteristic of only one or two.

4. This report will be of interest to those concerned with training for work in foreign cultures and especially to those responsible for language training.

FOR THE CHIEF OF RESEARCH AND DEVELOPMENT:


C. J. CANELLA
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The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

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FOREWORD

The purpose of the research reported here, conducted by the Human Resources Research Office, was to survey modern language training methods for the Defense Language Institute, and report the observations in non-evaluative terms. Hopefully, these descriptions will serve as useful indicators of the current status of methodology and as points of reference for further developments in language teaching.

The research activities were carried out as part of Work Unit REFILL by HumRRO Division No. 7 (Language and Area Training). Dr. Arthur J. Hoehn is Director of Research of the Division.

Members of the research group who were involved in one or more aspects of the project, from planning to report writing, were Dr. Alfred I. Fiks, Work Unit Leader, Dr. George H. Brown, Sub-Unit Leader, Dr. John W. McCrary, and SP 4 Jerome P. Corbino.

Observations were made at 18 language schools throughout the country. Interview responses by instructors and administrators at the various schools visited, constitute the substance of this report, and their cooperation in providing information was a key factor in accomplishing the survey. Each school was given the opportunity to review HumRRO's description of its program and most did so.

Other publications under Work Unit REFILL have included "Foreign Language Programmed Materials: 1966," by Alfred I. Fiks, in Modern Language Journal, vol. LI, no. 1, January 1967 (also published as HumRRO Professional Paper 1-67, January 1967); and "Course Density and Student Perception," by A.I. Fiks and J.P. Corbino, in Language Learning, vol. XVII, nos. 1 and 2, 1967 (also published as HumRRO Professional Paper 44-67, October 1967).

HumRRO research for the Department of the Army is conducted under Contract DA 44-188-ARO-2 and Army Project 2J024701A712 01, Training, Motivation, Leadership Research.

Meredith P. Crawford
Director
Human Resources Research Office

SUMMARY AND CONCLUSIONS

Objective

The general objective of the research was to collect detailed, systematic, and non-evaluative descriptions of the language training programs in use at a sample of leading U.S. language centers. An auxiliary goal was to generate an empirical operational definition of the audio-lingual method of language teaching and compare this definition with idealized descriptions of the method in the literature.

Approach

Nineteen language training programs were surveyed in the period 1964-1965. The selection of the sample was based on nominations of language programs reputed to embody advanced techniques of instruction (including, but not limited to intensive courses) and/or reported to be highly effective. Generally, only one language was selected for observation at each center. Altogether, instruction in 11 different languages was observed.

In structured interviews with course directors and instructors, information was systematically elicited regarding training objectives, student selection procedures, faculty characteristics, scheduling, student evaluation procedures, language laboratory activities, teaching of grammar, teaching of vocabulary, teaching of phonology, general pedagogic approach, and use of specialized techniques and materials.

Classroom procedures were observed and text materials were noted. Approximately two full work days were spent at most centers.

Principal Findings

(1) Fifteen of the 19 programs surveyed were characterized by their respective directors as embodying the audio-lingual (A-L) approach to language training.

(2) Among the 15 A-L programs:

(a) All placed greater instructional emphasis upon speaking and comprehension than upon reading and writing.

(b) About one-third allocated specific blocks of time to instruction on cultural matters.

(c) Two-thirds provided students with printed English translations of foreign language material under study.

(d) Almost all gave some attention to descriptions of articulatory mechanisms.

(e) Almost all gave strong instructional emphasis to correct intonation patterns.

(f) About two-thirds made some use of phonemic transcriptions.

(g) Very few (only two) had an initial portion of the course devoted to auditory discrimination training.

(h) About two-thirds taught "meaning," primarily via "mother-tongue" equivalents.

(i) All characterized their approach to grammar instruction as inductive.

(j) About half considered language laboratory work as an integral part of the course.

(3) None of the 15 audio-lingual programs embodied *all* of the various characteristics which have been mentioned by linguistic authorities as constituting the A-L method. However, five programs embodied at least 70% of those features.

(4) The four programs surveyed which did *not* describe their approach as audio-lingual were one special college program offering only intermediate and advanced instruction where the A-L method has little relevance, and the three commercial schools. Each commercial school had its own approach, but all three did give heavy stress to speaking and comprehension training.

(5) The instruments used in the survey proved to be useful as vehicles for standardizing and defining observations and data collection so that a common data base was available for all centers described.

Conclusions

(1) All of the schools surveyed placed more emphasis on speaking and comprehension than on grammar and translation. This applied equally to the courses that were characterized as audio-lingual and those that were not.

(2) Each language training program consists of a particular integrated pattern of methods, techniques, and training objectives. Some of these are common to most of the programs; others are characteristic of only one or two schools. A particular method or technique which is effective in one program would not necessarily fit into another program with somewhat different objectives and a different constellation of training techniques.

(3) The research instruments used in this study can serve to standardize and improve data for characterizing foreign language training programs.

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Part I

Description of Research and Synopsis of Findings

Chapter 1

INTRODUCTION

MILITARY PROBLEM

Each year the U.S. Armed Forces provide foreign language training to many thousands of personnel. Virtually all of this training is under the technical supervision of the Defense Language Institute (DLI), which itself operates several major schools. The DLI also has contractual arrangements with several universities and commercial schools whereby language training is provided to military personnel. Still another facet of the DLI language training operation is the English language training given to foreign personnel both in this country and abroad in connection with the Military Assistance Program.

The broad objective of most of this language training is to provide trainees with a command of a foreign language to various degrees of communication proficiency. With this skill they will be better able to perform their duties in subsequent military assignments that involve interacting with non-English speakers. The effectiveness of this training may be assumed to influence the effectiveness with which the trainees carry out their military duties in such assignments. In view of the magnitude of the total language training effort within the Armed Forces and in view of the importance of this effort, it is obviously desirable that training be as effective and as economical as possible.

The general field of language training pedagogy, both within and outside the military, has been very active in recent decades. New methods and techniques of language training are continually being developed and employed. DLI needs to have information on such developments, particularly as they are exemplified in some of the outstanding language training centers, military and civilian, about the country. Such information is useful in making decisions regarding the optimum balance between desirable standardization and desirable diversity in methodology among the language training programs under its jurisdiction.

RESEARCH PROBLEM

The principal objective of the research described in this report was to collect detailed, non-evaluative, and systematic descriptions of the language training methods in use at a sample of leading language centers, both military and civilian, throughout the country. An auxiliary objective was to develop an operational definition of the audio-lingual (A-L) method of language training by analyzing the actual teaching practices of schools which characterize their approach as A-L.

BACKGROUND

As is generally known, both the goals and the instructional methods of language teaching have undergone considerable change in the past few decades. A

fairly detailed account of this developmental process has been presented by Moulton (1), and briefer accounts by various others, for example, Valdman (2), and Scherer and Wertheimer (3). Most of these changes in language training methods have come about as a result of the attempt to apply scientific linguistics to the practical problems of language teaching.

Permeating the various new approaches has been the conception of language as primarily a medium for spoken communication, and only secondarily as a medium for written or printed communication. This conception naturally has led to a much increased emphasis upon speaking and understanding as instructional goals, and to a host of new teaching techniques designed to further these goals. Several of the new techniques seem, in their behavioristic aspects, to be consistent with Skinnerian learning theory, at least at a superficial level, as has been pointed out by Rivers (4). The method assigns major importance to the stimulus as provided by a native speaker and to the overt response as produced by the student. Mediating cognitive-intellectual processes, and student motivation, for that matter, are deemphasized.

Not surprisingly, the number of publications dealing with the new goals, methods, techniques, and theories of language training has grown tremendously in recent decades. Detailed descriptions of the individual training programs at a number of language training institutions have been published by, for example, Moulton (5), Dostert (6), Hocking (7), Haden (8), and Hempel and Mueller (9). As one would expect, each of these authors has described his program in such a way as to emphasize features which he considered most important, and it is therefore not always possible to make direct comparisons from one school to another.

It would be useful to examine a large number of training programs, using standardized research instruments so that information on identical questions could be obtained for each school. Most of the surveys of language training programs which have been published are, by reason of their scope or their date, of limited usefulness in describing the field of current language training methodology. Many of these were conducted in the middle 1940's, for example those by Agard *et al.* (10), Angiolillo (11), and Ryden (12).

A paper by Santosuosso (13) reports the results of a survey of 45 different colleges. He used a 30-item questionnaire and asked that responses be made with respect to two different time periods—1941 and 1951. He found that over this decade there had been a noticeable increase in the number of institutions using some sort of oral/aural method, although reading knowledge continued to be one of the principal instructional goals at each of the colleges in his sample. He concluded that the widespread use of oral/aural practices in language instruction constituted a modification of method, but not a modification of aims.

In 1961, a voluminous document was issued by the Modern Language Association entitled, Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (14). This document is a compilation of reports of 21 different research studies or surveys, very few of which were concerned to any appreciable extent with methodological aspects. Those that were describe a variety of teaching techniques which had been observed in classrooms, but do not make any statements concerning the relative frequency with which various pedagogic techniques were employed.

Much of the language training literature extant today makes copious use of such terms as audio-lingual method, oral/aural approach, pattern practice, inductive method, new key, and language labs. The term "audio-lingual" (A-L) method is perhaps the most used of all these terms. Although there may be

substantial agreement among linguistic authorities concerning the principal features of the audio-lingual method at an ideal or formal level, there has as yet been no systematic determination of the operational realities of the audio-lingual method in practice. That is, there has been no survey of the actual teaching practices of institutions which profess allegiance to the "audio-lingual" method. Thus, an auxiliary objective of this research, as mentioned previously, was to systematically describe the teaching practices of schools which consider themselves to be using audio-lingual method and to compare those practices with the idealized conceptualizations.

CONTENT AND ORGANIZATION

Beyond these introductory comments, Part I of this report contains a description of the survey method, including the selection of training centers, the selection of languages, and the research instruments. It also contains a summary chapter which attempts to encapsulate the overall findings.

Part II of this report presents the detailed individual descriptions of the various training programs for reference purposes as well as for general interest to some readers. These individual programs have been arranged into the following categories:

(1) Defense Language Institute and Affiliated Programs. Included are programs of the branches of the DLI as well as programs of several universities and commercial schools under contract to the DLI.

(2) Other Governmental Programs. The programs described are those of the Foreign Service Institute, Department of State, and the Peace Corps, trained by the Experiment in International Living.

(3) University and College Programs. Included here are the programs of several universities and colleges, not affiliated with the U.S. Government, which are noted for their language training programs.

(4) Elementary and Secondary School Programs. An interesting program of foreign language in the elementary school (FLES) and an unusual high school course are described.

These training centers were visited between July 1964 and June 1965.

Chapter 2

METHOD

In general terms, the descriptive survey of language training programs was accomplished through the use of (a) structured interviews with department heads and instructors, (b) observations of classes in progress, and (c) examination of students' texts and/or other materials descriptive of training programs. The order of emphasis was as listed.

SELECTION OF TRAINING CENTERS

The sample of centers visited was not intended to be, and in fact was not, representative of language centers throughout the country. Instead, the sample consisted of language training programs which embodied advanced techniques of instruction, and/or which were intensive in nature, and/or which were reported to be particularly effective in building student proficiency. Conclusions from the data will therefore be applicable only to the population of language schools that are committed to some version of modern methodology in language teaching.

Recommendations of particular language programs for inclusion in the survey were solicited from individuals in several organizations: (a) Defense Language Institute, (b) Center for Applied Linguistics, (c) Foreign Service Institute, and (d) U.S. Office of Education. The number of centers nominated exceeded the number which were actually included in the study. The particular schools visited were chosen so as to include both governmental and nongovernmental programs, military and civilian students, and an age range from subteens to adults. Eight of the training courses were within the Defense Language Institute system. Ten others were not affiliated with the DLI. At one of the latter centers (Tulane), two separate programs were described; hence, the total number of programs in our sample is 19 while the total number of centers visited is 18.

The centers actually included in the survey are listed alphabetically in Table 1, along with the particular language courses studied at each center, and the date of the visit to it.

Table 1
Language Centers Visited in Survey

Language Center	Language Program	Date of Visit
DLI and DLI Affiliated Centers		
Berlitz School of Languages Washington, D.C.	Vietnamese	January 1965
Defense Language Institute East Coast Branch * Anacostia, Maryland	Russian	June 1965

Continued

Table 1 (Continued)
Language Centers Visited in Survey

Language Center	Language Program	Date of Visit
<i>DLI and DLI Affiliated Centers (Continued)</i>		
Defense Language Institute West Coast Branch ^b Monterey, California	Mandarin Chinese	February 1965
Indiana University Intensive Language Training Center Bloomington, Indiana	Russian	March 1965
Sanz School of Languages Washington, D.C.	Spanish	January 1965
Syracuse University East European Language Program Syracuse, New York	Russian	April 1965
Yale University Institute of Foreign Languages New Haven, Connecticut	Mandarin Chinese	November 1964
Vox School of Languages Washington, D.C.	French	December 1964
<i>Non-DLI Affiliated Centers</i>		
Cornell University Ithaca, New York	Spanish German	April 1965
Peace Corps Training Project Experiment in International Living Putney, Vermont	Portuguese Turkish Farsi	September 1964
Foreign Service Institute Department of State Arlington, Virginia	French	June 1965
Hackensack Public School System Hackensack, New Jersey	Spanish	November 1964
Harvard University Cambridge, Massachusetts	French Spanish	October 1964
Middlebury College Summer Language Schools Middlebury, Vermont	French German Spanish Italian Russian	July 1964
Purdue University Lafayette, Indiana	German	May 1965
San Francisco State College San Francisco, California	Mandarin Chinese	February 1965
Tulane University New Orleans, Louisiana	Regular Spanish Course	March 1965

(Continued)

Table 1 (Continued)
Language Centers Visited in Survey

Language Center	Language Program	Date of Visit
<i>Non-DLI Affiliated Centers (Continued)</i>		
Tulane University New Orleans, Louisiana	Experimental Spanish Course	March 1965
The University of Michigan English Language Institute Ann Arbor, Michigan	English	May 1965

*Formerly known as the Navy Language School.

^bFormerly known as the Army Language School.

SELECTION OF LANGUAGES

The general plan called for systematically examining only one language course at each center visited. Attention would be focused upon whatever language had the highest student enrollment, unless there were some overriding considerations to support choosing another language. At a few centers, several different language courses were examined in compliance with the wishes of the department head or other school official. In some instances, a particular language was selected in order to meet a design requirement for having, insofar as possible, each language represented by more than one training program. In cases where modern methods were being used in only one of the languages taught, that language would, *ipso facto*, be selected.

It should also be pointed out that, with few exceptions, primary research attention was directed at introductory level courses. This was not possible, of course, at certain institutions such as the Middlebury Summer Language Schools, where no introductory instruction is given. It was the researchers' expectation (confirmed by observation) that language centers differ relatively little from one another with respect to instructional methods in advanced courses, whereas differences are much more marked among introductory level courses. It should be remembered, however, that the later stages of an *intensive* course of six to nine months duration may well be comparable to many "advanced" courses in an ordinary college curriculum.

RESEARCH INSTRUMENTS

Data were collected with the following instruments: (a) a Language Survey Interview Guide, (b) a Training Techniques Checklist, and (c) a Classroom Observation Guide. Copies of each of these instruments are included as Appendix A to this report.

The Language Survey Interview Guide resembles a self-administered questionnaire, but was used by the researchers to structure the interviews. They read the questions aloud to the school official being interviewed, elaborated upon the questions as required, and recorded the respondents' answers. This arrangement made it possible to insure that all relevant questions were asked and answered at each school and that answers were amplified whenever it was appropriate.

The Language Survey Interview Guide consists of 102 questions (some of which contain two or more parts) distributed over 11 methodological areas. The number of questions in each area and a sample from each follows:

- I. Methods of Instruction: General (2 items)
Sample Item: How would you characterize or describe the main elements of your instructional method?
- II. Methods of Instruction: Phonology (20 items)
Sample Item: Is an initial period of the course devoted to some sort of comprehension or "ear training" or are comprehension and production taught more or less concurrently?
- III. Methods of Instruction: Vocabulary (10 items)
Sample Item: Are students ever required to memorize lists of foreign terms and their English equivalents?
- IV. Methods of Instruction: Grammar (11 items)
Sample Item: Are certain instructional periods devoted specifically to "grammar" or is all grammar instruction imbedded in other training activities?
- V. Language Laboratory Activities (13 items)
Sample Item: If language laboratory work is mandatory, how much time is so spent?
- VI. Student Evaluation Procedures (6 items)
Sample Item: At what intervals are students given some sort of achievement or proficiency test?
- VII. Miscellaneous (3 items)
Sample Item: In audio-lingual exercises, does the instructor always speak the target language at ordinary conversational speed or does he occasionally slow down his rate for pedagogic purposes?
- VIII. Quantitative Characteristics (7 items)
Sample Item: How many hours per day does the student spend in class or scheduled lab?
- IX. Faculty Characteristics (10 items)
Sample Item: How many people on the teaching staff are native speakers of the language they teach?
- X. Student Selection Procedures (7 items)
Sample Item: Are prospective students required to meet some minimal score on a language aptitude test in order to be accepted for training?
- XI. Training Objectives (13 items)
Sample Item: We would like to know the relative importance this course places on each of the four language skills: speaking, understanding, reading, writing.

The Training Techniques Checklist consists of a list of 13 language training techniques, many of a somewhat novel nature, culled from the language training literature. Other "special techniques" used can also be listed. With respect to each technique, the respondent was asked to indicate to what degree, if any, it was used in his training program. A sample item is use of "language tables," that is, mealtime tables where only the target language is spoken." For each technique listed, the response options are "Frequently," "Occasionally," and "Never." The Training Techniques Checklist was filled out by the respondents.

The Classroom Observation Guide is a form that was used for recording observations of classes in progress. Even though the principal research instruments are quite lengthy and comprehensive, they can provide only relatively abstract information about such things as teaching objectives and practices. In order to obtain a richer acquaintance with how particular instructional methods work out in practice, several hours were spent in classroom observation at each center visited. Such observations were made in a systematic and fairly standardized manner.

It is recognized that classroom observation of only a few hours duration leaves much to be desired as a data-gathering technique. The technique is even more limited when the observers are unfamiliar with the language being taught in the class being visited. The members of the research team are quasi-fluent in

three of the languages included in this survey—French, Spanish, and German (not to mention English, which was the subject of the language course surveyed at the University of Michigan). At the two language centers where Mandarin Chinese was surveyed, the researchers were fortunate in having bilingual escorts accompanying them on most of the classroom visits. In each case, the escort was extremely helpful in providing a running simultaneous translation and explanation of what was going on in the class. When visiting classes in the other languages, such as Russian, Vietnamese, and Turkish, the researchers were considerably handicapped by their lack of familiarity with these languages.

The Classroom Observation Guide provides a convenient format for recording observations of those classroom features which can be fairly accurately observed without a knowledge of the language being taught. The kinds of observations made fit into the following general categories:

(1) Description of the physical features of the training environment which may be of pedagogic importance, such as size of class, training aids in use, seating arrangements.

(2) Certain aspects of the instructor's behavior, such as whether he permits English to be spoken in class, his apparent rate of speech, whether he expresses pleasure or displeasure at student responses.

(3) Certain aspects of the students' behavior, such as whether or not they use English and with what frequency, how often choral responses occur, how often individual responses occur.

In addition to making appropriate entries on the form while visiting each classroom, the researchers also attempted to write a rough narrative account of what went on as the class progressed.

Originally, it was hoped that certain class features might be quantitatively measured. For example, the number of instances in which the instructor spoke English might be tallied. The amount of time in which the instructor was talking and the amount of time in which students were talking might be measured with a stop watch. However, these measurement efforts proved to be impracticable.

In addition to the practical problems involved (e.g., often there was continual interaction between students and teachers), the question of time sampling became a factor. What goes on in a classroom at one particular time is determined by such things as identity of instructor, time of day, particular subject matter being taught, phase and level of course, and, for that matter, presence of observer. Thus, unless training time is systematically sampled throughout a course, no legitimate generalizations could be drawn from classroom observation. Since the present survey did not include such systematic sampling of classroom activity, nothing can be said as to the representativeness of the classroom observations reported. We simply describe what was observed during the short visits to the classrooms.

The authors wish to emphasize the fact that this report is intended to be objective and non-evaluative. No value judgments are expressed or deliberately implied. Meaningful evaluations of training programs cannot be made on the basis of interviews and classroom visits alone, however knowledgeable the observers. Adequate evaluations must include rigorous assessment of the proficiency of program graduates.

DATA COLLECTION PROCEDURES

All data were collected during the period July 1964-June 1965. The sequence in which the various centers were visited was fairly arbitrary, with care taken to insure that classes would be in session during the projected dates of each visit.

Approximately two full workdays were spent at most centers. The first step was to have an informal interview or conference with the department head or other official. During this conference, the researchers obtained a general acquaintance with such aspects of the school as its operation, course offerings, and general approach to language teaching. Also, at this conference, decisions were made as to which individuals should be requested for an interview and which language course should be concentrated upon in the survey, and a rough schedule was made up for classroom visits.

After each data collection trip, draft descriptions were prepared of the language program that had been observed. This draft was then mailed to the appropriate department head or course official for his review to make sure that it contained no significant errors, omissions, or misrepresentations. Revisions were made later as needed.

During certain preliminary analyses near the end of the data collection phase, a few gaps in the data became evident. In an effort to complete the picture, a very brief follow-up questionnaire was prepared and mailed to each school. All of these were returned.

Since program officials at all schools included in the survey were given an opportunity to review the draft descriptions of their program (and all but one did provide comments), the program descriptions may be considered reasonably accurate.

Chapter 3

SYNOPSIS

In this chapter the salient characteristics of the 19 different language programs surveyed are summarized, and the relationship between the summary statements and the idealized descriptions of the A-L method found in the linguistic literature is examined.

TRAINING APPROACH

At each school, the person interviewed was asked to give a general characterization of the school's instructional philosophy. Overwhelmingly (15 out of 19 programs), the methodological commitment expressed was to the A-L approach. The four schools that did not characterize their training approach in this way were Middlebury College Summer Language Schools and three commercial language schools: Berlitz, Sanz, and Vox. Brief characterizations of these non A-L schools will be presented at the end of this chapter.

TRAINING OBJECTIVES

Relative Importance Placed on Various Language Skills

The four principal language skills were ranked in terms of their importance as course objectives. In all 15 programs committed to the A-L approach, primary importance was placed on the development of speaking and comprehension skills and much less stress (in some cases, none) upon the development of reading and writing skills. In virtually all of the A-L schools, speaking and aural comprehension were regarded as equivalent in importance. In two of the military programs, the order of priority given to the four skills varied slightly; aural comprehension was ranked first, followed by writing, reading, and speaking in that order. In fact, in these two schools production training was regarded only as a vehicle to facilitate the development of aural comprehension skill. Such a skill hierarchy was predicated on the nature of the job these students were being trained for, which emphasized listening comprehension capability.

An indirect indication of the relative importance placed on various training objectives is available in a school's formal testing or evaluation program. In addition to the four principal foreign language skills (understanding, speaking, reading, and writing) which might be assessed, are the two translation skills, English to the target language (TL) and the target language to English.

Very few of the A-L programs (3 out of 15) formally evaluate all six skills. The tabulation below indicates, with respect to each of the six skills, how many of the 15 programs evaluate it formally.

	<u>Programs</u>	<u>%¹</u>		<u>Programs</u>	<u>%¹</u>
Listening Comprehension	15	100	Writing Skill	9	60
Oral Production	11	75	Translation: English to TL	6	40
Reading Comprehension	9	60	Translation: TL to English	5	35

¹Percentages in this chapter have been rounded to the nearest 5%.

Thus, using testing as an indicator, aural comprehension appears to be deemed considerably more important than translation, as expected. That oral production is somewhat less stressed in testing than listening comprehension may well reflect the fact that the former skill is more difficult to measure adequately than the latter.

Relative Emphasis Placed Upon Fluency and Accuracy

Respondents were asked to differentiate, if they could, between the emphasis their program placed upon having students speak fluently (i.e., rapidly and smoothly), and the emphasis they placed upon having them speak correctly in terms of grammar, structure, and pronunciation. Though the question was difficult to answer, three schools (20%) indicated slightly greater emphasis on fluency, while eight (55%) had slightly greater emphasis on accuracy. Four respondents (25%) held fluency and accuracy of equal importance in their programs. It appears that there is no clear consensus here. About all that can be said, by way of generalization, is that few A-L schools place higher emphasis upon fluency than upon accuracy.

Cultural Objective

One-third of the A-L programs allocate specific blocks of time or numbers of instructional hours to cultural matters. The others reported that such instruction was covered only incidentally.

In the five programs which gave systematic attention to this topic, the number of hours so spent ranged from less than 1% to approximately 20% of the course durations. Generally (in 4 out of the 5), cultural training is presented partially or entirely in the target language.

Related to the topic of cultural instruction is the question of whether readings in TL literature are assigned. About half of the 15 programs required some literature reading during the first-year course.

GENERAL CHARACTERISTICS OF THE TRAINING METHOD

Use of Native-Speaker Instructors

Generally (in 12 out of the 15), a majority of the faculty were native speakers of the target language in these A-L programs. In some of the schools, all instructors were native speakers.

Use of Printed English Translations

Two-thirds of the A-L programs provide their students with some sort of printed English translations of their dialogue materials and one-third do not. Among the ten schools that do, only one indicated that they scrupulously avoid word-for-word translations. The others mentioned that they occasionally provide such literal translations for particularly difficult passages when they feel that it will be instructive to the students to do so.

Dialectal Variation

In about two-thirds of these A-L programs, students were exposed to only one (standard) dialect. In the remaining programs, students encountered a variety of target language dialects either among their live instructors or on tapes. It was not ascertained whether the number of dialects represented in a school faculty was the result of deliberate policy or of happenstance.

Instructor's Rate of Speech

Nine of the 15 programs had the policy of requiring instructors always to speak at a normal conversational rate of speed. The others had policies which permitted instructors to adjust their rate of speed to the judged proficiency level of the students and the difficulty or familiarity of the material.

METHODS OF INSTRUCTION: PHONOLOGY

First Exposure to Complete Sentences

The respondents were asked to indicate the typical sequence of elements in phonology training. Generally (in 11 out of 15 programs), students are exposed to complete sentences within the first hour of the course. The remaining third of the programs used a more synthetic sequence in which segmented utterances (in some cases, words or individual sounds) were presented first. Some of these latter introduced sentences by the fourth hour of the course, while others delayed until as late as the 30th hour.

Articulatory Mechanisms

Almost all these programs give some attention to descriptions of articulatory mechanisms, but two-thirds of them reported that this attention is only incidental. In two of the schools, the mechanics of articulation are contained in the text materials, but are not touched upon in class.

Allophonic Variations

More than three-fourths of the programs pay deliberate, systematic attention to allophonic variations in their phonology training. The others occasionally cover such matters, but only in an incidental fashion.

Intonational Patterns

Generally, these programs give strong emphasis to teaching correct intonational patterns. A few emphasize it only moderately. Systematic emphasis on intonation was specifically observed in classrooms at the University of Michigan, English Language Institute.

Concerning methods for teaching intonation, six programs reported using mimicry solely; two use mimicry plus systematic explanation, but do not make use of any formal notation system. The remaining seven programs use mimicry plus systematic explanation, which involves the use of a formal notation system.

Phonemic Transcriptions

A minority of the schools reported that they make no use whatever of phonemic transcriptions. Among the larger group, five introduce phonemic transcriptions at the beginning of the course and three do this during the second week; one respondent reported that the point at which phonemic transcriptions are introduced is variable. Obviously, such practices will vary from language to language.

TL Orthography

Only one-third of the programs introduce target language orthography at the very beginning of the course. However, another third of the sample

introduce it sometime during the first week. The remainder introduce it at some later point.

Pre-Speech Auditory Discrimination Training

Among the 15 programs in the sample only two had a period of "ear training" before requiring students to produce target language utterances. One of these programs had exactly one hour of such ear training; the other had 16 hours. Most of the schools in this sample indicated specifically that they teach comprehension and speaking concurrently.

METHODS OF INSTRUCTION: VOCABULARY

Meaning

One question in the interview asked "How are word meanings taught?" Although this question is actually rather difficult, it seems to have a ring of simplicity about it and tended to be interpreted superficially by some respondents. Some of the latter promptly answered that words are always defined in context. No doubt this may be true after students have obtained a fairly good foothold in the language so that they can grasp the meaning of a new term when placed in a familiar context. However, in the early stages of a course, there must be some mechanism for communicating to the students the meanings of target language words or utterances. After considerable probing, responses were elicited which seemed to bear upon the question.

Summarizing, it appears that more than two-thirds of the schools rely principally upon association with English equivalents or some sort of translation activities to acquaint the students with the meanings of target language expressions in the early stages of the course. The remaining schools eschew English completely and make use of some combinations of realia, pictorials, pantomime, and eventually, contextual definitions.

None of the 15 programs required rote memorization of vocabulary lists.

Cognates

Twelve of the 15 programs follow a policy of regularly calling the students' attention to English-target language cognates. Two did not, and one was not concerned with this question since no cognates were included in the vocabulary of its first-year course (Mandarin Chinese).

Dictionaries

About half the programs require students to use a bilingual dictionary. The others either have no policy on this matter or else discourage the use of dictionaries. Only two encouraged the use of monolingual dictionaries, that is, of the sort that native speakers of that language might use.

METHODS OF INSTRUCTION: GRAMMAR

General Approach to Grammar

All of these A-L programs characterized their general approach to grammar as primarily inductive. Upon probing, however, it appeared that the approach of many might be characterized more accurately as a combination of the inductive and the deductive. By this is meant that at some point during the instruction students are given a formal generalization or rule covering the structural point

upon which they are drilling. Two of these programs regularly present the general principle first, prior to pattern practice drills. Furthermore, four-fifths of the programs had regularly scheduled periods or portions of periods devoted to formal expositions of grammar.

Generally, these programs make extensive use of structural drills and dialogue memorization. None of the schools required the students to be able to state grammar rules or to recite grammatical paradigms.

LANGUAGE LABORATORIES

One-half of the schools in this sample considered "language lab" work to be an integral part of their programs. The amount of mandatory laboratory work ranged from a low of one hour per week to a high of 15. The median was 2.5 hours per week. Another quarter of the programs made minimal use of some sort of laboratory-type facility, either on an optional or a compulsory basis. Of these, two had facilities only for listening, but none for recording or playing back. The remaining quarter of the schools had no laboratory facilities.

SPECIALIZED TECHNIQUES OR MATERIALS

As explained in Chapter 2, the Training Techniques Checklist required the respondent to indicate the extent to which each of 13 different listed techniques or materials was utilized in his program. Space was provided for the respondent to write in any additional items which he felt merited inclusion. The response options opposite each item were (a) frequently, (b) occasionally, and (c) never. Table 2 summarizes the information obtained with this form from the 15 A-L programs.

Table 2
Extent of Use of Specialized Techniques or Materials
by 15 Audio-Lingual Programs

Technique or Material	Number of Audio-Lingual Schools Using:		
	Frequently	Occasionally	Never
Charts, diagrams, etc.	6	9	0
Impromptu dramatic activities	9	6	0
Realia	3	11	1
Free-wheeling discussions in target language	8	6	1
Slides or film strips	4	8	3
Sound movies with native speaker cast	3	8	4
Terrain boards	0	7	8
Language tables	3	4	8
Visits to embassies, etc.	2	4	9
Elaborate dramatic productions	0	5	10
Silent movies, student supplies narration	1	2	12
Sound movies, dubbed-in sound	2	0	13
Social functions, all in target language	0	2	13
Short "speeches" or talks	0	2	13
Tachistoscopes	0	1	14
Current target language newspapers	0	1	14
Phonograph discs	1	0	14
Require student to question Examiner	1	0	14
Student debates	0	1	14
Sound movies, student speaks one character's part	0	0	15

Some of the techniques listed, that is, student debates and free-wheeling discussions, obviously could be used only with advanced classes. The last seven entries in the table were all "write-ins."

TYPICAL A-L PROGRAM

Some sort of summary description of the typical A-L program is attempted in Table 3. All program characteristics which were reported by at least half (eight or more) of the 15 A-L programs are listed and opposite each characteristic is indicated the number of programs reporting that particular feature.

Table 3
Program Characteristics Found in Eight or More
of the 15 Audio-Lingual Programs

Characteristics	Programs
Primacy of listening and speaking skills	15
Approach to grammar characterized as inductive	15
At least occasional use of: charts, diagrams, etc.	15
At least occasional use of: impromptu dramatic activities	15
Articulatory mechanisms described, at least occasionally	14
At least occasional use of: realia	14
At least occasional use of: free-wheeling discussions	14
Majority of faculty native speakers	12
Systematic attention to allophonic variations	12
Cognates explicitly pointed out	12
At least some formal expositions on grammar	12
At least occasional use of: slides or filmstrips	12
Word meanings communicated via mother tongue in early stages	11
At least occasional use of: sound movies with native speaker cast	11
Use of printed English translations	10
"Strong" emphasis on correct intonation	10
Structural drills extensively used	10
Dialogue memorization required	10
Occasional provision of word-for-word translations	9
Exposure to only one target language dialect	9
Instructors forbidden to speak at sub-normal rate	9
Complete sentences introduced in 1st hour of course	9
Use of phonemic transcriptions	9
Introduction of target language orthography in 1st week	9
Greater emphasis upon accuracy than fluency	8
Language labs an integral part of course	8

A-L METHOD: THEORY AND PRACTICE

The material presented thus far in this chapter might be said to constitute an empirical or operational description of the A-L method—as exemplified in the actual teaching practices of schools which claim commitment to the method. This section is devoted to an examination of the relationship between theoretical expositions of the method, as found in the writings of linguistic scientists, and an empirical description of the method, based on survey findings.

In the attempt to arrive at a generalized, idealized description of the method as delineated by linguistic scientists, an examination was made of 11 publications

in which the A-L method was described: Lado (15), Brooks (16,17), Valdman (18), NASSP Committee (19), Hill (20), Politzer (21), Moulton (1), Axelrod and Bigelow (22), Starr, Thompson, and Walsh (23), O'Connor and Twaddell (24), and Hutchinson (25). These sources probably constitute a reasonably accurate and authoritative sample of recent linguistic statements defining the A-L method.

An analysis of these sources yielded the information presented in Table 4. Listed in the table are 30 methodological characteristics arranged in descending order of frequency of mention, and the sources mentioning each characteristic. The number of sources endorsing each characteristic is also indicated.

Table 4
Characteristics of the Audio-Lingual Method According to Linguistic Sources

Characteristic	Sources										Number of Sources	
	Lado	Brooks	Valdman	NASSP	Hill	Politzer	Moulton	Axelrod and Bigelow	Starr et al.	O'Connor and Twaddell		Hutchinson
1. Primacy of listening and speaking skills	x	x	x	x	x	x	x	x	x	x	x	11
2. Use of structural drills	x	x	x		x	x		x	x	x	x	9
3. Delayed introduction of reading and writing	x	x		x		x	x	x	x		x	8
4. Authentic spoken language (native speaker models)	x	x	x		x		x	x	x		x	8
5. Extensive use of drill (overlearning)	x	x	x		x		x	x	x	x		8
6. Inductive teaching of grammar	x	x	x	x		x	x		x			7
7. Course based on contrastive analysis	x		x		x	x	x	x		x		7
8. Limited use of mother tongue in class	x	x		x	x	x	x	x				7
9. Use of language laboratory	x	x		x		x			x	x	x	7
10. Use of dialogue memorization	x	x	x			x		x		x		6
11. Emphasis on accent and intonation	x				x	x				x	x	5
12. Inclusion of cultural information	x	x				x			x			4
13. Materials appropriate to age of student(s)	x	x							x		x	4
14. Use of phonemic transcription					x	x	x	x				4
15. Provide "ear training"	x				x	x					x	4
16. Use of literary classics	x	x							x			3
17. Integration of class, lab, and homework	x	x									x	3
18. Use of choral response drills	x	x								x		3
19. Control of structure more important than vocabulary growth	x	x										2
20. Need for student to participate in real communication		x									x	2
21. Tests designed to aid learning	x		x									2
22. Contextual equivalents, not word-for-word glosses			x			x						2
23. Teaching of articulatory mechanisms					x	x						2
24. Teacher never to speak in artificially slow manner						x			x			2
25. Grammar points explained prior to drill					x		x					2
26. Clear statement of course objectives	x											1
27. Instruction on allophones					x							1
28. Avoid literary classics in introductory course					x							1
29. Call attention to cognates						x						1
30. Language analysis lectures								x				1

Two minor inconsistencies may be noted:

(1) Three of the sources advocate the use of literary classics in language training while one specifically opposes their use in introductory level courses. Since the three advocates do not specify a time frame for their recommendation, it is possible that no real disagreement exists here.

(2) Another point of mild disagreement is in the area of grammar instruction. Although it is not apparent in the table, all sources do, somewhere in their writings, emphasize the importance of intensive drilling (on structural and/or dialogue exercises) in order to give students a high degree of automaticity in their control of target language structure. This, of course, sounds much like a definition of the inductive method. However, two sources, Hill (20) and Moulton (1), recommend that students be given an intellectual understanding of the grammatical point involved in each drill before the drill is carried out. This approach is somewhat deductive in nature.

Although the data of Table 4 do not show complete agreement among linguistic authorities concerning the nature of the A-L method, the absence of major disagreements is worthy of note. It should also be noted that the failure of any particular source to mention any given characteristic, (e.g., use of structural drills) does not necessarily mean that that source disapproved of the technique in question. It is likely that in some instances, sources failed to mention a given characteristic because they implicitly subsumed it under another characteristic, or because it was not particularly relevant to the main theme of their paper. In fact, one could be fairly confident that practically all of the 30 characteristics listed in Table 4 would be endorsed by virtually all of our sources if they were individually asked to express an opinion on their usefulness.

If it is assumed that the characteristics which were mentioned by any of the sources would be endorsed by all of the sources, were they given an opportunity to do so, it is then possible to define the idealized A-L method as comprising all of the 30 characteristics listed in Table 4. The question may now be asked: To what extent do the 15 schools which characterize this approach as audio-lingual conform to this ideal? It would be interesting to determine how many of the 30 features are exhibited by each school.

Unfortunately, there are no survey data with respect to nine of the "ideal" features. Information is available concerning the remaining 21 characteristics, provided certain assumptions are made. For example, it is assumed (somewhat gratuitously) that "use of authentic language" is equivalent to having a faculty in which the majority are native speakers. It is also assumed that a program can be considered as involving "extensive use of drill (overlearning)" if it meets either of the following criteria: (a) classes meet for 30 or more hours per week, or (b) structural drills are utilized extensively.

Keeping in mind the foregoing assumptions, each program can be assigned a value equal to the number of ideal characteristics (from Table 4) which it exhibits. This was done with the following results:

<u>Number of A-L Features</u>	<u>Number of Programs Incorporating</u>
17-21	0
16	3
15	2
14	0
13	5
12	2
11	1
10	2

None of the 15 programs exhibits all 21 features although five programs incorporate 70% or more of the features. Several of the A-L programs embody only about half of the idealized list of A-L characteristics.

Thus, the data indicate that, at the operational level, the Audio-Lingual Method means many things to many people. Only two key characteristics served to unify all of the A-L programs. These were (a) primacy of listening and speaking skills and (b) an inductive approach to grammar.

NON A-L PROGRAMS

Middlebury College is unusual in that it offers instruction only at the intermediate and advanced levels, where the A-L approach has little relevance. Middlebury endeavors to give its students a genuine mastery of the spoken and written language and a coordinated knowledge of the literature, history, and culture of the target country. This objective is pursued primarily by means of (a) conducting all courses in the target language, and (b) immersing the student in a simulated target language culture.

Each of the three commercial schools surveyed had its own approach which, in the judgment of the school officials, could not be fitted under the A-L rubric, although speaking and comprehension skills were among the primary instructional goals of each of these programs.

Berlitz is best known for its very heavy commitment to the "direct method" of language teaching. In this approach, native-speaker instructors make extensive use of realia, demonstrations, and pantomime to communicate the meaning of target language expressions. Overt translation is studiously avoided.

The Sanz program is characterized by its director as a logical one, and is based on the assumption that understanding of the language is essential to the development of high proficiency in the use of it. Students are required to memorize rules, both of pronunciation and grammar, as guides to the correct use of the language.

The Vox program is characterized as based on "construction through conversation," and makes considerable use of grammatical analysis and translation exercises. All instruction is by native speakers who are directed to adjust their rate of speaking the target language to the judged comprehension ability of the class.

Part II

Description of Individual Programs

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Chapter 4

DEFENSE LANGUAGE INSTITUTE AND AFFILIATED UNIVERSITY PROGRAMS

The foreign language training programs to be described in this chapter have several characteristics in common. They are generally intensive in nature and of fairly long duration. The students are young adults/adults and encompass military personnel and civilians. All are being trained to execute aspects of U.S. foreign policy in one capacity or another.

DEFENSE LANGUAGE INSTITUTE, WEST COAST BRANCH Mandarin Chinese Program

The Defense Language Institute, West Coast Branch (DLIWC), at the Presidio of Monterey, California, has been in existence, under various names, since 1941. It is perhaps best known as the U.S. Army Language School, a name it bore for many years before receiving its present designation in 1963.

DLIWC conducts intensive courses in 30 different languages, one of which is Mandarin Chinese, taught since 1947. At the time of the survey (February 1965), there were approximately 120 students studying this language.

Curriculum and Scheduling

The basic Mandarin Chinese course is 47 weeks in length. An extended course, 75 weeks in length, is also offered, the first 47 weeks of which are actually identical with the basic course. Students in the extended courses are selected only from volunteers who have demonstrated better than average ability by the sixth month of training in the basic course.

Recently, another version of the basic course has been introduced which has as its primary goal the development of aural comprehension skill. This course differs from the standard basic in providing taped comprehension exercise at the end of each class period, five minutes in duration at the beginning of the course and gradually increasing to 20 minutes per class hour.

Students attend class six hours per day, five days per week. In the 47-week course as a whole, the total number of instructional hours is 1,410.

Student Input and Selection Procedures

With respect to most languages taught at DLIWC, all students are volunteers; that is, they have expressed the desire to take the language course in which they are enrolled. This is true of the Mandarin Chinese courses.

Certain other general admission requirements are imposed. Students must be high school graduates or the equivalent, must have no speech impediment or

hearing defect, and must obtain a minimum raw score of 18 (out of a possible 59) on the Army Language Aptitude Test.¹

Training Objectives

For the standard 47-week course, speaking and understanding are considered equally important as training objectives, followed by reading and writing, in that order. With respect to the special comprehension course, understanding the spoken word is by design the major course objective, followed by speaking, reading, and writing, in that order. In the final months of the 75-week course, major emphasis is given to the development of reading skill.

In the development of speaking skill, greater emphasis is placed upon accuracy than upon fast rate of speech.

In instruction on reading, students are exposed to romanization (the Yale system²) from the first day of the class. Instruction on reading and writing Chinese characters is introduced at about the seventh week, when the students are believed to have a fair command of the phonology of the language.

At the end of the 47-week course, students are expected to have an active speaking vocabulary and an aural recognition vocabulary of 4,000 words. A reading recognition vocabulary of about 1,200 characters is the goal. Students must be able to write at least 600 characters. The first half of the course stresses vocabulary which would be useful in everyday activities. The third quarter includes both "everyday" and military vocabulary, while the final quarter gives heavy emphasis to military vocabulary.

During the final six months of the extended or 75-week course, students are expected to double their passive or reading vocabulary.

General Description of Instructional Method

The general approach may be characterized as intensive and audio-lingual, with extensive use of the inductive method and of guided imitation. All instructors are native speakers and they are urged to speak Chinese as much as possible in class. School policy requires that instructors always speak at a normal conversational speed. English may be used occasionally in explanation of grammatical points when this appears to be the most effective procedure.

The lesson plans provided the instructors are fairly detailed. They specify what pages of the text are to be covered during each class hour. Within this framework, instructors appear to have a modicum of latitude to develop the individual lessons as they see fit.

The typical class size is nine students although occasionally students meet in groups of 27 for special lectures.

A description of the hour-by-hour activities during the typical 6-hour class day is best managed by considering the sequence of activities constituting the work on a particular unit or lesson. The next to last hour each day is spent in introducing the new lesson. The new dialogue is read by the instructor and choral response drills are practiced. During the last hour, pattern drills are carried out involving the application of the new words in the lesson now under study. Students are expected to spend three hours each evening studying and

¹This test has replaced the Modern Language Aptitude Test as the principal selection instrument in DI.I programs.

²The Yale romanization system is one of several widely used systems for representing the sounds of Chinese through the use of the Roman alphabet.

practicing the material in the new lesson, using a tape recorder issued by the school. During the first hour the next morning, dialogue recitation and recombination drills are conducted; the second hour is devoted to pattern drills, the third hour to guided free conversation, and the fourth hour to reading and writing exercises. Then the cycle starts again on the next lesson.

During the last quarter of the standard basic course, students spend about two hours per week in language laboratory work.

Methods of Instruction: Phonology

Both speaking and comprehension skills are taught more or less concurrently from the beginning of the course; there is no initial period of pure ear training unaccompanied by speaking efforts.

In the early weeks of the course, extensive use is made of Hockett's pronunciation drills (26). Attention is directed successively at individual sounds, words, phrases, and sentences. Sentences are first encountered in the first hour of the course. Minimal pair drills are used at judged appropriate points.

In teaching phonology, instructors occasionally describe, in nontechnical terms, the articulatory mechanisms involved in the production of the more difficult sounds. Occasionally, students are issued a mirror to observe their own articulations. Instructors seldom employ the technique of inserting a troublesome sound into an English word.

From the beginning of the course, students are provided with text material (in Yale romanization) representing the target language dialogues. Such romanizations are always accompanied by free English translations and, occasionally, by word-for-word translations, also, when this appears to be useful. In the seventh week of the course, students are introduced to Chinese characters. They are discouraged from improvising any system of their own for representing the sounds of the target language.

In the teaching of phonology, the use of choral response drill is kept at a minimum. Since the typical class size is nine students, the philosophy of the department is to emphasize individual instruction as much as possible. When choral response drills are used, they are generally employed as a device for introducing new material and are soon followed by individual practice.

Some instructional attention is given to correct intonational patterns of Chinese, but this is emphasized only where phonemically significant. Such instruction on intonational patterns is accomplished solely through mimicry drills. No use is made of the various notations systems for graphically representing intonation.

The tone system of Mandarin Chinese is taught by means of a lecture, accompanied by charts, which is given during the first hour of the course, and thereafter by the use of exercises contained in Hockett's text of Chinese pronunciation. Also, during the lecture on the tone system, an explanation is given of the tone marks used in the Yale romanization system. It is pointed out, for example, that the shape of each tone mark is itself descriptive of the rising or falling characteristics of the tone. Mimicry drills are also used extensively in the teaching of tones.

Methods of Instruction: Vocabulary

The vocabulary taught in the course consists of "everyday" vocabulary plus a set of approximately 500 military terms. The "everyday" vocabulary which occurs in the text materials reflects the judgment of the text authors as

to what is most useful in everyday conversation. The military terms were selected by higher military authorities and the school was directed to teach these particular items. The Chinese characters used in reading and writing instruction were selected on the basis of frequency counts of printed Chinese.

Each lesson in the text contains a list of Chinese terms (in romanization, initially) accompanied by their English equivalents. Such a vocabulary list appears immediately after each dialogue and consists of all new terms introduced in that dialogue. Although students are not directed to memorize the list as such, they are given to understand that the exercises to take place the following day will make extensive use of this vocabulary. Through memorization and recitation of the dialogue, the students acquire a working control of its vocabulary items.

During the last half of the 47-week course, students are given instruction in the use of a bilingual Chinese-to-English dictionary and are encouraged to make use of it. In the extended portion of the 75-week course, extensive use is made of such a dictionary. Monolingual dictionaries are not used at any time.

Although there are no true cognates between English and Mandarin Chinese, there are a few English loan words in Chinese. These are called to the students' attention. Students are encouraged to guess the meanings of unfamiliar Chinese terms on the basis of context and other cues.

In the sequencing of vocabulary items, care is taken to avoid excessive concentrations of topically related words in a single lesson. In teaching the student the meanings of new Chinese terms, reliance is placed upon contextual cues as much as possible, although limited use is made of realia, models (see Figure 1), and English translation. The text material sometimes makes use of

Terrain Board Used in Language Training, DLIWC



Figure 1

cartoon dialogues, which means the student must learn the meaning of various cartoon symbols (see Figure 2). The textbooks, as previously mentioned, contain lists of Chinese terms and their English equivalents.

Guide for Cartoon Dialogues, DLIWC

I we 	am (is) = are =	go (ing) come (ing) 	to from school 	today tonight
you 	do do? do? 	work study 	at home 	days yesterday
you (pl) 	no don't 	student teacher 	live eat 	nights tomorrow night
my our 	place (site) because 	too, again also =	and or but 	week month
me us 	will be => was (were) =<	in out 	until each 	morning year
he (his) she (her) 	now then 	on off 	good bad 	evening always
they them 	have want (need) 	more less 	over return 	minute hour
eg (showing) stop 	many few 	far near 	nice well 	how long? what time?
ok please 	how many how much 	up down 	high low 	before after
see hear 	how who 	here there 	big small 	late early
ask speak 	where which 	this that 	thanks nothing 	slow quick
tell know 	what why 	these those 	with beside 	correct hey! (any excl)
think understand 	what kind when 	enter leave 	married wife 	Any word or phrase repeated or implied
like dislike 	rank? officer 	hot cold 	husband wife 	most all

Figure 2

Methods of Instruction: Grammar

During the first three quarters of the basic course, a portion of each lesson is devoted to grammar in the sense that new syntactical patterns are introduced and drilled. Students are required to memorize certain dialogues which appear in each lesson as a means of acquainting them with certain syntactical structures. Transformation drills are utilized moderately in the teaching of syntax, as are printed "fill-in-the-blank" drills. Replacement drills are used extensively. In classroom pattern practice drills, students are routinely informed beforehand as to what grammatical point the drill is concerned with.

Formal analysis of grammatical structures is presented in textbook assignments and clarification of grammatical points is accomplished in class whenever needed. Students are not expected to be able to state grammatical rules or to recite grammatical paradigms. Thus, it might be said that a combination of the inductive and deductive methods is used in the teaching of syntax, although greater reliance is placed on the former.

The grammatical constructions taught in the course, and the sequence in which they are presented, are based upon the combined judgment of the course developers and faculty members concerning what is more useful for entry into the language.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist the following techniques or materials were marked as being "frequently" used:

- (1) Sound movies in which actors are native speakers of Mandarin Chinese.
- (2) Sound movies in which Mandarin Chinese has been dubbed in.
- (3) Silent movies with subject being required to supply narration.
- (4) Impromptu dramatic activities (or role-playing exercises).

Much of the language study materials used in the course embody information concerning such things as Chinese history and social customs. In addition, near the end of the course, students receive a series of area study lectures, all in Chinese.

Language Laboratory Activities

During the first three quarters of the 47-week course, there is no mandatory laboratory work. During this period, however, students make use of a tape recorder or phonograph supplied by the school and, on their own time, practice with recorded instructional materials. All lessons in the course exist on tape, and are available to the students. During the last quarter of the course, students are required to spend a designated two hours per week in the laboratory.

It should also be mentioned that students attending the special basic course which emphasizes comprehension training typically spend the last 5 to 20 minutes of each period listening, via head sets, to taped Chinese material. This activity might be considered as a variety of laboratory work (see Figure 3).

The actual language laboratory, which is used by the entire Far Eastern Language Division, contains 32 booths and three separate consoles. The facilities permit private two-way communication between the teacher and the individual students, and also permit the teacher to monitor individual students without the latter's awareness.

On a typical tape used in the laboratory, only one particular Chinese voice is heard. About seven or eight different voices, one fourth of them female,

Classroom Wired for Student Headsets, DLIWC



Figure 3

are encountered in the complete set of tapes for the entire course. All are speaking essentially the same variety of Mandarin Chinese, although there is some minor dialectal variation.

Laboratory classes require all students to receive the same program at the same time from the master console. In most of the exercises, the student merely listens and responds. Only rarely does he record and play back his own speech.

Evaluation Procedures and Remedial Efforts

Hourly grades are recorded for each student. Thus, a total of 30 such subjective grades are made for each student each week and are turned in to the course supervisor. These grades are taken into account in reaching decisions concerning whether the student passes or fails.

In addition, at two-week intervals students are given oral and written tests alternately, the latter consisting of multiple-choice-type questions to test reading comprehension. Students are also tested in their ability to transcribe from romanization into Chinese characters.

At 6-week intervals, a more comprehensive test is given, consisting of a written part, an oral part, and a comprehension part.

Associated with each section (or class) is a counselor who interviews each student once per week. Those performing unsatisfactorily are given advice on how to improve their study habits, or other suggestions. Occasionally, students are eliminated from the program because of their unsatisfactory progress.

Generally, in the Mandarin Chinese Department the attrition for academic reasons ranges from 5% to 7%.

Faculty Characteristics

A total of 31 instructor personnel, all native speakers, are employed in the Mandarin Chinese Department. Of these, six are women. The majority of the faculty are in their forties. Most have taken formal courses in linguistics. All instructors have full responsibility for their classes, that is, none is simply an "informant."

The typical instructor spends 22½ to 25 hours per week in contact with his classes. Instructors are rotated in such a way that each student sees six different instructors each day.

All new instructors are required to take a 30-hour instructor training course, which deals principally with DLIWC teaching methods. In addition, they must spend one 30-hour week as classroom students learning a language unfamiliar to them.

For their professional development, faculty members have the option of taking various additional instructor training courses, each available to certain personnel grades:

- (1) Foreign Language Course (30 hours)
- (2) Language and Language Teaching (35 hours)
- (3) Introduction to Applied Linguistics (48 hours)
- (4) Audio-Visual Materials and Techniques (15 hours)
- (5) Introduction to Curriculum Development (60 hours)
- (6) Conference Leadership (22 hours)
- (7) Supervisory Development Course (50 hours)
- (8) Middle Management Course (40 hours)

Observation of Classes in Progress

Five different classes were observed, although some quite briefly. Each class was at either the 5th, 10th, or 19th week of the 47-week course. Among the classes observed, the number of students per class ranged from four to seven.

All classes were held in small classrooms which were conventional in nature except for the fact that along each wall were jacks into which earphones could be plugged. Students were arranged in a rough semicircle (or three sides of a square), all facing the instructor. In most classrooms, a few maps and posters pertaining to China or the Far East were displayed.

In all classes, the instructor appeared to be speaking Chinese at a normal rate. Instructors varied in their reactions to faltering speech on the part of students. Some promptly assisted the student while others merely waited patiently for the student to complete his utterance. Most instructors remained seated at their desks throughout the period; one or two moved about the room from time to time.

On the front of each student's desk in each classroom was affixed a piece of paper bearing the student's name, both in standard English orthography and in Chinese brush-stroke characters. Instructors addressed each student by the Chinese name which had been assigned him.

The nature of classroom activities varied considerably from class to class, no doubt as a function of such things as (a) point of progression in the course, (b) hour of the day, and (c) proficiency level of the students. In all classes, the preponderance of activities were carried out in Chinese with only an occasional

English utterance being heard. Most commonly, when English was heard it was a single word or a phrase which the instructor uttered apparently to acquaint the student with the English meaning of particular Chinese phrases. Examples were: "Same idea," "confusing," "hot water," "get angry," "peaceful, secure." Occasionally, a student was heard to utter some such phrase as "I don't remember that."

In one advanced class, the instructor wrote Chinese characters on the board and asked students individually to translate orally into English. After each individual response the class was required to read the entire expression in chorus, in Chinese.

In another class, the instructor read aloud from a text and translated into English. Subsequently, he called on individual students to read and translate the same passage. The instructor promptly assisted students when they made errors in their pronunciation or translation.

In another class, which was observed for one full class hour, the instructor spent the first ten minutes reading from a book, while the students appeared to be following in their own books. Students made frequent notes in their work books all the while. At the end of this ten-minute period, students were called upon to respond, both individually and in chorus. During a 15-minute time sample, 21 individual responses and 40 choral responses were observed. Generally, the choral responses followed the individual responses.

In another class (which was observed for only 10 minutes), the instructor, while working from a text, engaged students individually in brief conversations of three or four exchanges each. From time to time it appeared that "directed dialogue" was taking place, since both the instructor and the student would point to another student as they spoke.

YALE UNIVERSITY INSTITUTE OF FAR EASTERN LANGUAGES DLI Mandarin Chinese Program

The Yale University Institute of Far Eastern Languages has been offering courses in Mandarin Chinese since 1942. Since 1951 special courses in this language have been conducted for U.S. Air Force personnel under contract arrangements, initially with the Air Force, and more recently with DLI.¹

Curriculum and Scheduling

A Basic, an Intermediate, and an Advanced Course in aural comprehension of Mandarin Chinese, all intensive in nature, are offered. Each is 32 weeks in length. After successfully completing the basic course, students are routinely sent to the field for a regular Air Force assignment for a period of approximately two years. Those who express a desire to take the Intermediate course, and who have done sufficiently well in their Basic course, may be allowed to return to Yale for the Intermediate course. Graduates of the Intermediate course must again spend two years on a field assignment before they can be considered for the Advanced course. The heaviest enrollment, as would be expected, is in the Basic course, which consisted of 180 students at the time of the research team's visit (November 1964). Only the Basic course will be described in this report.

¹The Yale DLI Mandarin Chinese program was terminated as of November 1965. The Chinese aural comprehension course (ACC) has been transferred to DLJWC.

Generally, there are three different sections or classes in training, each at a different point of progression in the course. In other words, a new section starts approximately every 12 weeks. All classes meet six hours per day, five days per week for a weekly total of 30 hours and a course total of 900. Students have a two-week vacation midway through the course. As will be explained subsequently, some students are required to spend additional time in evening laboratory sessions. Also, some students are given Friday afternoons off if their work during the week has met certain standards. It is estimated that the average student spends 18-20 hours per week in homework.

Student Input and Selection Procedures

An elaborate selection procedure is employed, which consists of a two-step screening process. Individuals who have expressed a desire to take the Chinese course are first administered the Modern Language Aptitude Test (MLAT). Only those scoring 115 or above (60th percentile for Air Force enlisted personnel) are given further consideration.

Potential students who meet this first criterion are put through what amounts to a day-and-a-half training program. They receive a 25-minute lecture on the tone system of the Chinese language, and are taught a small vocabulary and something about the structure of the language. During this period they are given nine separate tests, six on the first day and three during the next half-day. Through a complex scoring system, each student finally is assigned a numerical grade to indicate his achievement in this brief "course."

Those with the highest scores are assigned to the 32-week Basic course at Yale, the exact number depending upon the needs of the Air Force at that time. Authorities at Yale have found that this selection procedure, while complicated and time consuming, is necessary in order to keep subsequent attrition at a tolerable level.

In addition to the formal screening procedures just described, school officials give some consideration to certain background and personality characteristics. For example, a candidate who has previously had some language training and done poorly in it, is considered a poor prospect. Students who are suspected of having personality problems are rejected.

Training Objectives

The foremost objective of the Chinese program is to develop in the students the ability to comprehend spoken Chinese. The other objectives, ranked in order of importance, are speaking, reading, and writing. Although the paramount objective is development of comprehension skill, this is furthered by teaching speaking skill also. In the teaching of speaking skill, greater emphasis is placed on accuracy than on fluency.

Instruction on reading and writing (romanization) is begun on the first day of the course. At about the fifth week (100th hour) Chinese characters are introduced and the students are taught to read and write a basic vocabulary of 300 characters.¹ Some original writing is required of the students in the later stages of the course.

The course as a whole attempts to develop in the students a comprehension vocabulary of about 4,000 general terms, and about 900 military terms. These

¹Highly qualified students may, on an elective basis, go on to learn as many as 1,500 characters and acquire additional college credits by so doing.

figures are said to be a sizable underestimate because of the fact that most of these words can be compounded into more complex words, as is characteristic of the Chinese language. That is, students who have mastered the required vocabulary of the course are then in a position to be able to recognize numerous other words which they have not been specifically taught.

The course aims to give the students some knowledge of Chinese culture, history, geography, and so forth, through films shown about once every 10 days, and through a series of lectures presented in the last eight weeks of the course. There is also a reading room well stocked with magazines and books about China (see Figure 4).

Display of Chinese Magazines in Reading Room, Yale University DLI Program



Figure 4

General Description of Instructional Method

The general approach is intensive and audio-lingual, with a strong emphasis on comprehension training. The lesson plans provided to instructors are monitored from time to time to insure proper adherence to the lesson plans.

Of the 900 contact hours in the course, approximately 300 are spent in small ($N=8$) drill sessions or conversation classes led by native speakers. About 200 hours are spent in large lecture sessions ($N=45-70$), and about 400 hours in language laboratory work.

On a typical day students attend class from 8:00 A.M. to 3:00 P.M., with an hour for lunch from 12:00 to 1:00 P.M. During the first 12 weeks of the course,

they have three hours of "drill sessions" (conversation classes) each day, one hour a day of instruction on grammar and translation, and one hour devoted to comprehension and rapid-fire drills. In a rapid-fire drill the instructor deliberately makes a series of utterances at high speed; each utterance is spoken two to four times, and the students must write down an English translation of it, or, in the case of longer utterances, the gist of it. Most of these comprehension and rapid-fire drills are conducted via tape in the language laboratory. During the same period of the course (the first 12 weeks), one hour a day is devoted to either "general class," live rapid-fire, or dictionary exercises.

During the second 12 weeks of the course, two hours a day are devoted to dialogue drills, one hour to comprehension drills, one hour to grammar or to a general class, one hour to rapid-fire and/or training in the comprehension of numbers, one hour to dictation or tonal emphasis, and finally, one hour to training in air-military terminology.

In the final eight weeks of the course, approximately one hour per day is devoted to comprehension of dialects other than the standard Peking dialect to which they have been previously exposed. The rest of the class hours each day are devoted to comprehension drills utilizing air-military terminology in a wide variety of applications.

Methods of Instruction: Phonology

In the first week of the course, a total of six or seven hours is devoted to "ear training," during which the student listens to a tape and attempts to make discriminations among the sounds presented. These hours of ear training are interspersed among other kinds of instructions, such as memorization of dialogues and choral response drills. Students attempt to produce Mandarin Chinese sounds from the first hour on.

An attempt is made to teach the students to pronounce all allophones of each phoneme. Phonemes themselves are not taught, however, since the nature of the Chinese language is such that every sound has a meaning and is, in a sense, a word. Therefore, students are taught words which embody the various sounds of the language. The sequence of elements in phonology training is sound (word)-phrase-sentence. Sentences are first encountered in the third hour of the screening process wherein students are selected for the program.

In the teaching of difficult sounds, the principal technique consists of calling the students' attention to the fact that most of these sounds can also be found in English words, but at unusual positions. For example, it is pointed out that the "dz" sound heard at the end of the English word "woods" often occurs initially in Chinese. The researchers were informed that of the approximately 400 distinguishable sounds of Mandarin Chinese, all but two or three can be found in English words at some position or another. This fact is called to the students' attention. Sometimes articulatory mechanisms are described, but only in simple, nontechnical language. Students are also encouraged to practice some of the more difficult articulations while observing themselves in a mirror.

From the first hour of the course on, students are provided with romanizations (the Yale system)¹ of the Chinese utterances to which they are being exposed. Starting at about the fifth week (the 100th hour), students are exposed to the Chinese characters representing the words they have already learned. They are regularly provided with English translations of the Chinese materials

¹At later stages of the course, other romanization systems (including the Wade-Giles) are taught.

under study. Students are discouraged from attempting to devise a system of their own for representing the sounds of the Target Language.

Choral response drills are used extensively in teaching pronunciation.

Correct intonational patterns are strongly emphasized throughout the course. Intonation is taught by mimicry exercises and by description and explanation. No use is made of the conventional notation system for representing intonation.

In the early stages of the course, phonology training is accomplished primarily through classroom instruction. Later on, laboratory work has a greater share of this load. In the program as a whole, about 65% of the students' time is spent in laboratory work.

The teaching of the tone system is accomplished primarily during the second step of the screening process already described in the section on "Student Input and Selection Procedures." At that time students receive a 25-minute lecture describing the four tones and their phonemic significance, after which they are given several hours of discrimination training via tape. The students who are selected following this two-step screening process have generally pretty well mastered the essentials of the tone system and therefore do not require systematic exposition on this topic after taking up their studies at Yale. Tones are emphasized continuously throughout the course, however, with students being corrected regularly for tone errors. Frequent tests serve to consolidate and sharpen their mastery of the tone system.

Methods of Instruction: Vocabulary

Aside from the specialized Air Force terminology which is stressed in the final stages of the course, the vocabulary taught is rather general in nature, and reflects the judgment of the textbook authors.

New vocabulary items are introduced in a dialogue which is the first component of each textbook lesson. Immediately following each dialogue is a list (Chinese to English) of new words and their English equivalents. Strictly speaking, students are not required to memorize either the dialogue or the vocabulary lists. Instead they must become sufficiently familiar with each so that they can participate effectively in classroom structure drills and can "gist" Chinese material which utilizes the new vocabulary.

Students are trained in the use of a Chinese to English (character) dictionary. They are also given extensive practice in transcribing (in romanization) unfamiliar Chinese terms which they subsequently look up in a romanized Chinese-to-English dictionary.

Although there are no genuine Chinese-English cognates, there are a few Chinese "loan words" from English. For example, the Chinese have taken over the English words "modern" and "jeep," but have given them a Chinese-type pronunciation. All such words are called to the students' attention.

Students are encouraged to guess the meanings of unfamiliar Chinese terms on the basis of partial knowledge and/or contextual cues.

Groups of closely related words are deliberately scattered throughout the course rather than being taught as one long list, since the latter procedure is believed to contribute too much interference and confusion.

In teaching two terms or expressions which seem to sound alike to beginning students, the strategy generally used is to complete the teaching of one before introducing the other. Such pairs of terms are taught in juxtaposition only if both could occur in the same context and hence could lead to communication difficulties.

Methods of Instruction: Grammar

Approximately one hour every two days is devoted specifically to grammar instruction. In the early stages of the course, grammar lectures are largely in English but the amount of English progressively decreases, so that at the later stages of the course the lectures are entirely in Chinese. Grammatical analysis is always preceded by exposure to and drilling in material that embodies the grammatical points to be discussed. It can thus be said that grammar is taught by a combination of the inductive and the deductive methods.

Students are required to memorize certain dialogues, but the intent here is not to teach grammar inductively, but rather to teach the proper rhythm and intonation of Chinese speech.

Moderate use is made of wide variety of pattern practice drills, such as transformation, replacement, and fill-in-the-blank type drills. Students are not expected to learn to state grammatical rules or to recite paradigms. Before a pattern practice drill they are told which grammatical point will be the drill subject.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist the following materials or techniques were marked as being frequently used:

- (1) Charts, diagrams, pictures, etc.
- (2) Sound movies in which actors are native speakers of Mandarin Chinese.
- (3) Sound movies in which Mandarin Chinese has been dubbed in.
- (4) Impromptu dramatic activities (or role-playing exercises).
- (5) Free-wheeling discussions in Mandarin Chinese led by native speaker.

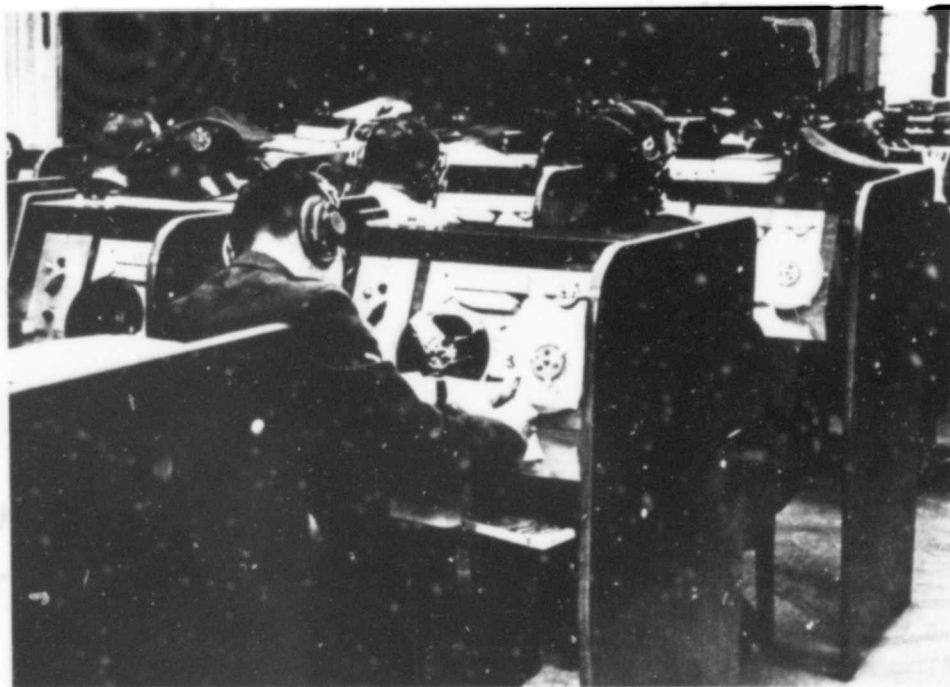
Language Laboratory Activities

The language laboratory work is an integral and important part of the overall program. During the first 12 weeks of the course, students spend an average of 8 hours per week in mandatory laboratory work; during the second 12 weeks, 15 hours per week; and in the final 8 weeks, 20-25 hours per week. In addition, students who do not score sufficiently well on tests taken during the day are required to attend evening laboratory sessions. Others may voluntarily put in additional time in the laboratory which is open 14 hours per day. Students who choose to do so may rent a tape recorder for a modest fee and practice with their tapes in their own quarters.

The laboratory facilities consist of three separate rooms containing a total of approximately 200 student positions (see Figure 5). The instructor's console and associated wiring permit private two-way communication between the instructor and individual students and permit monitoring of students without their awareness. In two of the laboratories, record and playback facilities exist, but they are seldom used since the course is oriented primarily towards developing comprehension skills.

Laboratory activities consist of the following:

- (1) Comprehension exercises. These are a combination learning-testing activity. The instructor at the master console plays a recorded prose passage or story, first without interruption, and again with frequent pauses and repetitions

Language Laboratory, Yale University DLI Program**Figure 5**

of particular segments. The students have before them a test sheet consisting of questions (in English) about the content of the story. They must attempt to glean from the tape the information needed to answer the questions. They write their answers in English and may paraphrase if they choose.

(2) Rapid-fire exercises. Chinese utterances are presented on the tape at very rapid speed. Students must write out a translation.

(3) Number drills. Students must write out in Arabic numerals the various numbers, dates, and so forth, which are presented on the tape in Chinese.

(4) Dictation drills. Subjects must write down in romanization the Chinese utterances presented on the master tape.

(5) Sound drills. Students must mark multiple-choice type questions on their answer sheet to indicate which of the alternatives they believe the tape presented.

(6) Practice with individual tapes. For most of the exercises listed above, students may duplicate the master tape on their individual tape for additional practice in the evenings, either in the laboratory or in their own quarters with a rented recorder.

Most of the speakers whose voices appear on the instructional tapes are male. In the early stages of the course a female voice is used, since beginning students—it is believed—generally find it easier to understand a woman speaking Chinese than a man. For the first two weeks of the course, only one voice is heard. Another is added at the third week, and as the course progresses, more and more different voices are introduced. In the same way, only one standard dialect is utilized at the early part of the course. Later on, many Mandarin Chinese dialects are added.

Evaluation Procedures and Remedial Efforts

The entire course consists of 900 instructional hours. Approximately 300 of these are devoted to performance assessment in one form or another. In other words, every day the student gets two or three different tests. Generally, these are scored promptly and grades are posted before the school day is out. Students not meeting acceptable standards are required to attend the evening laboratory session and to wear their uniform at such times. Those attending the evening laboratory on a voluntary basis may wear civilian clothes (presumably a privilege). Students who make unsatisfactory progress, even with the evening study periods, are given special tutorial aid. At the end of the first 12 weeks, those still not progressing satisfactorily may be dropped from the course. The typical attrition, as mentioned earlier, is about 10%.

About two-thirds of the tests are of such a nature that they must be hand corrected. The remainder are of the objective type (either true-false or multiple-choice) and are machine scored.

The testing program as a whole assesses the following aspects of FL skill: (a) speaking, (b) aural comprehension, (c) reading, (d) writing, and (e) translation (in both directions).

Faculty Characteristics

About 30 instructors are employed in the Chinese language program. Each spends approximately 20 hours per week in contact with his classes. Twenty-five are native speakers of Chinese, and five are native speakers of English. None has had formal training in linguistics or in teaching methods, although some of the instructors previously taught at the Defense Language Institute, West Coast (the old Army language school). An informal instructors' training program is conducted for new instructors. The new instructor is put in the hands of an experienced teacher, whom he observes in class, and who gives him general orienting information.

Most of the native-speaker instructors are actually "informants" or drill-masters. Most of the instruction on formal grammar and the structure of the language is handled by the native Americans.

The ratio of men and women among the instructors is about five to one. The instructors range in age from about 30 to 50, with the average about 45.

Instructors rotate from class to class so that students are exposed to about two or three different instructors each day from the third week on.

Observation of Classes in Progress

The researchers observed two grammar classes, five small drill sessions, one group-administered, taped, comprehension test, and one live rapid-fire test.

The number of students in each grammar class was approximately 65. The classes were held in the language laboratory with the students sitting at their booths, although the laboratory equipment was not, of course, being used. A bulletin board in the front of the room contained various newspaper clippings, pictures, and other things relevant to the Far East. No training aids were in evidence other than the standard blackboard.

Both classes were conducted by a native Chinese. It had been stated in the interview that one of the classes was ordinarily conducted entirely in Chinese. However, during our visit the instructor lectured entirely in English, and

explained that he was doing so because of the presence of non-Chinese speaking guests (a classic example of the observation process affecting the behavior observed). In both grammar classes, the instructor lectured at a rather leisurely pace. He spoke entirely in English, except for illustrations in Chinese. From time to time he wrote romanizations of Chinese utterances on the blackboard. Infrequently—about five times during the hour in one class—he called on individual students to respond. Occasionally, students would ask questions of the instructor. About five times in each class, very brief choral responses were made.

Each of the five "drill sessions" observed contained approximately 10 students and was led by a Chinese native speaker. Both the instructor and the students sat around a large rectangular table. The principal activity was conversation between the instructor and the students. Researchers were informed that the instructor, in conversing with the students, confines himself to the syntactic structures and vocabulary specified in his lesson plans.

Since approximately one-third of the total number of hours in the course is devoted to testing, and because of the nature of some of the tests, it seems reasonable to regard them as having some pedagogic as well as assessment value. In other words, it is probable that students do a considerable amount of learning during and as a result of the numerous test sessions. For these reasons, the researchers observed two test sessions in progress.

In the taped comprehension test, which was concerned with Chinese numbers, students sat in their booths and listened to a test tape signal coming from the master console. The test monitor, an American, gave general instructions about the test through his microphone. Each student had in front of him a test sheet consisting of 25 multiple-choice answers. The voice on the tape first would give the number of the item in English and then would deliver a brief Chinese utterance. The student had to decide which of the four alternatives printed on his answer sheet had been spoken by the tape; for example, on item 16, the alternatives were April 30, March 3-4, April 3, March 30.

The numbers test was immediately followed by what might be characterized as a prose test. The students were told to adjust their equipment so as to duplicate the story which would be presented on the master tape. (This was done so that students who might not do sufficiently well on the subsequent test would be able to put in additional practice time in the evening session, if necessary.) The master tape then presented a short story spoken by a female native Chinese. After the story had been presented and recorded by all the students, the instructor explained that the same tape would be replayed one sentence at a time. After replaying each sentence, the student would have to answer a question on the test sheet concerning the significance of that sentence. For example, the first question on the test observed was, "When and with whom did the speaker go shopping?" The next question was, "What did her friend want to buy?" and so forth.

In the live rapid-fire test which was observed, the test was administered by an occidental instructor completely bilingual in English and Mandarin Chinese. He announced that the test would consist of 12 items; each would be read three times at very high speed. The subject was directed to write down an English translation of each item. Many of the test items were quite long utterances, running to two or sometimes two-and-a-half typewritten lines (in romanization).

Incidentally, all of the live rapid-fire tests are conducted by the occidental instructor, since the native Chinese instructors are reluctant to speak at a rate that taxes the comprehension of the American students.

DEFENSE LANGUAGE INSTITUTE, EAST COAST BRANCH
Russian Program

The Defense Language Institute, East Coast Branch (DLIEC), Washington, D.C., has existed under various names since 1945. It is probably best known as the U.S. Navy Language School, a name that it bore until 1963 when it received its present designation.

DLIEC conducts intensive courses in eight different languages. At the time of the survey (June 1965), the course with the highest enrollment was Russian with 41 students.

Curriculum and Scheduling

The Russian course, like most courses at DLIEC, is 36 weeks in length. Classes meet six hours per day, five days per week for a weekly total of 30 hours and a course total of 1,072 hours. (The course total excludes those hours devoted to administrative matters, vacation time, etc.) Students have a one-week break after the 12th and the 24th week of instruction.

The course is organized into a basic, an intermediate, and an advanced phase, each approximately 12 weeks long. Student input over time is such that, generally, there are some students at each of the three phases. Students in a given phase are further subdivided into sections, generally containing five or six students each.

Student Input and Selection Procedures

Students selected for language training at DLIEC must have obtained a minimum score of 18 on the Army Language Aptitude Test, or its equivalent on other tests. Most of the students have been assigned to language training because language competency is considered either essential or desirable for their next military assignment.

Training Objectives

The primary objective of the Russian course is to develop speaking and aural comprehension skills, which are considered equally important. Reading and writing are secondary in importance. Graduates of the course are expected to be able to speak and understand Russian with sufficient accuracy to express themselves effectively and with ease in general conversation. They are also expected to be able to read and translate into English, with minimal use of a dictionary, letters, newspaper articles, and other printed material of a non-technical nature. Further, according to official course objectives, the graduate is supposed to be able to write anything he can say.

In the development of speaking skill, accuracy tends to be stressed somewhat more than fluency. Very elementary reading and writing, using the Cyrillic alphabet, are introduced on the first day of the course. The course as a whole attempts to provide the students with an active vocabulary of approximately 7,500 words, and a recognition vocabulary of about 10,000 words. Most of the vocabulary taught is of an everyday nature, but there is some emphasis upon military terminology.

During the last ten weeks of the course, approximately 200 class hours are devoted to so-called area study in which the students are acquainted with the geography, culture, and history of the Union of Soviet Socialist Republics.

General Description of Instructional Method

As previously indicated, the primary objective of the course is to develop conversational skills, that is, to give the student sufficient command of the language that he can carry on ordinary conversations in Russian with ease. The approach is eclectic in the sense that, whereas the exposition of grammar, phonology, and the other fundamentals of the language is formal, systematic, and analytic (i.e., traditional), heavy use is made of conversation with native speakers. Beyond the second week of the course, virtually 95% of class activities are conducted in Russian. While grammar rules are presented, they are intended to function only as an aid to the student in developing audio-lingual competence. Course officials characterize their general approach as audio-lingual.

School policy requires that instructors always speak Russian at a normal rate of speed, although it is acknowledged that some may occasionally slow down, inadvertently or otherwise.

A typical class day might proceed as follows. The first hour is spent in having the students read aloud while the instructor corrects their pronunciation. The second and third hours are devoted to conversation in which the instructor discusses with each student, in Russian, the story contained in the current lesson. The fourth hour each day (during the first three months of the course only) is spent in dictation training. Students are sent to the blackboard and required to transcribe in Russian the utterances made by the instructor. The instructor corrects as necessary and explains. Throughout the morning sessions from the second week of the course on, virtually all class activities are conducted in Russian. In the afternoons, that is, the fifth and sixth class hour each day, English is used somewhat more freely in the classroom. In the fifth hour the instructor introduces the next day's lesson. He reads the text contained in that lesson and explains the grammatical points contained therein. This is done in English generally. In the sixth hour each day, the instructor corrects the students' homework and discusses the errors made. In the final weeks of the course, certain afternoon hours are devoted to simulated interpreter situations in which students are required to interpret, without any prior study, English and Russian utterances which are directed at them.

The objectives in the first third of the course are to make the students thoroughly familiar with the Cyrillic alphabet and to teach them the essentials of Russian grammar. All formal grammatical instruction is given during this first third of the course. The second third of the course is devoted to developing fluency through daily conversation. Students are exposed to Russian literature covering a wide range of events in everyday life. At the end of the second quarter, the vocabulary of the students is expected to be around 5,000 words. The final or advanced phase of the course is devoted primarily to area study. Geography, government, industry, and communications are all discussed in Russian.

It was estimated that the average student spends about 20 hours per week in homework.

Methods of Instruction: Phonology

The first 30 hours of the course are devoted to the Cyrillic alphabet in printed and script form and the sound values of the various characters. Production efforts by the students begin on the first day. There is thus no initial period of ear training. Efforts are made to teach the major allophonic variants of each segmental phoneme.

The progression of elements in phonology training is sound-word-phrase-sentence. At about the 30th hour of the course, students first encounter complete sentences in Russian.

Instructors do not generally describe the articulatory mechanisms involved in the production of Russian sounds. One instructor does, however, regularly encourage the students to closely observe his (the instructor's) mouth while he speaks the particular sounds.

As previously indicated, students encounter the Cyrillic alphabet in the first hour of the course. Although each Russian character is accompanied by its Roman equivalent in the first hour, phonemic transcriptions are not utilized. In the entire set of text materials for the course, there are no English translations of the Russian material with the exception of vocabulary lists. There are explanations in the text, in English, of grammatical points.

Choral response drills are used very infrequently and only in connection with drilling in the pronunciation of vocabulary items.

Correct intonational patterns are moderately emphasized. This is done solely by mimicry, with the instructor correcting the students when any gross intonational errors are committed. Instructors try to avoid interrupting the students too often to correct intonation.

By the end of the first week, students are expected to be able to recognize and write all characters in the Cyrillic alphabet. Homework assignments often require the student to translate English sentences into Russian.

In general, phonology training is accomplished primarily by classroom instruction, but during the first third of the course, classroom instruction is supplemented somewhat by taped drills which the students carry out with individual tape recorders as part of their homework.

Methods of Instruction: Vocabulary

The vocabulary taught during the first third of the course emphasizes terminology useful in everyday life. In the intermediate phase, more reading is done and hence terms of a literary nature are emphasized somewhat. In the final third of the course, terms appropriate to "area study" are stressed and also military terms. In the selection of words, use was made of the Josselson frequency count to avoid inclusion of extremely rare words.

Although vocabulary lists appear in almost every lesson, students are urged to grasp the meaning of the terms on the basis of their context and the study of the stories contained in each lesson.

In the last third of the course, students are issued a bilingual two-way dictionary. Before that point, they are advised not to use a dictionary.

Instructors regularly call the students' attention to any Russian-English cognates. Students are also encouraged to guess the meanings of unfamiliar terms on the basis of both context and apparent similarity to familiar words in other languages.

Closely related words are deliberately distributed throughout the course rather than concentrated at certain points. In the early stages of the course, word meanings are introduced principally by pairing the Russian term with its English equivalent. After students have some foothold in the language, however, great efforts are made to teach new terms in context and by defining them in Russian.

Words or other expressions which seem to sound alike to the beginning students are generally taught side by side so that their similarities and differences can be pointed out.

Methods of Instruction: Grammar

There are no instructional periods devoted specifically to grammar. Each lesson in the textbook does contain "grammar notes," interspersed with other instructional materials. The instructors briefly review these grammar notes in class, but such instruction never consumes an entire period.

At the beginning of each textbook lesson, there appears a "story" printed in Russian which the students learn to read aloud. Various of the grammatical points illustrated in this passage are made the focus of analytic attention in the later stages of the lesson. During the fourth, fifth, and sixth hours of each day of instruction during the first third of the course, these grammatical rules are stated by the instructor and examples are presented. The general approach to grammar instruction might thus be characterized as a combination of the inductive and deductive, although there are no real structural drills embodying the particular grammatical points under consideration.

Students are not required to memorize bodies of Russian material. There are occasional exercises which are closely akin to transformation drills and a few of the "fill-in-the-blank" type. The conversations between instructor and students, which are quite extensive and frequent, do involve the use of the grammatical structures currently under study. The exact nature of the conversations is not prescribed by the lesson plan so that the instructor must generate these as he goes. The students thus are exposed to a large number of examples of any grammatical point under study and, presumably, do a considerable amount of inductive learning of these grammatical principles. They are not required to be able to state grammatical rules or recite paradigms.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were marked as being frequently used:

- (1) Free-wheeling discussions in Russian, led by native speaker.
- (2) Requiring the student to play the role of an interpreter.

Language Laboratory Activities

Up until the time of this survey, language laboratory work had played a relatively minor role in the Russian program at DLIEC. With the completion of a new laboratory which was then under construction, it was expected that much more time would be spent in such activities. The first 40 lessons of the course are on tape, and the students are issued a tape recorder which they may use with the text tapes on their home study time. These tapes consist of readings of the text materials, one sentence at a time, followed by pauses in which the student may repeat the utterance. The tapes involve nine different native speakers, seven male and two female. All speak a standard Russian dialect.

In the past, laboratory work has occurred on an irregular, occasional basis, and was of such form that all students received the same program at the same time through a master console. Record-playback facilities now exist and will be used in the future. The equipment also permits private two-way communication between the teacher and individual students, and also permits the teacher to monitor individual students without the latter's knowledge.

Evaluation Procedures and Remedial Efforts

Weekly tests are given, alternating between oral and written. The oral tests are conducted by the head of the department and consist of informal

conversations with the students in Russian concerning the content of the lessons studied that week. Grading is necessarily subjective. The written tests require the student to translate English sentences into Russian and are objectively scored.

In addition to the weekly tests, instructors, once per week, record a subjective impression of how each student is performing. These subjective evaluations are made on a 100-point scale, and the resulting scores are averaged with the formal test scores each week.

The final examination consists of a four-hour written section and a one-hour oral section. The written section requires the student to translate English into Russian and Russian into English. This is the first time that the students are required to make translations from Russian to English. This skill is not evaluated during the course on the grounds that it is far more difficult to translate from English to Russian and the ability to do that almost insures that the other ability will be present. The one-hour oral section of the final exam consists of two activities. In one, the student is examined by a Russian-speaking person who is not on the school faculty and is unacquainted with the student's class standing. Through informal questions and answers the outside grader arrives at a numerical grade representing his subjective evaluation of the student's competence. The other part of the oral section of the exam consists of a simulated interpreter situation where the student is required to play the role of a two-way interpreter.

The testing program as a whole assesses the following aspects of foreign language competence: (a) speaking, (b) aural comprehension, (c) reading, (d) writing, and (e) two-way translation.

During the course, if a student's average falls below 65%, this fact must be reported to the school Commandant. Persistent underachievement may lead to elimination from the course.

Faculty Characteristics

There are nine instructor personnel associated with the Russian course; all are native speakers. Seven are men and two are women, and their average age is in the sixties. All are full-fledged instructors; that is, none is simply an informant. The entire staff has been working in this program for 17 years; hence no need exists for an instructor training program. The typical instructor has 30 contact hours per week although the two afternoon class hours each day are generally much less intensive than the morning hours. Instructors are rotated in such a way that each instructor has one class for an entire week. During that week, a particular class receives instruction from no other instructor.

Observation of Classes in Progress

Four different classes were observed for a full period each. Two of these classes were at the beginner level—the first three months of the course. One was at the intermediate level, and one was at the advanced level. Each class contained either five or six students. All classes met in small conventional classrooms equipped with blackboards and other classroom equipment, and maps of Russia or Asia were on the wall in each room. Since the rooms were quite small, the instructor in most cases remained at his desk throughout the period. Instructors always appeared to be speaking Russian at a reasonably normal pace.

In the beginners' class, most of the period was devoted to having the students individually read a passage in Russian while the instructor made corrections as required. In the other three classes, the predominant activity consisted of questions by the instructor which were answered by the students. Often these amounted to exchanges of four or five sentences each. In all four classes, individual responses were extremely numerous and occurred throughout the period. No choral response drills were observed. Almost no English was heard at any time in any of the classes. Occasionally, a single short phrase or word would be used. The advanced class appeared to be devoted to a free-wheeling discussion participated in by all students.

INDIANA UNIVERSITY INTENSIVE LANGUAGE TRAINING CENTER **DLI Russian Program**

Indiana University has been training military personnel in the Russian language since 1959. At the time of the survey (March 1965), there were approximately 300 Air Force trainees taking the basic Russian course under the terms of a contract between Indiana University and the Defense Language Institute. The particular division of the University which conducts this training is known as the Intensive Language Training Center, within the Department of Linguistics.

Curriculum and Scheduling

The program consists only of a basic Russian course, which is 37 weeks in length. At approximately eight-week intervals, a new section of around 65 men begins training. Classes meet six hours per day, five days per week, for a weekly total of 30 hours and a course total of 1,110 hours.

Student Input and Selection Procedures

As in most DLI language programs, all trainees must possess the following qualifications: (a) a high school education or the equivalent, (b) freedom from speech or hearing defects, and (c) a minimum MLAT¹ score of 115 (about the 65th percentile for Air Force enlisted personnel).

Insofar as possible, student input is restricted to men who have expressed a desire to take the program. Typically, however, the number of volunteers is insufficient to meet military requirements, hence a variable number of men are conscripted into the program. In a surveyed sample of 60 men, 12% had not volunteered for the program while the remainder reported various degrees of exercised choice.

Training Objectives

The primary objective of the course, as prescribed by Air Force authorities, is the development of aural comprehension skill. Next in importance is the development of writing skill. By this it is meant that students are taught to transcribe, in Russian, material which has been presented to them orally, and sometimes to translate the material heard into English. Creative writing or

¹A minimum ALAT score of 18 is now required.

composition is not taught as such. After writing skill in order of importance come speaking and reading, although speaking is taught only as an aid in developing comprehension skill. It is felt that the development of high levels of comprehension skill is not possible without some proficiency in speaking. Accuracy rather than fluency is stressed.

Reading and writing are normally introduced on the first day of the course. (At the time of the survey, however, one group was experimenting with a delayed instruction of reading and writing.) Sometimes, simplified versions of literary works are read by the students.

The course strives to give the students a recognition vocabulary of approximately 3,000 words. Military terminology is emphasized somewhat, in addition to a more general "everyday" vocabulary. Military terms are introduced fairly early in the course since it is believed that student motivation is thereby enhanced.

From 12 to 15 hours during the 1,110-hour course (i.e., about 1%) are devoted to such topics as geography, economics, history, and literature. At the time of the survey, work with Russian geography readers and map work in Russian was being integrated into the course.

General Description of Instructional Method

The general approach is characterized as intensive and audio-lingual. The bulk of the students' class time is spent in drill sessions led by native speakers, when the activities consist of dialogue memorization, structural drills, and various other kinds of training activities.

In the elementary phases of the course, approximately one hour per day is devoted to lectures on grammar, which are conducted in English and presented by American-born linguists. Typical class size for the drill session is 10, and for the grammar lecture, 60. The course emphasizes comprehension training and Russian dictation practice.

The teachers generally endeavor to speak Russian at normal conversational speed, but may occasionally slow down when this appears to be necessary in order for the students to comprehend.

A fair degree of specificity exists in the lesson plans used by the drill-masters; that is, the nature of the drills and other classroom activities is prescribed and is communicated to the native speaker by the course supervisor. The linguists who deliver the grammar lectures develop the topics as they see fit. A limited amount of monitoring of classroom activities is done by the supervisor.

A typical class day might proceed somewhat as follows: In the first hour, students recite the previous day's dialogue. Instructors ask questions and the students answer in Russian. During the second hour, a dictation drill is given covering material assigned for that day which has been introduced the preceding day. Drills on grammar or "build-up" exercises may occur during the third hour. In the fourth hour, there may be a test covering the previous day's work. In the afternoon, students may have a grammar lecture in English pertaining to the next unit of instruction. Next, they have an hour's practice on the new material. At this point, the official six-hour day ends. Supervised study halls operate from 2:30 to 4:00 P.M., and from 7:00 to 9:00 P.M. Students who have not met certain performance standards are required to attend these study halls where they are tutored, in small groups, by American graduate students.

Course officials estimated that the average student spends about 10 hours per week in homework.

Methods of Instruction: Phonology

Training in both speaking and comprehension is given concurrently from the beginning of the course. During the first two weeks, however, a considerable amount of "ear training" is interspersed among the other teaching activities. This consists of drills in which students are taught during one hour to discriminate among certain phonemes and during the next hour to differentiate them in their speech. An effort is made to cover the major allophones of each segmental phoneme.

The progression of elements in phonology instruction is syllable-word-phrase-sentence, with sentences being first encountered in the second hour of the course. In teaching phonology, the linguist instructors generally describe, with the aid of charts and diagrams, the articulatory mechanisms involved in the production of difficult sounds. The drillmasters do not concern themselves with this step.

On the first day of the course students receive some phonemic transcriptions of Russian material, but on the second day and thereafter, only standard Russian orthography is used. All Russian text materials are accomplished by English translations which are generally colloquial in nature. Literal, word-for-word translations are sometimes provided in the "build-up" (exercises which immediately precede the dialogues).

Choral response drills are used occasionally by the drillmasters although the policy of the program director is to discourage this. Some drillmasters feel strongly that such drills are useful in developing self-confidence in the students and in reducing inhibitions. Choral response drills, when used, are always followed by individual response drills.

In general, little instructional emphasis is placed on correct intonational patterns. Instructors are told to correct glaring errors in intonation, but the program does not give systematic attention to the topic of intonation patterns.

The linguist instructors frequently use the pedagogical technique of inserting a troublesome Russian sound into an English word. Although the native speaker instructors make no deliberate use of this technique, the fact that many of them speak English with a strong Russian accent necessarily results in their pronouncing many English words with Russian-like sounds.

Phonology training is accomplished in lecture, laboratory, and drill sessions. The relative proportions of these three media are approximately 20%, 20%, and 60%, respectively.

Methods of Instruction: Vocabulary

In making up the course materials, vocabulary items were selected primarily on the basis of their fitting logically into the dialogue topics. Frequency lists were consulted, however, so as to avoid inclusion of very rare words. Military terms were deliberately included in addition to the "everyday" sort of vocabulary.

Students are never required to memorize lists of foreign terms and their English equivalents. The vocabulary lists that the students are occasionally given are for review purposes only.

About one-third of the way through the course, students are issued a bilingual dictionary and trained in its use. They are not encouraged to guess the meanings of unfamiliar terms at the beginning of the course, but at more advanced stages guessing is encouraged. Russian words borrowed from English are called specifically to the students' attention. In general, word meanings are taught by giving the English equivalents, but increasing use is being made of visuals in vocabulary training (see Figure 6).

**Drawing for Classroom Use Depicting an Urban Street in the U.S.S.R.,
Indiana University DLI Program**



Figure 6

No particular effort is made to draw the students' attention to terms or expressions which seem to sound alike. Actually, Russian is said to have very few homonyms.

Methods of Instruction: Grammar

Grammar is taught by a combination of the inductive and deductive methods. That is, students are acquainted with useful syntactical structures from their dialogue memorization and other classroom drills. In addition, however, certain periods are devoted specifically to grammar and in these periods the supervisory linguist presents analytical descriptions of the morphological and syntactical structures previously practiced inductively. In the early stages of the course, grammar lectures account for about 20% of class time; in the later stages of the course, much less. The grammar lectures are actually devoted principally to morphology and phonology rather than syntax, since Russian syntax is said to be relatively simple. Students are also exposed to grammatical instruction in their text materials. They are not required to be able to state grammatical rules or to recite paradigms.

Transformation drills and replacement drills are both used extensively in the teaching of syntax. Printed fill-in-the-blank type drills are used moderately, but only in tests and homework.

Since most of the pattern practice drills are outlined in the text, students are generally aware of what grammatical point each drill is about, and do not have to rely completely on their ability to induce the points being taught.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist the following materials or techniques were marked as being frequently used:

- (1) Impromptu dramatic activities (or role-playing exercises)
- (2) Overhead projectors

Language Laboratory Activities

Laboratory work in the Indiana University Russian program consists almost entirely of listening rather than of record-playback activities. Each day approximately 40 minutes of class time are spent listening to taped Russian material by means of earphones plugged into a circuit along the walls of the classroom. The taped material comes from a central course (see Figure 7). Similar

Tape Program Control Center, Indiana University

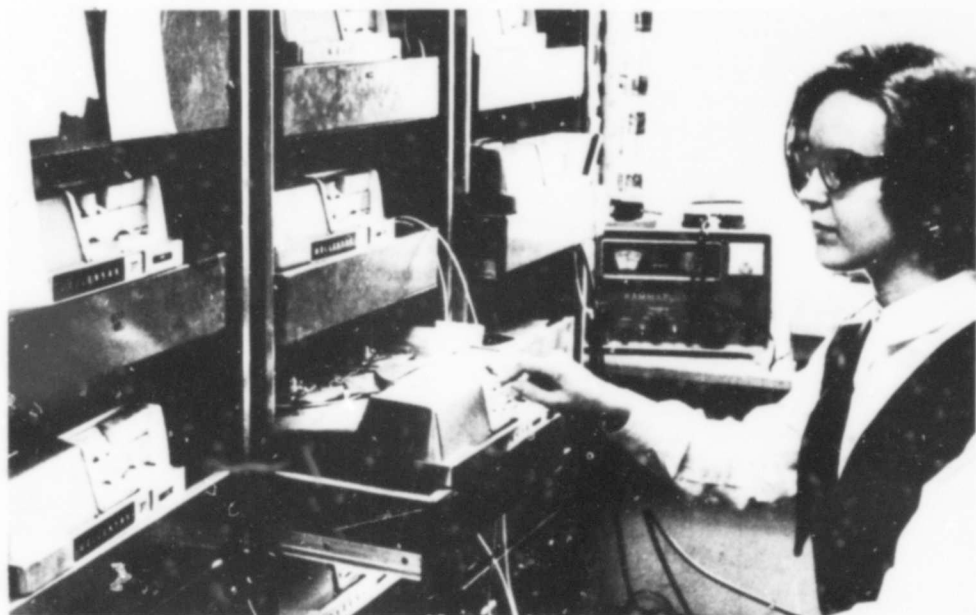


Figure 7

material is also piped into the dormitories each evening and the students may listen in on an optional basis. Each such listening session actually contains only one block of material of perhaps 20 minutes in length, which is played repeatedly throughout a two-hour period. Students may tune in for as much of this as they feel they need. Since they know that the next day's class work will be based upon this material, most students do listen in.

Although students are not able to record and playback their own responses, the tapes do contain pauses which may be used for mimicking or translating the model utterance as required. Most of the study tapes involve two different speakers. All voices on the tape speak the same standard dialect of Russian.

Evaluation Procedures and Remedial Efforts

Each day there is at least one quiz, which is sometimes corrected immediately. Once each week, a two-hour test is presented via tape. A portion of this test consists of dictation exercises in which the students must transcribe in Russian what they have just heard in Russian. Another portion of the test requires them to write down English translations of Russian utterances. A third, mimeographed section consists of fill-ins or other types of keyed response items. The testing program as a whole assesses the students' ability to (a) speak Russian, (b) understand spoken Russian, (c) write Russian, and (d) translate English into Russian.

When students are considered to be making unsatisfactory progress on the basis of either the daily quizzes or the weekly tests, they are assigned to mandatory study hall. There, they receive an additional hour of instruction each day from an American graduate student who is proficient in the language, and they continue for another 30-60 minutes of study using a tape recorder, either individually or in small groups. The general nature of study hall activities is prescribed by one of the linguists associated with the program.

Faculty Characteristics

A total of 55 instructor personnel are associated with the course, a few of whom are part-time only. Of these, eight are native American linguists who are responsible for the grammar lectures. The remaining 47 are native speakers of Russian and function more or less as drillmasters. Among the eight linguists, all but one are men, and among the drillmasters, approximately two-thirds are men. The average age of the drillmasters is about 54. The number of contact hours per week is about six or seven for the linguists and about 20 for the drillmasters.

An informal orientation or training program is conducted for all new drillmaster personnel. The novice must first spend one week observing classes. He then begins to teach (introductory lessons only) and has frequent discussions with his supervisory linguist concerning classroom procedures and teaching techniques.

For administrative purposes, a typical class is comprised of 64 students, all of whom begin the course at the same date. These 64 students receive their grammar lectures as a group, but in their other training activities, are broken into smaller drill sessions of six or eight students. Each class of 64 is assigned one linguist and eight or nine native speaker drillmasters who stay with the students throughout the course. The students are thus exposed to at least eight different idiolects.

Observation of Classes in Progress

The researchers observed one grammar lecture and two drill sessions.

The grammar class consisted of an entire group of 64 students meeting in a rather large conventional classroom. A blackboard was available but was used infrequently. However, much use was made of an overhead slide projector equipped with suitable overlays and other aids so that the instructor could expose only the desired portions of his material and could write or underline anything he wished.

The instructor was a native American linguist who lectured entirely in English except, of course, for occasional short utterances in Russian which were used as illustrative material. The lecture was devoted to the use of the perfective and the imperfective aspects in Russian. The instructor spoke in a

strong clear voice, moved about the room, and welcomed questions from the students. There were numerous questions, all of which were asked and answered in English.

The two drill sessions contained five and six students, respectively, who were in the 5th and 25th weeks of the course. Both sessions met in small conventional classrooms with blackboards, and the seating arrangement in each case was an informal semicircle.

In the drill session observed, which was in its fifth week and consisted of five students, the teacher, a man, remained stationary throughout the period. From time to time he appeared to be praising students for particularly good responses. He pronounced the students' names with a Russian accent. Occasionally, he appeared to be speaking Russian at a slower than normal pace. He used English sometimes, such as in giving translations of individual words or phrases and in classroom directions. A portion of the period was devoted to choral repetition of sentences read by the teacher. The other principal activity during the period consisted of having individual students translate into English Russian statements read by the teacher.

In the drill session at the 25th week of the course, the instructor, a woman of about 40, appeared to be speaking at a normal conversational speed at all times. She used almost no English in class, except for occasional translations of short phrases, such as "A little later," and "Ask general questions." She promptly assisted any students who faltered in their responses. She freely accepted English utterances. She was not observed to praise good responses, although she did express mild displeasure at poor responses. The pace of the class appeared to be moderate.

The class began with the instructor asking questions in Russian. Students would raise their hands and the teacher would call upon one to translate into English the utterance she had just made. After about 10 minutes of this activity, the students opened their books and took turns reading Russian sentences aloud. It appeared that they were carrying out some sort of fill-in-the-blank type exercise. From time to time the instructor appeared to be asking an open-ended question to which the student had to create a response. No choral responses were observed during this 50-minute period. Individual responses were numerous throughout the period.

SYRACUSE UNIVERSITY DLI Russian Program

Syracuse University has been offering courses in Russian since 1932. Since 1951, its East European Language Program has been providing Russian language training to military personnel under contract arrangements with the U.S. Air Force and/or Defense Language Institute.

Curriculum and Scheduling

A Basic, an Intermediate, and an Advanced Course, all intensive in nature, are offered. Each is 37 weeks in length with classes meeting six hours per day, five days per week. Total course length is 1,110 contact hours.

Graduates of the Basic course may, after an intervening military assignment, be considered for enrollment in the Intermediate course, and after another military assignment, for enrollment in the Advanced course. Only the Basic course is described in this report.

Approximately six times per year a new Basic section of about 80 students begins instruction. At the time of the survey (April 1965) there were five such sections in training, each at a different stage of the course. The total number of Basic students was approximately 400.

Student Input and Selection Procedures

Selection procedures are much the same as those described for the Indiana University Russian program. Students must possess a high school education, must be free of speech or hearing handicaps, and must have a minimum score of 115 on the Modern Language Aptitude Test. In theory, all students are volunteers, but in practice it sometimes happens that an insufficient number of qualified volunteers are available; hence, some men are drafted into the program.

Training Objectives

The primary objective of the Basic Russian course, as prescribed by military authorities, is the development of high levels of aural comprehension skills, and associated with this, a high level of skill in transcribing, in cursive Cyrillic characters, orally presented Russian material. Creative writing or composition is not taught as such, although students are sometimes required to compose short paragraphs in Russian. Next in order of importance come reading and speaking, although speaking skill is not considered a goal in itself, but rather a necessary vehicle for the development of high levels of comprehension skill. Fluency rather than accuracy is stressed in the instruction on speaking.

From the first day of the course, students are exposed to printed Russian material and thus begin elementary instruction on reading and writing Russian. There is no reading of literary works, however. Writing the Cyrillic alphabet is stressed heavily during the first two weeks, and students in general are said to be fairly proficient in handling the Russian script by the end of this period.

Concerning vocabulary goals, the text materials employ a total of 4,800 terms. It is estimated that the typical student acquires an active vocabulary of about 3,000 to 3,500, and a recognition vocabulary in the neighborhood of 4,800. The first half of the course emphasizes a general or everyday sort of vocabulary while the last half stresses military terminology.

Forty-five class hours of the course total of 1,110, are devoted to lectures on cultural matters or "area study." These are sometimes presented in English, sometimes in Russian, and are followed by quizzes in which the students must answer questions in English concerning the content of the lectures.

General Description of Instructional Method

The main features of the instructional method are derived from the assigned course objective, which is to produce men who are highly proficient in aural comprehension and associated dictation and translation skills. The course as a whole is strongly audio-lingual, but nevertheless gives considerable emphasis to writing both in Russian orthography and in free English translation. In addition, systematic expositions of Russian grammar are given frequently and periodically, but their only purpose is to facilitate the development of aural comprehension skill.

The general policy requires instructors to speak Russian at normal conversational speed, but it is acknowledged that occasionally some may inadvertently slow down.

On a typical day, the first hour is devoted to a grammar lecture in English, based on homework readings and dialogue material previewed the previous day. The second hour is devoted to dialogue drills, both choral and individual, and to role-playing exercises.

Of the remaining four hours of the class day, two are generally devoted to structural drills and two to dictation drills. On alternate days (each lesson generally takes two days for completion), the last class hour is devoted to a preview of the next day's dialogue.

Methods of Instruction: Phonology

Both speaking and comprehension training are given concurrently from the beginning of the course. An effort is made to acquaint the students with all of the major allophones of each segmental phoneme. However, this effort is not pursued to such an extent that it might interfere with the fundamental objective of producing high levels of aural comprehension skills.

In teaching phonology, the progression of elements is word-sound-sentence, with sentences being first encountered in the third hour of the course. Considerable use is made of contrastive drills in phonology training.

The senior instructors, that is, the linguistically trained instructors who present the grammar lectures, occasionally describe the articulatory mechanisms involved in the production of the more difficult sounds. The drill instructors do not. This topic is thoroughly covered, however, in the textbook assignments.

From the beginning of the course, text materials used by the students contain graphic representations of Russian. During the first two weeks, both phonemic transcription and conventional Russian orthography are utilized. During the next two weeks, phonemic transcription is phased out so that beyond the fourth week it is employed only for representing the intonational features of Russian. In each chapter of the text, the dialogues and the sentence frames are regularly accompanied by colloquial English translations. (Word-for-word translations are occasionally given in class by the instructor when this appears to be useful.) The remainder of the drill materials contained in each chapter are presented only in Russian.

Choral response drills are used extensively in classroom phonology training and are generally followed by individual response drills.

Correct intonational patterns are emphasized throughout the course, but most heavily in the first eight or nine weeks. Intonation is taught by mimicry and by description and explanation. The text utilizes a notation system consisting of contour lines, and filled and partially filled small circles.

In the overall program, phonology training is accomplished principally through classroom drills supplemented somewhat by the taped material which is piped into the students' dormitories each evening.

Methods of Instruction: Vocabulary

The vocabulary items taught in this course were selected primarily on the basis of the dialogue topics. Throughout most of the course, this vocabulary is of an "everyday" nature. Josselson's Word Count was consulted in selecting the vocabulary to avoid inclusion of extremely rare words. Near the end of the course, military terminology is heavily emphasized. The particular terms taught here are those contained in a special list provided by military authorities.

Students are never required to memorize lists of foreign terms and their English equivalents. Instead, they learn new Russian terms primarily by

encountering them in already familiar sentence frames. In addition, as previously explained, text materials generally include English translations. At the beginning of the course, students are provided with a Russian-to-English dictionary entitled War Department Dictionary of Spoken Russian. Later, they are given a Russian-to-English dictionary which was printed in Russia. Students receive extensive training and practice in the use of these dictionaries. One type of exercise widely used in the Syracuse program, and also in the Yale program previously described, is entitled "Hi-Fi," which represents the words "hear it—find it." In this exercise, students are trained to perceive unfamiliar Russian terms sufficiently well to locate them in a Russian-English dictionary.

Russian-English cognates and loan words are called specifically to the students' attention.

In some instances, groups of closely related words are taught as a group; in other instances, they are distributed throughout the course.

Pairs of expressions which seem to sound alike to beginning students are generally taught side by side so that attention can be called to their similarities and differences.

Methods of Instruction: Grammar

Generally, as previously mentioned, one hour per day is devoted to grammar lectures which are delivered in English by the senior instructor. These lectures include miscellaneous drills and other exercises intended to illustrate points under discussion. Actually, grammar is taught by a combination of the inductive and deductive method, with perhaps greater reliance upon the former.

The grammatical constructions taught early in the course were selected on the basis of their judged usefulness in everyday conversation. A wide variety of such structural drills as transformation, replacement, and substitution drills are used extensively in the teaching of syntax. Printed fill-in-the-blank drills are used to a limited extent in quizzes only; they are never used in regular classroom instruction. These structural drills previously referred to are the primary medium for developing in the students a working knowledge of the principal syntactical structures of the language. The grammatical lectures are intended to supplement and facilitate the students' acquisition of control over the syntactical structures. Students are not expected to be able to state grammatical rules, but they are sometimes required to recite such things as paradigms, conjugations, and declensions. The structural drills are generally preceded by a brief announcement as to what the drill is about.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the single technique indicated as being frequently used was "Free-wheeling discussions in target language, led by native speaker."

Language Laboratory Activities

There is no language laboratory associated with the Syracuse Russian program. Certain quizzes, however, are presented on tape via headsets. In addition, students have the opportunity to listen in via headsets to taped material which is piped into their dormitories, one hour per night, Monday through Thursday.

In most instances, the taped material consists of an enactment, by native speakers, of the dialogue forming the basis of the current lesson. Occasionally,

number dictation or vocabulary training exercises are presented, the latter consisting of individual words followed by illustrative sentences. Near the end of the course, Voice of America broadcasts are sometimes used.

Listening to this "broadcast" material is, of course, optional, although students are strongly urged to do so and it is believed that most do listen fairly regularly.

A typical tape utilizes about three different native-speaker voices, some male, some female, all speaking the same dialect. In the course as a whole, students are exposed to about 20 different speakers on tapes in addition to some eight to ten live native-speaker instructors.

Evaluation Procedures and Remedial Efforts

Each day, students are given one to three small quizzes, dealing with vocabulary, oral comprehension, or dictation. All are presented on tape to which the students listen via headsets.

In addition to the daily quizzes, a major "block exam" is administered each six weeks. There is also a midterm and a final examination. The testing program as a whole assesses the following aspects of Russian language skill: (a) speaking, (b) aural comprehension, (c) reading, (d) writing, (e) translation, English to Russian, and (f) translation, Russian to English.

At two-week intervals, a diagnostic profile is prepared for each student which represents, on a six-point scale, the quality of his work in each of the following seven areas: (a) dialogue memorization, (b) vocabulary quiz, (c) dictation, (d) homework as reflected in a weekly quiz, (e) aural comprehension, (f) written comprehension, (g) grammar quiz (written). Also indicated is the average of the student's rating in the seven categories. These bi-weekly ratings are posted so that students may be informed of their progress and their relative standing in class. Students may confer with their instructors concerning their diagnostic profile if they so desire.

Students who are doing especially poorly are interviewed by the senior instructor and sometimes are referred to the Director or Assistant Director of the program for further conferences. Frequently, underachieving students are assigned to compulsory study hall which meets for two hours, four evenings per week, where they study more or less on their own, but may call on the drill instructor supervisor for assistance whenever they desire. Students who continue to make failing grades for four to six weeks may be eliminated from the program.

Faculty Characteristics

A total of 56 instructors are associated with the Basic Russian course. Men and women are about equally represented. The age range is from 23 to 67, with the median age being 54.

Among the 56 instructor personnel, 46 are drill instructors, all native speakers. An additional four or five are considered back-up personnel who take over classes only when the need arises and who spend the bulk of their time in the preparation of course materials. There are six so-called senior instructors (or linguists), all native Russians. Each supervises a corps of 8 to 10 drill instructors. Roughly 20% of the staff have had some training in linguistics, and all of the senior instructors have. An estimated 40% of the total instructor body have had some training in teaching methods.

The school itself conducts an instructor training program of approximately two weeks in length for new instructors. The first week is devoted to "basic

orientation." The novice instructor is coached informally by the senior instructor who will be his supervisor. He visits classrooms and observes experienced instructors in action. After each class visit, the novice instructor and the senior instructor discuss the proceedings. Sometimes the new instructor attends class in "English as a Foreign Language" if his own English is weak. Since the Russian program does involve translation as a major component, native-speaker instructors must be reasonably proficient in English.

Occasionally, a series of staff meetings attended by all instructor personnel are arranged. These are devoted to discussions of administrative matters and to lectures on teaching procedures by the Director or Assistant Director of the Program.

Observation of Classes in Progress

The researchers observed one grammar lecture (at the sixth week of the course); two drill sessions (one at the 14th week and one at the 20th week); and made very brief visits of 15 minutes duration to two other drill sessions at the 8th and 14th week, respectively.

The grammar lecture was delivered by a native-speaker senior instructor, a woman of about 60. The class, which contained roughly 40 students, met in a traditional classroom. On the wall was a large map of Russia with Russian titles. There were also a few pictures mounted on the wall depicting prominent Russian historical figures. The lecture was in English with frequent Russian illustrations. Included among the topics discussed were use of the perfective and imperfective aspects, certain prepositions, and the use of the genitive case. From time to time there were brief choral responses. Sometimes the instructor asked questions of the students, and at other times answered questions raised by the students on various grammatical points. Occasionally, when a student faltered in giving his Russian utterance, the teacher would address the class and say, "Help him," and the class would chorally respond.

The two drill sessions were each visited for a full class hour. Each contained eight students. No training aids were in evidence other than the usual blackboard. The students were arranged in a U-shaped pattern with the instructor in the center. In one room a "No Smoking" sign printed in Russian was posted on the wall. In the other classroom, there was a large poster containing 11 colored pictures of U.S.S.R. city scenes.

The following kinds of drill activities were observed: the instructor would read a sentence, the class would repeat it chorally, an individual student would read the same sentence and then offer a translation of it. Next, the students were asked to close their books, and individually give translations of sentences read by the instructor. Classroom directions were in Russian. Next, pairs of students were sent to the blackboard where they transcribed in cursive Russian, utterances read by the instructor. The instructor corrected and explained the errors made in the blackboard work. The students at the board appeared to be quite facile with the script. Each pair of students at the blackboard remained there for about five minutes before being replaced by another pair. Much of the dictation work was with numbers, generally four or five digit numbers.

In all of the drill sessions visited, roughly 90 to 95% of all classroom utterances were in Russian, although there was obviously no prohibition against speaking English. In one class, the students were addressed by their first names, using a typical American accent. In the other class, no names were used so far as could be ascertained.

Chapter 5

DEFENSE LANGUAGE INSTITUTE: AFFILIATED COMMERCIAL PROGRAMS

The Defense Language Institute utilizes several commercial schools in the Washington area to provide language training to individuals who have limited and varying amounts of time available for study and/or whose time schedule is out of phase with regular DLI courses. These schools provide instruction on a tutorial basis when requested and also have small classes of generally no more than eight students. Scheduling and training emphasis are adjusted to meet DLI's requirements.

Many of the DLI students at these schools are men whose next military assignment requires foreign language capability; they may or may not meet the usual aptitude requirements for regular DLI courses. The average age of these students tends to be higher than that in regular DLI courses.

Of the several commercial schools in the Washington area with whom DLI has contracts, three were selected for inclusion in this survey: Berlitz School of Languages; Sanz School of Languages; and Vox Institute of Languages.

BERLITZ SCHOOL OF LANGUAGES DLI Vietnamese Course

Berlitz language schools are located in many major cities throughout the United States and the world. The information in this section was obtained at the Washington, D.C., school and applies, directly, only to that particular institution. The essential features of the training method, however, are said to be very much the same in all Berlitz schools.

Curriculum and Scheduling

Since its establishment in 1881, the Berlitz School in Washington, D.C., has conducted training in an estimated 35 different languages. The vast majority of its students are taught in the tutorial situation—that is, privately, with one instructor for each student. However, most of their DLI students, who number 200-300 annually, are taught in small classes of six to eight students. At the time of the survey, the language having the heaviest enrollment of DLI students was Vietnamese, with 13 students. Other small groups were studying Japanese and Cambodian.

Private, or civilian, students may arrange almost any schedule they choose, from one or two hours of instruction per week up to a maximum of 15 hours per day in what is called Total Immersion. By contrast, DLI students are typically enrolled in small classes with regular schedules. The DLI Vietnamese course is 47 weeks long with classes meeting five days per week. Each day, students spend five hours in regular instructional periods and two hours in "supervised study." The latter are informal sessions in which a native-speaker instructor attempts to stimulate the students to speak with one another in Vietnamese.

Instructional periods are 40 minutes in length, with 5-minute breaks between periods, and there is a total of 1,645 instructional hours in the 47-week course (including the "supervised study").

Berlitz officials estimate that the average DLI student spends about 10 hours per week in homework.

Student Input and Selection Procedures

Berlitz, like other commercial schools, simply accepts the students assigned to it by the DLI. For placement purposes, however, Berlitz administers to all beginning students a Test for Effective Communication. This is actually a rather short test of the student's knowledge of traditional English grammar. The rationale is that the extent to which one has mastered his native language is a good indication of how he will fare in learning a second language. DLI students are assigned to slow, medium, or fast groups on the basis of their performance on this test.

Berlitz also holds the view that a student who has already achieved a fair degree of proficiency in one foreign language tends to be a better student than one who has not.

Training Objectives

The four basic language skills are emphasized according to the following order of importance: speaking, understanding, reading, and writing. Greater emphasis is placed upon fluency than upon correctness. Berlitz courses attempt to achieve intelligible speech and the ability to comprehend normal speech of native speakers of the target language, but do not ordinarily strive for perfection in pronunciation. (In Berlitz's view, individuals who begin their study of a foreign language after the age of puberty almost never achieve perfection in pronunciation, although women tend to reach higher levels than men.)

At the request of DLI, reading instruction is introduced at about the third week. In non-DLI Berlitz courses, it is introduced much later. In the later stages of Berlitz courses, students do some reading of literary works in the TL.

Instruction in writing is introduced at about the third month of the one-year DLI course. From time to time, students prepare original compositions in Vietnamese.

In the 47-week Vietnamese course, the goal is to achieve an active vocabulary of 7,500-12,000 words and a recognition vocabulary of 7,500 words. Students are expected to be able to read newspapers and other mass media literature of the target country. Military terminology is stressed in the final weeks of the course.

General Description of Instructional Method

The Berlitz method exemplifies, perhaps in its purest form, the "direct method" of language teaching. All instruction is carried out by native speakers of the language being taught, ideally in a one-to-one student-teacher relationship, and with scrupulous avoidance of translation or any other utterances in the student's native language. Extensive use is made of realia, demonstrations, and pantomime. The TL is learned directly in a real-world context of actions, observations, and experiences, without overt use of translation.¹ In "Observation of Classes in Session" below, a teacher's actual techniques in an introductory lesson are described in some detail.

¹Actually, DLI students are allowed, during a designated period each week, to ask questions of their instructor in English. This arrangement was worked out at the request of DLI.

The following set of precepts contained in a Berlitz document used in instructor training illustrate the general Berlitz approach:

- Never translate: demonstrate.
- Never explain: act.
- Never make a speech: ask questions.
- Never imitate mistakes: correct.
- Never speak with single words: use sentences.
- Never speak too much: make students speak much.
- Never use the book: use your lesson plan.
- Never jump around: follow your plan.
- Never go too fast: keep the pace of the student.
- Never speak too slowly: speak normally.
- Never speak too quickly: speak naturally.
- Never speak too loudly: speak naturally.
- Never be impatient: take it easy.

Methods of Instruction: Phonology

There is no initial period of pure "ear training"; production skills are taught from the first lesson on. As indicated previously, the general goal in phonology training is to produce intelligible speech, not a native-speaker accent.

In the very first lesson, the instructor displays and names each of several common objects. This is followed by a series of simple statements such as "This is a ruler; this is a book." Thus the progression of elements in the teaching of phonology is word-to-sentence with complete sentences being introduced in the first hour. Individual sounds as such are not taught.

Instructors never describe the articulatory mechanisms involved in the production of sounds, although this subject is covered in the instructor training programs.

In about the third week of the course, students are given a text which, in most cases, is printed entirely in the normal orthography of the target language. In the case of non-Roman alphabet languages, the Berlitz text typically contains material printed both in normal TL orthography and in romanization, but not in English. English translation, either oral or written, is explicitly taboo in the Berlitz method. Phonemic transcriptions are never used.

Choral response drills occupy five or six minutes of each 40-minute period in classes of six or more students. In smaller classes, choral response drills are not used.

Beginning with the second lesson of a course, emphasis is placed upon correct intonational patterns of Vietnamese. Intonation is taught solely by mimicry.

In a typical course, nothing is said to students about using mirrors to observe their own articulations. However, some private students who take only two lessons or so a week are told to use a mirror to observe themselves as they articulate certain material in their homework.

Instructors do not use the technique of inserting a troublesome sound into an English word.

Phonology training is accomplished solely by drill sessions, both formal and informal, led by native-speaker instructors. In other words, no use is made of lectures or language laboratories.

In tonal languages, the tone system is not taught as a special block of subject matter. Instead, early in the course the instructor pronounces several TL terms which differ only in tone and calls the student's attention to the tonal features by appropriate gestures. For example, to illustrate a rising tone, the

instructor moves his hand from a low position to a high position as his voice rises in pitch.

Methods of Instruction: Vocabulary

Berlitz training materials have been developed for a large number of different languages, but with minor exceptions the vocabulary taught is very much the same from one language to another. For example, the first lesson of Book I includes 36 nouns (common objects and articles of clothing), the verb "to be" in the third person singular, questions requiring affirmative and negative answers, the interrogative pronoun "what," and certain other elementary terms. In other words, regardless of the language being taught, the equivalents of the English terms just given will generally be included in the first lesson.

The lessons just referred to are book lessons rather than instructional periods. The instructor training materials indicate that a book lesson may require from 15 minutes to several hours for completion, depending upon the student's rapidity of learning. Each book lesson has associated with it a specified vocabulary which is to be absorbed before going on to the next lesson. For example, the first lesson contains 52 vocabulary items; the second lesson, 22; the third, 22. At the end of Book I (a total of 49 book lessons), the typical student should have an active vocabulary of about 2,170 items.

The selection of vocabulary items taught in Book I is said to be based upon frequency counts of the spoken language. The frequency counts were obtained by such methods as monitoring telephone conversations and systematically reviewing newspapers. To a great extent, the frequency counts are based upon English. That is, it is assumed that concepts having high frequency in English will tend to have high frequency in most other languages and hence will constitute a desirable vocabulary for introductory levels of language training. The selection of vocabulary items is also based, to some extent, upon the degree to which these items lend themselves to demonstration or being pointed out. For example, the Vietnamese expressions for sitting, standing, room, door, window, floor, and wall are taken up in the early lessons, since these words represent concepts which can be readily demonstrated to the student.

Students are never required to memorize lists of foreign terms and their equivalents. They are encouraged to guess the meanings of unfamiliar Vietnamese terms. They are not encouraged to use a dictionary until after they have completed the first Berlitz book. Thereafter, they may use a monolingual dictionary. Incidentally, it takes about 120 instructional periods of 45 minutes each, in private tutorial instruction, to complete the first Berlitz book of 49 book lessons. In the one-year Vietnamese course, students complete both Book I and Book II. After Book II is completed, the remainder of the course utilizes modified versions of the text materials developed at the U.S. Army Special Warfare School.

Groups of related words (e.g., most of the words pertaining to food) are not topically arranged, but are scattered throughout the course.

Methods of Instruction: Grammar

During Book I of the Berlitz course, grammar is taught only inductively. Through the extensive use of repetition, transformation, and replacement drills, the program aims to give the student automatic control of the most useful grammatical constructions of the language. Printed fill-in-the-blank drills are used only occasionally, as a part of the homework assigned to part-time students. Memorization is never required in Berlitz courses.

At the beginning of Book II, students are taught the traditional, formal grammar of the TL, all instruction being conducted in the foreign language. According to the Berlitz philosophy of instruction, students are not expected to be able to state grammatical rules or recite grammatical paradigms. It is acknowledged, however, that some instructors may require this ability.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were indicated as being "frequently" used:

- (1) Charts, diagrams, pictures, etc.
- (2) Actual objects as stimuli in vocabulary building, etc.
- (3) Slides or filmstrips.
- (4) Impromptu dramatic activities (or role-playing exercises).
- (5) Free-wheeling discussions in target language, led by native speaker.
- (6) Visits to embassies, restaurants, or other places where native target language speakers are found.
- (7) "Language tables" (i.e., meal time tables where only target language is spoken).

Language Laboratory Activities

The school in Washington has no language laboratory, although Berlitz schools in certain other cities do. For example, the school in Paris makes some use of programmed, taped material with pauses included for student response. According to the Director of the Washington School, most Berlitz Schools which have tried out laboratories have not found them to be worthwhile.

DLI students at the Washington School are, upon request, provided with tape recorders and with tapes tailor-made by their instructors to meet their particular instructional needs.

Evaluation Procedures and Remedial Efforts

The progress of all students at Berlitz, both DLI and private, is recorded on a standard form made out by the instructor after each 10 instructional periods. The report form gives the teacher's impression of the student's general rate of progress, comprehension, memory (retention), speech fluency (ability to use material learned), pronunciation, grammar, reading, writing, and other. On all these aspects of language performance, the student is given a rating of poor, fair, average, good, or excellent. After each progress report, subsequent lessons give particular emphasis to those aspects of the student's language achievement which have been marked fair or poor. All DLI students are also evaluated once a week on a special DLI form.

In addition to the subjective ratings just described, multiple-choice comprehension tests are administered weekly. DLI students are frequently required to write short themes in Vietnamese, on which they are graded. Near the end of the course, simulated interpreter situations are created and students are graded on their ability to carry out a two-way oral translation.

Whenever a DLI student is making unsatisfactory progress, Berlitz authorities attempt to arrange supplementary tutorial-type lessons for him until he catches up. This is done at no additional expense to the DLI.

Faculty Characteristics

Currently, there are five Vietnamese instructors, all native speakers, in the DLI Vietnamese course; several have had some training in linguistics.

The typical instructor spends about 35 hours per week in teaching activities. (Break time between periods is not included in this figure.)

All prospective instructors must go through a rigorous training period lasting approximately three or four hours per day for three or four weeks. Only after a candidate has completed this training in a satisfactory manner, is he formally employed.

The training program proceeds somewhat as follows: Initial screening of applicants is done in a 15-minute interview. To merit further consideration, the candidate must demonstrate a very high level of mastery of the language he hopes to teach. He must possess the personality traits of humility (considered to be critically important), patience, and friendliness. The candidate who passes this initial screening is then given a 30-minute introduction to the Berlitz philosophy of teaching, by the Director or one of his assistants.

As further orientation, the prospective instructor is given about 30 minutes of Berlitz instruction in a language unfamiliar to him. Then, using the Berlitz method, the candidate must attempt to teach a naive subject the first four or five lessons of the Berlitz course that the instructor ultimately hopes to teach. The naive subject, or "dummy" as he is called, is an individual who would like to learn something about the particular language and is offered these four or five lessons free of charge. The next step is to have the candidate instructor attempt to teach his language to an experienced Berlitz instructor who is unfamiliar with the language being considered.

Even after the candidate instructor has been hired, his work will be closely monitored during the early months of his employment. Actually, all Berlitz instructors are monitored from time to time by means of a microphone located in each classroom.

All Berlitz instructors are considered full-fledged instructors who actually teach; that is, none is simply an informant. Most Berlitz instructors are men. In general, Berlitz-Washington prefers to hire men because they tend to be more permanent.

An attempt is made to rotate instructors from time to time to acquaint the students with a number of different voices.

Observation of Classes in Session

One tutorial class in introductory Spanish was observed, and two DLI classes in Vietnamese.

The tutorial Spanish class was arranged specifically in order to give the researcher an opportunity to observe the Berlitz method as it is employed in the very beginning of a language course. The instructor was a native Mexican, highly experienced in the Berlitz method. The student, a military man in his early twenties, was a regular student in the DLI Vietnamese course. He had volunteered to serve as a student in this demonstration tutorial session. He said that he knew one or two Spanish words but had never studied any Romance language.

In keeping with the Berlitz method, no English at all was spoken throughout the 40-minute period. Both instructor and student spoke only Spanish.

The instructor placed upon the desk a plastic, transparent box containing a pencil, a small piece of paper, a book, a ruler, and several other small objects. He picked up each object, in turn, and named it, saying, "el libro" (the book), "el lápiz" (the pencil), and so forth. After naming each object, he indicated by gesture that the student should repeat after him. When it appeared that the student had learned the object names, the instructor picked up each object

again and said, "Esto es el libro," (This is the book), "Esto es el lápiz," and so forth. Each time, the student was required to repeat what the instructor had said. Next, the instructor would say, "¿Qué es esto?" (What is this?), and provide the answer himself: "This is the ruler." The subject would be required to repeat what the instructor had said. Sometimes the question would be, "Is this the pencil?" while holding up a piece of paper. The instructor would supply the answer, "No, this is not the pencil; this is the paper." At the next step, the instructor would ask, "Is this the pencil?" while holding up the piece of paper, and shake his head to cue the student's response. Thus far in the instruction the instructor made no corrections in the student's pronunciation, except in the case of extremely gross errors.

The instructor went on to give the names for physical features of the classroom and for his clothing, and asked a series of questions using these words. He continued to introduce new words and phrases as the lesson progressed. For instance, after naming several objects and stating what their color was, the instructor suddenly asked: "¿De qué color es el lápiz?" (What color is the pencil?). This was the first occasion that "de qué color" had been used, but from the context and the way the subject had been introduced the student readily grasped the meaning of the question and answered correctly.

The instructor used various sentences to get across the fact that Spanish adjectives must agree with the gender of the noun they are modifying. In order to call the student's attention to the nature of the ending, whether "o" or "a", he would tug on his own ear as he spoke the critical endings.

After about 15 minutes had gone by, the instructor began to occasionally correct errors of pronunciation.

Next, the concept of opposites was introduced—large box, small box—and the numbers from 1 through 10 were taught. Then the instructor drew three stick figures on the blackboard and introduced them by saying, "He is Señor Berlitz, she is Señora Berlitz, and she is Señorita Berlitz." Next he said, "I am Señor Rosados, and you are Señor Smith"; "I am the professor; you are the student." He asked, "Are you Señor García?" and answered for the student, "No, I am not Señor García; I am Señor Smith."

In teaching the words for "this" and "that," the instructor stood very close to the student while talking about "this" and pointed in the distance to speak of "that."

Blackboard drawings were used to illustrate the location of Paris, Rome, and Washington, and travel between these points. Introducing the expressions for such concepts as "on top of," "behind," "beneath," the instructor illustrated them by standing behind or in front of the desk. In introducing such place names as Germany and France, he used the names De Gaulle and Adenauer. For example, after stating, "El Señor Johnson is in the United States," he made some statement to the effect that Adenauer is in Germany, or that De Gaulle is in France.

The amount of material covered in this demonstration lesson was unusually large. At the conclusion of the period, the instructor acknowledged that the volunteer student was the most apt he had ever taught. He said that he had covered the first eight lessons of the first Berlitz book, whereas two or three periods are ordinarily required to complete the first lesson. The student commented that, although this was his first lesson in Spanish, he had had extensive training in Russian and Japanese, and that language learning was in general quite easy for him. He stated that his score on the Army Language Aptitude Test was 50, which is at about the 99th percentile.

The two Vietnamese DLI classes observed contained six and seven students respectively. Both classes met in a very small but traditional classroom containing a blackboard, teacher's desk, and other standard equipment. Both classes were in the 14th week of a 47-week course.

One of these classes was designated unofficially as the advanced or fast group, while the other was referred to as the slow group. The same teacher taught both classes. He was a young native Vietnamese, approximately 25 years old, who spoke very animatedly with much gesturing, smiling, and general good humor. He appeared to be speaking at a fairly rapid rate but the students seemed to follow him insofar as this might be judged from the fact that they nodded their heads and laughed at certain points. Both the instructor and the students had mimeographed text materials open on their desks, printed entirely in Vietnamese. From time to time the instructor would call upon individual students to read a passage from the text, and in the slower group there were occasional choral response drills. In both classes, individual responses occurred from time to time, although the instructor spoke more than did the students. English was used only two or three times in each class. For example, the instructor once said, "Next one," and in another instance, "Okay, this is a long one."

The motivation of the students appeared to be quite good in both classes. Things moved along at a brisk pace. In the faster class, the students appeared to speak more often and more fluently.

SANZ SCHOOL OF LANGUAGES DLI Spanish Course

Since its establishment in 1939, the Sanz School of Languages has offered courses in 71 different languages. Courses vary in length from 100 to 600 hours.

Curriculum and Scheduling

At the time of the survey (January 1965) there were 44 DLI students at Sanz, studying eight different languages, some on a tutorial basis and some in small classes. The language in which the greatest number of DLI students were enrolled (23) was Spanish. Most of what is said in the remainder of this description will, therefore, pertain most directly to the Spanish course.

Training Objectives

The Sanz method emphasizes the four skills according to the audio-lingual order of importance: (a) understanding, (b) speaking, (c) reading, and (d) writing. In the development of speaking skill, accuracy is stressed somewhat more than fluency.

With respect to Roman alphabet languages, reading and writing instruction using normal target language (TL) orthography is introduced at the very beginning of the course. In non-Roman alphabet languages, students are first taught to read romanizations of the TL, and are introduced to normal TL orthography about one-fourth of the way through the course.

In the common 300-hour Spanish course (a 12-week course), an active vocabulary of 2,000 words is acquired by the average student. A recognition vocabulary of 4,000 or 5,000 words is the goal. The bulk of the vocabulary is general in nature, although some attention is given to the specialized terms relevant to the students' occupations or anticipated job duties.

In the longer courses, certain instructional hours are devoted specifically to such topics as cultural factors and social customs of the target country. For example, in the 600-hour course (24 weeks) about half of the time during the last two months is devoted to the target country's culture, with all discussions conducted in the TL.

General Description of Instructional Method

The Sanz method places great emphasis on rules, which are presented both by the instructor and the text and which must be memorized by the students. These rules cover both pronunciation (how the lips and tongue must be positioned) and grammar. Thus students are required to memorize pronunciation and grammar rules, and also conjugations, but no dialogue or other body of TL material. The approach is characterized as a logical one. It is felt that an understanding of the language is essential to the development of high proficiency in its use.

According to the Director, all units of instruction follow the same general format, which consists of (a) presentation (visual and oral), (b) pronunciation, (c) explanation (if needed), and (d) oral practice (drilling and drilling). Sanz has developed its own printed texts for the major European languages. These texts prescribe the general nature and sequence of activities in teaching each lesson. However, the specific utterances the instructor makes are generated by him within the guidelines provided by the text. Both the instructor and the students are expected to be creative; that is, they must constantly generate utterances which express their own thoughts and must never simply memorize and parrot back textbook TL material.

Instructors are directed always to speak the TL at a rate commensurate with the students' level of mastery. This of course means that the rate of speech is slow in the early stages of the course, but progressively speeds up as the course advances.

Since so much of the instruction at Sanz is tailored to individual students' requirements, there is really no typical class day. Some students have as little as two two-hour class sessions per week. Full-time students have either four or five hours of instruction per day, five days per week. Those studying under a tutorial arrangement or in classes of three or fewer students generally receive four hours of instruction per day, while those in classes containing four or more students receive five hours of instruction per day. It is estimated that the average student spends 15-24 hours per week in homework.

Methods of Instruction: Phonology

Both comprehension and speaking skills are taught more or less concurrently from the beginning of the course; there is no initial period of "ear-training." In general, students are taught to produce one acceptable allophone of each phoneme. In other words, the goal is intelligible speech rather than a native-like accent.

In teaching phonology, the progression of elements is vowels-consonants-syllables-words-sentences, with short sentences being introduced in the first class hour. In teaching the more difficult sounds, instructors routinely describe in nontechnical language the articulatory mechanisms involved. They also present rules, which the students must memorize, for the proper manipulation of the speech musculature to produce particular sounds. For example, to produce the "o" vowel in Spanish, the student is told to keep his lips extended and rounded. Whenever a student lapses into the American pronunciation of this vowel, the instructor reminds him, "Lips out."

The textbook utilizes normal Spanish orthography from the very beginning. Except for vocabulary lists at the end of each chapter, the text contains no printed English translations of Spanish material. In class, instructors sometimes provide English translations of particular Spanish utterances, but such translations are always colloquial, never word-for-word. In the early stages of the course, English is used extensively in class. The extent of its use, however, diminishes progressively as the course advances, so that in the final stages all class activities are conducted in Spanish.

Choral response drills are very seldom used.

Intonational patterns of TL receive very little instructional attention on the grounds that patterns vary so much from one region to another in the target country. If students pronounce individual words properly, they are considered to be performing satisfactorily. Instructors do not use English words to teach troublesome sounds.

The teaching of the sound system of the language is accomplished through classroom instruction and homework exercises. There is no language laboratory. In teaching phonology, greatest reliance is placed upon a description of the articulatory mechanisms, that is, teaching the student how he is to position his lips and tongue to produce the desired sounds. Students are encouraged to use mirrors in this connection.

With regard to tonal languages, the instructor attempts to teach the tonal system by means of mimicry drills.

Methods of Instruction: Vocabulary

The vocabulary taught early in the course deals principally with everyday actions such as eating, drinking, and smoking. As the course progresses and less common words are encountered, students are instructed to classify each new word into one of three categories: (a) those they expect to use in their active vocabulary; (b) those they would like to be able to recognize—their passive vocabulary; and (c) those they feel they can forget. In other words, students are encouraged to establish their own hierarchy of lexical importance and not dissipate their energy on unimportant material.

In general, students are not required to memorize lists of foreign terms and their English equivalents. The only exceptions occur when students are being taught specialized, technical vocabulary pertinent to their anticipated duties.

In the early stages of the course, students are encouraged to use a bilingual dictionary, and at the more advanced stages, a monolingual dictionary. English-Spanish cognates are called specifically to the students' attention whenever it is thought helpful, and students are encouraged to guess the meanings of unfamiliar Spanish terms.

Groups of related words (e.g., most of the words pertaining to food) are usually taught topically as a group, rather than being scattered about the course. In general, word meanings are taught by pairing them with their English equivalents.

Methods of Instruction: Grammar

Certain instructional periods are devoted specifically to grammar, always starting with rules followed by examples (i.e., the deductive approach). Grammar instruction might be said to pervade the course, with vocabulary and phonology training embedded in the grammar instruction. The constructions taught early in the course were selected on the basis of judged usefulness in conversation, and

also judged ease of learning. For example, the present tense is taught first, followed by the past and future tenses, in that order.

Students are never required to memorize Spanish material as a means of acquainting them with certain syntactical structures.

Transformation and replacement drills are both used extensively. Printed fill-in-the-blank type drills are used moderately.

Students are expected to be able to state certain grammatical rules and are sometimes required to recite paradigms. Whenever a student makes a grammatical mistake, he is asked by the instructor to recall and state the rule so that he will not make the same mistake again.

In classroom pattern practice drills, students are always informed beforehand as to what grammatical point is the topic for the drill.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were indicated as being frequently used:

- (1) Charts, diagrams, pictures, etc.
- (2) Actual objects as stimuli in vocabulary building, etc.
- (3) Impromptu dramatic activities (or role-playing exercises).
- (4) Free-wheeling discussion in target language, led by a native speaker.
- (5) Visits to embassies, restaurants, or other places where native target language speakers are found.
- (6) "Language tables" (i.e., meal time tables where only target language is spoken).

In addition to the techniques just listed, the Director mentioned that they make extensive use of their own special methodology based on understanding, memorization, and practice.

Language Laboratory Activities

As previously mentioned, there is no language laboratory at Sanz, although occasionally students are provided with tailor-made tapes for home study. Such tapes are made by the student's own instructor. Tapes are also used to some extent in the teaching of the esoteric languages for which Sanz does not have its own text material.

Evaluation Procedures

Student progress is evaluated by means of weekly tests which are part oral and part written. In the words of the Director, the purpose of the tests is to find out what the students do not know rather than what they do know, so that teaching emphasis can be adjusted accordingly. The oral part of the test consists of questions and answers in TL; the written part assesses the student's knowledge of rules, vocabulary, and "creative writing."

The testing program as a whole assesses the following aspects of foreign language skill: (a) speaking, (b) aural comprehension, (c) reading, (d) writing, and (e) English-to-Spanish translation.

Occasionally, students are eliminated from the program because of their unsatisfactory progress.

Faculty Characteristics

At the time of the survey, eight Spanish instructors were employed by the school, although only three were working. When student enrollment calls for it, instructors work eight hours per day. All Sanz instructors are native speakers

of the language they teach. Most have had some teaching experience prior to coming to Sanz.

All the teaching staff are regarded as full-fledged instructors; that is, none is an informant. The average age of the instructors is in the late twenties with a range from 22 to 60. At the time of the survey, 70% of the Spanish instructors were women.

All new instructors are put through an informal training program to acquaint them with the Sanz method. According to the Director, about six months is required for an instructor to become thoroughly proficient in the method.

Observation of Classes in Session

Two Spanish classes were observed, one during the first hour of the 12-week course, the other during the sixth week of the course. The number of students per class was respectively 5 and 11. Each class met in a conventional, though small, classroom containing a blackboard. In one of the classes, a tape recorder console was mounted on the instructor's desk, but was not used during the period observed. In both classes, the seating arrangement was a rough semicircle.

In the beginning class, the instructor lectured almost entirely in English, except, of course, for the particular Spanish content which he was teaching. He began by writing the five vowels on the blackboard. He pronounced each in turn and called upon the students individually to pronounce them. He next wrote on the blackboard the consonant "b" followed by each of the vowels; he demonstrated the pronunciation of each such syllable and had the class, individually, repeat them. A similar procedure was followed with respect to numerous other consonants. He called attention to spelling irregularities. For example, although /ka/ is rendered "ca," the sound /ke/ is spelled "que." Among the consonants presented was the Spanish /n/. This, too, was followed by each of the vowels, and pronunciation drills were carried out. Incidentally, to communicate the techniques for producing this particular Spanish sound, the instructor told the students to hold their nose as they said "nay." In most instances, when the students responded correctly the instructor would say either "correcto" or "perfecto."

Next, the instructor would do similar exercises in which the vowels were followed by various consonants. He pointed out that all infinitives end in "-ar, -er, or -ir." Exercises very similar to those described above were subsequently carried out as directed in certain pages of the text. Diphthongs were then taken up and named as such, using the Spanish term "diptongos."

At the end of the period, the instructor stated that virtually all the rules of Spanish pronunciation had been given. He told the students that if they mastered the content of this period, they would be able to pronounce correctly in Spanish.

The teacher always spoke at a moderate pace. He moved about the room from time to time and praised good responses. He used a few hand signals, one of which served to call the students' attention to which syllable of a word should be accented. From time to time he would use a very brief Spanish phrase, without translation, when the context would make it fairly clear what the meaning was; for example, the Spanish phrase for "do you understand" and "please" were each used. Individual responses were numerous throughout the period. There were no choral responses.

In the class in the sixth week of training, no English whatever was used, except in rare instances in which the instructor gave the English equivalent of

a single Spanish word. The entire period was devoted to questions and answers. A wide range of topics were touched upon, most of them concerning "everyday" actions. It appeared that some of the questions and answers were designed to elicit use of comparative expressions, such as more than, less than, and better than. In each case the student was required to answer with a complete statement. To illustrate the nature of the classroom activities, some of the things the instructor said in Spanish are reproduced below in English:

"I have ten dollars in my pocket. How much do you have? Do you have more than I have, or less than I have? Which of us has more money, you or I? Do you know which bus passes here? Where do you like to sit at the movies? What kind of car do you have? Do you like football? Do you like to fish? Do you like to hunt? Do you eat out often? What do you do when the waiter has served you well? Give him a tip. What does the waiter say?"

VOX INSTITUTE OF LANGUAGES **DLI French Course**

During its 11-year history, the Vox Institute of Languages has conducted training in 33 different languages. Generally, over 95% of its students are government personnel, military or otherwise.

Curriculum and Scheduling

At the time of the survey (December 1964), French was the language course with the highest DLI enrollment; hence it will be the major focus of concern in this description.

Although much of the instruction given at Vox is tailored to the particular requirements of individual students, from time to time a six-month French course is set up for small classes of DLI students, generally numbering six to eight. Such classes meet 4½ hours per day, either all in the morning or all in the afternoon. The weekly total of instructional hours is therefore 22½, and the six-month course total is about 540. It was estimated that the average students spend 10-15 hours per week in homework.

Training Objectives

With respect to French and most other European languages, an effort is made to teach the student all four of the basic language skills: speaking, understanding, reading, and writing, with somewhat greater emphasis upon the first two skills.

Since so many of the courses are tailored to the needs of particular individuals, training goals necessarily vary. Occasionally, DLI may send a particular student for training at Vox with the general instructions that comprehension skill be given top priority among the training objectives. When only a limited number of weeks are available for training a particular individual, instruction will be aimed at producing intelligible speech, rather than a native-like accent. In longer courses, greater attention is given to the niceties of pronunciation. In the teaching of speaking skill, greater importance is placed upon grammatically correct, intelligible speech than upon rapid speech. Reading and writing are both introduced from the beginning, but only as a necessary adjunct of

homework assignments. At the later stages of the course, students do some reading in literary works.

In the six-month intensive French course, an active vocabulary of roughly 1,200 words is the goal. With regard to passive, or recognition vocabulary, much higher levels may be reached with intelligent, educated students because there are so many English-French cognates. Military terminology is emphasized in the longer courses.

In the typical brief course of a few weeks' duration, little formal attention is given to the social customs and cultural factors of the TL country. However, such topics do receive attention in the longer courses.

General Description of Instructional Method

The general approach is characterized as "construction through conversation," with considerable use of grammatical analysis and translation exercises. (For Asian languages, particularly the tonal languages, the approach is more audio-lingual.)

All instruction is by native speakers who are directed always to speak French at a rate commensurate with the comprehension ability of the class.

On a typical day, the sequence of classroom activities is somewhat as follows: First, the homework is corrected orally. Students next recite the dialogue currently under study, and act out the various roles. A dictation exercise involving new material is then carried out, followed by an introduction to the next lesson. The instructor reads aloud the dialogue in the new lesson and presents an analysis of it in terms of grammatical principles. This analysis is followed by a question-and-answer drill on the new dialogue. The last half hour of each class day is generally devoted to free conversation in the TL.

Methods of Instruction: Phonology

Both speaking and understanding skills are taught more or less concurrently from the beginning of the course; there is no initial period of "ear-training." In the longer courses, an effort is made to teach students to pronounce correctly all allophones of each phoneme. When total training time is limited, however, instruction is aimed at producing intelligible speech, rather than a native-like accent.

The sequence of elements in phonology training is sentence-word-sound, but there is relatively little drilling in individual sounds. Words are introduced in complete sentences which are, of course, short at first. Only with the more difficult sounds does the instructor describe the articulatory mechanisms involved in their production. The students' text uses normal French orthography from the beginning of the course. Phonemic transcriptions are not given. The text presents dialogues in French with English translations on the opposite page. Translations are generally colloquial but occasionally word-for-word translations are provided as a pedagogic aid.

Choral response drills are never utilized. Phonology is taught principally by mimicry, but also by the reading of poetry selections which contain certain difficult sounds. Correct intonational patterns are moderately emphasized.

With respect to tonal languages, the tone system is taught principally by mimicry and repetition.

Methods of Instruction: Vocabulary

For the six-month French course, the vocabulary items taught are those which are included in the textbook dialogue material, and hence reflect the judgment of the textbook authors as to what is most useful. Students are never

required to memorize lists of foreign terms with their English equivalents. Vocabulary items are introduced in speech contexts which also illustrate various grammatical points.

In the beginning phases of instruction students are not urged to use a dictionary, but they are urged to do so at more advanced stages. English-French cognates are called specifically to the students' attention. Students are not encouraged to guess the meanings of unfamiliar French terms. This, of course, is unnecessary when using the regular text, since English translations are provided by the text. Word meanings are generally taught by pairing the foreign word with the English equivalent.

Methods of Instruction: Grammar

During the early stages of a course, approximately half of the class hours are devoted specifically to formal grammar. This proportion diminishes as the course progresses. Grammar is taught primarily by the deductive method in which certain principles are presented and followed by explicit examples. Students are required to memorize the dialogues in the text in order to give them reflex control of certain useful phrases which is considered to be good for their morale.

Homework exercises make extensive use of transformation, replacement, and fill-in-the-blank type drills. In class, extensive use is made of formal grammatical analysis, although students are not required to be able to state grammatical rules. They are required to recite grammatical paradigms.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were indicated as being frequently used:

- (1) Free-wheeling discussions in target language, led by native speaker.
- (2) Dictation in target language over public address system.

Language Laboratory Activities

There is no actual language laboratory at the Vox Institute, although some students are given tapes tailor-made to their particular needs for use on their own time.

Evaluation Procedures and Remedial Efforts

Formal tests of various kinds are given once per week. Some consist of English sentences to be translated into French. In others, the Director of the school dictates French sentences via the public address system, and students must transcribe them in French. In other tests, the instructor reads a paragraph in French and requires the students to answer a series of questions about it all in French.

The testing program as a whole assesses the following aspects of competence in French: (a) speaking, (b) aural comprehension, (c) reading, (d) writing, and (e) English-to-French translation.

Students making unsatisfactory progress are required to attend supervised study sessions outside of regular class hours.

Faculty Characteristics

At the time of the survey there were five instructors in French, some of whom were part-time. The average number of hours per week spent by instructors in contact with classes was estimated to be about 20, although their most senior French instructor generally spends 40 hours per week in class. All are native

speakers of French. (In fact, throughout the school, all language teachers are native speakers of the language they teach.) None of the French instructors has had formal training in linguistics, but one has had some training in teaching methods.

The school conducts a very informal training program for new instructors. It consists of a long talk with the Director in which the new instructor is informed about such aspects of the teaching method as the preferred techniques for explaining grammatical points, giving dictation, and teaching vocabulary. The novice instructor is also required to sit in on other language classes for a full week, in which he observes experienced instructors at work. Only highly experienced instructors are put in charge of introductory classes. The inexperienced ones are believed to function more efficiently with advanced classes, where their principal role will be that of a native-speaker model who provides realistic practice in conversation skill with the students. Thus the new teachers do little actual instructing. They are instead considered to be "informants." The experienced teachers, however, are considered to be full-fledged instructors.

Of the five French instructors, four are women. Their average age is about 35. In the opinion of the Director, women generally make better teachers because they have more patience and are more conscientious. The instructors rotate from class to class, so that students become exposed to a variety of individual voices and accents.

Observation of Classes in Session

Two small French classes were observed, one containing two students and the other, five. In addition, one tutorial French class and one tutorial Spanish class were observed. In a tutorial class there is one instructor and one student.

All classes met in quite small, but nevertheless traditional classrooms with standard students' desks, blackboards, and other accessories. In each case a map of the relevant country was in evidence on the wall and in one case there were also prints of French scenes displayed. In all cases the instructors appeared to be speaking at a normal conversational speed.

In the two-pupil French class, students were in their second week of instruction. Considerable English was spoken in this class; for instance, certain grammatical points were explained in English. The teacher pronounced the students' names with a French accent and gave pupils individual attention when needed. No choral responses were observed.

The other French class consisted of five students in their tenth week of instruction. A 10-minute dictation exercise began the period. The teacher then went from student to student asking questions in French and offering assistance promptly whenever a student faltered in his French answer. The teacher appeared to be using the text to guide her activities. She spoke in French for virtually the entire period, with the exception of rare occasions when she used English to explain procedural points, the nature of assignments, and the like.

The French and Spanish tutorial sessions were quite informal, as might be expected. In each case, the student was relatively advanced; that is, he appeared to be able to understand virtually all of what the instructor said, and was able to express himself with reasonable intelligibility, although not necessarily with native-like accent. In each of the tutorial sessions, true dialogues occurred; both teacher and student spoke frequently and in response to each other. The teachers would occasionally correct the student in the use of the proper preposition, for example, or proper word order, and sometimes would offer him the proper word, but no efforts were made to improve the student's pronunciation. It appeared that the goal was to enhance fluency and intelligibility, nothing beyond this.

Chapter 6

OTHER GOVERNMENTAL PROGRAMS

As is the case with the programs described in Chapters 4 and 5, the courses discussed here are fairly long and intensive, and training is for the purpose of fulfilling some aspect of U.S. foreign policy.

DEPARTMENT OF STATE, FOREIGN SERVICE INSTITUTE, SCHOOL OF LANGUAGES AND AREA STUDIES

French Program

The Foreign Service Institute (FSI), established in 1946, is the principal training organization of the U.S. Department of State. Its School of Languages and Area Studies provides intensive language training to State Department personnel and also to individuals from other branches of the U.S. government which have foreign language skill requirements.

Curriculum and Scheduling

Each year FSI offers courses in 25 to 33 different languages. French, which has long had one of the highest enrollments of courses at FSI, was selected for examination in this survey. There were approximately 65 students enrolled in the program in French at that time (June 1965).

Classes meet six hours per day, five days per week. The standard length of the course is 16 weeks, so that the total number of hours of contact is 480. (From time to time, classes are set up specifically for DLI. They generally run for 24 weeks due to the fact that area training is interspersed with the language training. The number of hours devoted to language training is about the same in both the 24-week and the 16-week courses.)

Student Input and Selection Procedures

FSI accepts for training all students assigned to it by the various government agencies. Selection of students is carried out by the parent agencies. Many arriving students have already been administered the Modern Language Aptitude Test; those who have not, are tested at FSI. Scores on this test are used as the principal basis for forming homogeneous-ability classes. Any prior foreign language experience of a particular student is also considered in assigning him to a particular class. As the course progresses, students may be shifted from one class to another as their relative proficiency changes.

Training Objectives

"The first aim of the course is to have the student achieve a satisfactory command, speaking and understanding, of the ordinary conversational speech of

educated native speakers of the language. This does not mean that the development of competence in reading and writing the language is disregarded, but that this is a separate problem which in the initial stages of study must be regarded as secondary." (27)

Thus the development of speaking and understanding skills are regarded as primary training objectives; reading and writing, in that order, are next in importance. There is no literature reading or creative writing. In the development of speaking skill, greater emphasis is placed upon accuracy than upon fluency.

The introduction of reading instruction is deliberately delayed until it is judged that most students have an adequate grasp of the phonology of the language. This point varies considerably with the ability level of the class, but, on the average, might be at about the eighth week.

At no point in the course is there any instruction in writing French, nor is there any requirement that students write, although they are free to do so if they choose.

The course strives to produce S-2, R-2 skills (i.e., limited working proficiency) with high aptitude students, and S-1, R-1 (i.e., elementary proficiency) with students of average aptitude.

In the 16-week language course, there are no periods devoted specifically to social customs and cultural factors. Each dialogue in the text, however, is followed by a short section entitled "Dialogue Notes," which imparts small items of information concerning French culture and customs, and of course, information of this general sort comes up incidentally many times during the course. Many of the language students at FSI, after completing their language training, proceed to an eight-week course in area study dealing specifically with the country of their next assignment.

General Description of Instructional Method

The general approach is strongly audio-lingual and makes extensive use of dialogue memorization, structural drills, and native-speaker drillmasters. Instruction is handled by a team, consisting of a structural linguist (who may or may not be a native speaker of French) and a "tutor," who is always a native speaker and functions more or less as a drillmaster. Tutors are in charge of their classes six hours per day, but may, whenever they feel a need to do so, call the linguist into the classroom to give instruction on troublesome points. Grammatical explanations are normally given by the linguist.

Drillmasters are directed always to speak French at a normal conversational speed. Although the "reverse buildup" technique is extensively used, the various portions of such sentences are nevertheless spoken at a normal rate of speed and with appropriate intonation.

Students attend class six hours per day. There is no pattern of class activities throughout the day which could be considered typical. Classes vary considerably in aptitude level and/or general proficiency and hence in the rate at which they progress through the course materials. Each portion of each lesson in the text must be learned fairly thoroughly before proceeding to the next. Hence, classes proceed as far as possible each day but do not attempt to cover a designated amount of material.

It is estimated that the average student spends about 10 hours per week in homework.

The typical number of students in a class is four and the maximum number is six.

Methods of Instruction: Phonology

Both speaking and comprehension skills are taught more or less concurrently from the beginning of the course. Efforts are made to teach all of the major allophonic variants of each segmental phoneme, with much of such instruction taking place in the context of words, phrases, or sentences. Attention to individual phonemes is given only when students are found to be having trouble with the longer utterances. In general, the sequence of elements is word-phrase-sentence with students encountering complete sentences from the first hour on.

The native-speaker instructors do not ordinarily describe the articulatory mechanisms involved in the production of French sounds. The linguists occasionally do so, but seldom in much detail. The students' text does give brief descriptions of articulatory mechanisms.

The French dialogues in the text are presented in normal French orthography, in phonemic transcription, and in colloquial English equivalents. (Textbooks are used from the beginning of the course.) Many of the English equivalents (free translations) are also accompanied by "breakdowns," that is, word-for-word translations of the French expression.

It is the impression of the chairman of the French Department that student attitudes toward the phonemic transcriptions range from indifferent to slightly negative. Occasionally, a student who is having considerable difficulty may be encouraged to attempt devising a transcription system of his own for representing certain particularly troublesome sounds.

Choral response drills are used quite rarely in phonology training. In introducing new dialogue, each line is chorused just once before proceeding to individual response drills.

Intonation patterns are strongly emphasized throughout the course. The teaching of intonation is accomplished primarily by mimicry although the phonemic transcriptions referred to above do include indicators of intonation.

Students are advised that it may be helpful to them in mastering certain difficult sounds to observe their own articulation through the use of a mirror as a part of their homework.

In general, phonology training is accomplished principally through classroom instruction, but supplemented somewhat by optional laboratory work. Students are encouraged to spend approximately two hours per day in the laboratory, although no actions are taken to insure that this recommendation is followed.

Methods of Instruction: Vocabulary

The vocabulary taught in the course was selected primarily on the basis of judged usefulness in ordinary social situations which might be encountered by an adult in France. Each unit of the text is topically oriented (e.g., "Au Restaurant," "Au Bureau," "Chez le Coiffeur") and contains high frequency vocabulary appropriate to the topic.

Students are not required to memorize vocabulary lists. In fact, there are none in the text. Neither are students encouraged to use a dictionary or glossary. At the more advanced levels, they are encouraged to guess the meanings of unfamiliar French terms. No particular efforts are made by instructor personnel to call the students' attention to French-English cognates.

The basic mechanism for communicating to the student the meaning of French terms is, in the early stages of the course, translation. At the more

advanced stages, new terms are defined on the basis of context, or are given verbal definitions in French.

No explicit effort is made to bring together the teaching of two terms or expressions which tend to sound alike to beginning students.

Methods of Instruction: Grammar

There are no periods scheduled for grammar instruction. It is provided by the linguist from time to time for short portions of a period, whenever he feels that certain students need it. The drillmasters are not allowed to give grammar instruction themselves.

Grammar is taught by a combination of the inductive and the deductive methods, with perhaps greater reliance on the former. Students must first memorize the dialogue (most of which is done in class) that illustrates the grammatical patterns currently under study. Subsequent drills attempt to teach the student to manipulate these structural patterns with varying vocabularies and other modifications. Students are exposed to explicit statements of grammatical principles in their textbooks and also in the brief expositions made by the linguists.

The selection of grammatical constructions taught early in the course, like the lexical material, was made primarily on the basis of judged usefulness in ordinary social conversation. Transformation drills and replacement drills are both used extensively in the "grammar instruction." Students are not expected to be able to state grammatical rules or recite paradigms. Structural drills which are carried out in class are not preceded by any formal introduction as to what the drill is about; students are merely shown by example how they are to proceed.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were checked as being frequently used:

- (1) Free-wheeling discussions in target language, led by native speaker (at advanced levels only).
- (2) Five-minute oral talks prepared in advance (advanced classes only).
- (3) Student debates on various topics, all conducted in target language (advanced classes only).
- (4) Brief statements by students of recent news events culled from newspapers.

Language Laboratory Activities

As indicated previously, work in the language laboratory is entirely optional. However, it is recommended that students spend two hours per day in the laboratory, which is open each evening.

The laboratory contains 96 student positions and services the entire language school. The laboratory equipment is audio-active and permits record and playback activities although the bulk of the laboratory time is spent in listening and responding, without playback. Monitoring facilities exist but are seldom used since the laboratory operates predominately on the library system with each student listening to an individual tape. Students are also allowed to borrow tapes for use with their own equipment in their own quarters.

The typical laboratory tape involves three or four different speakers, some male and some female. A variety of French dialects are represented.

The materials on the laboratory tapes are essentially an audio version of the textbook drill materials. The following chart, which is a modified version

of a chart appearing in the students' text, will give the reader a general understanding of the kinds of materials represented on the student tapes.

	<u>Section</u>	<u>Tape Use</u>	<u>Activity</u>
Dialogue Phase	DIALOGUE		
	for Listening	Familiarization	Listen
	for Learning	Memorizing	Repeat
	for Fluency	Fluency	Repeat
	for Comprehension	Comprehension	Listen
Drill Phase	USEFUL WORDS	Memorizing	Repeat
	LEXICAL DRILLS	Manipulation	Answer
	QUESTIONS ON THE DIA-	Manipulation	Answer
	LOGUE PRONUNCIATION	Pronunciation	Repeat
	GRAMMAR DRILLS	Manipulation	Answer
Comprehension Phase	SITUATIONS	Comprehension	Listen
	NARRATION	Comprehension	Listen
	READING	Comprehension	Listen

Student Evaluation Procedures and Remedial Efforts

Once each week, the instructor assigns ratings to each student in his or her class. If certain students appear to rank far above or below the bulk of the class, they may be transferred to another class more appropriate to their ability level.

Formal tests are given after each six units of instruction. A unit is a chapter in the text and the weekly rate of progression through these units varies by as great a ratio as 2:1. Some classes may finish the first six units in four weeks, others may take eight weeks.

All formal tests are administered by tape and require the student to select the proper alternative on a multiple-choice response sheet. Only comprehension skills are assessed on the formal tests, which consist of four kinds of items:

- (1) The student must choose the correct English translation of a French utterance.
- (2) The student must choose a grammatically correct French sentence from among several presented.
- (3) The student must make discriminations between French phrases which sound very much alike.
- (4) The student hears a story in French and must answer questions in English concerning the content of the story.

The following aspects of foreign language competency are assessed in formal and informal tests: (a) speaking, (b) aural comprehension, (c) reading, and (d) translating French into English.

Students who are considered to be making unsatisfactory progress are sometimes transferred to a less advanced group, and sometimes given private tutorial-type instruction to help them catch up.

Faculty Characteristics

There are a total of 18 instructor personnel associated with the French course. Three of these are linguists and are designated as such. The other 15 are native-speaker drillmasters who are referred to as "instructors" at FSI. Drillmasters spend 30 hours per week in contact with their classes. Linguists visit classes intermittently as requested and spend an estimated 20 hours per week on the platform. It so happens that two of the three linguists are also native speakers while the third is a native American.

All new instructors are required to take a formal instructor training course of about 20 hours in length. The course consists principally of explanations and practice in the various teaching techniques utilized at FSI. Novice instructors are taught how to present dialogues and carry out structural drills. They are also admonished not to talk "about the language" or to give grammatical explanations, but always to call in a linguist when problems appear to be developing which require his specialized skills.

Of the 18 instructors in the French course, 15 are women and 3 are men. They range in age from 25 to 40 with the average being about 33.

Instructors are rotated every four weeks. During each four-week period, each instructor teaches one particular class for the entire period.

Observation of Classes in Progress

A total of four classes were visited for one full period each. Two of these were in the third or fourth week of the course, and the other two were in the final week of the 16-week course. Each class contained from four to six students. All classes met in small rooms equipped with a blackboard with students sitting around a rectangular table or at desk chairs. Most of the classrooms had maps and travel posters on the walls.

In each class, the instructors spoke at a normal conversational rate at all times and used almost no English. Occasionally, a single word would be used to give the English meaning of a French term, or occasionally a short English sentence would be used to clarify some point.

Choral response drills were not observed at all in three of the four classes; in the other class, one extremely brief choral response drill of perhaps 30 seconds' duration occurred. Individual responses, on the other hand, were extremely numerous throughout the period in all four classes.

In the first elementary-level class visited, the entire period was devoted to dialogue memorization drills. The instructor, a native speaker, read one sentence of the dialogue and had each student repeat it several times. After the student's response, the teacher would read the model sentence again and the student would repeat it again. Each sentence in the dialogue was drilled in this fashion. Occasionally, the teacher would ask a student to explain the English meaning of a particular sentence he had just uttered. In one particular five-minute time sample, a total of 35 individual responses occurred.

In the other elementary level course, two kinds of activities occurred: replacement drills, and a question-and-answer period in which the teacher asked questions in French and the students answered in French.

At one point during this period, the linguist interrupted briefly to drill the students on a certain pair of vowels with which they were having difficulty. The linguist held forth for only three or four minutes.

In the two advanced classes in the final week of the course, the classroom activities consisted of (a) a variety of structural drills and (b) a general discussion period in which the teacher asked questions that required each student to extemporize for several minutes as he answered.

THE EXPERIMENT IN INTERNATIONAL LIVING, INTERNATIONAL ORIENTATION CENTER Peace Corps's Portuguese, Turkish, and Farsi Programs

The Experiment in International Living, with headquarters in Putney, Vermont, is an independent, nonprofit educational organization. Since its

founding in 1932, its principal activity has been the promotion of international understanding through exchange visits by young adults from the United States and other countries. Since August 1961, the Experiment has also been training Peace Corps (PC) volunteers at its International Orientation Center, Sandanona, near Brattleboro, Vermont.

Curriculum and Scheduling

At the time of this survey, three different training programs were in progress. A group of 70 trainees were preparing for Peace Corps work in Turkey, a group of 66 for work in Afghanistan, and a group of 93 for work in Brazil. The program description presented in this chapter is based principally on the Portuguese course, for the others are highly similar.

Peace Corps training programs conducted at The Experiment are typically 12 weeks in length, with classes meeting 10 hours per day, six days per week. The amount of time devoted to language training each day varies from four to six hours with a weekly total of 30 hours and a total for the 12-week course of 360 hours. Voluntary work in the language laboratory may add appreciably to this total for some students. Classes are typically 50 minutes in length.

Student Input and Selection Procedures

All Peace Corps trainees at The Experiment have gone through the regular PC selection procedures, one element of which is the Modern Language Aptitude Test. However, poor performance on this test is not a basis for rejecting otherwise well-qualified applicants, except when people are being selected for work in certain countries where language skill is deemed of critical importance.

The average age of the PC trainees at Putney at the time of this survey was 24, although a few were in their forties and fifties.

Training Objectives

The overall objective of these training programs is, of course, to prepare PC volunteers to perform a useful job in the target country. The vast majority of the trainees are preparing to be teachers of English. A small number who are already qualified in certain technical specialties, such as sanitation engineering or agricultural methods, will perform work relating to their specialties upon arrival in the target country.

With respect to language instruction, the four areas of language skills are emphasized according to the following order of importance: understanding, speaking, reading, and writing. (Actually, almost no attention is given to instruction in writing.) In the development of speaking skill, greater importance is placed upon accuracy than upon fluency on the grounds that fluency will automatically develop with a prolonged stay in the target country.

For Portuguese and Turkish, which use the Roman alphabet, reading instruction is introduced in the third week, after the fundamentals of the sound system of the target language have been fairly well mastered. With respect to Farsi, which uses the Arabic alphabet, reading is not begun until the sixth week, about the midpoint of the course. Prior to the introduction of reading instruction, however, students of Farsi are exposed to phonemic transcriptions of Farsi utterances.

No estimates were available concerning the size of the vocabulary developed in the courses. The philosophy of the program is to develop a mastery of the phonology and of the most useful grammatical structures of the

language rather than to build a large vocabulary. The final week of each course does, however, attempt to acquaint the students with technical terms that will be useful in their particular occupation in the target country.

Area training is, of course, a major component of Peace Corps training programs. Trainees at The Experiment receive approximately 90 hours of such instruction during their 12-week course.

General Description of Instructional Method

The general approach is essentially audio-lingual. Instruction is carried out by teams composed of a linguist (who may or may not be a native speaker) and several drillmasters (who are always native speakers). The linguists conduct "expository sessions" on the language to classes of 25-50 students. Drill sessions, led by the native speakers, consist of 8-10 students.

The program attempts to produce a high level of mastery of all material covered rather than concentrate on a specified amount of material. Groups with high ability proceed much further into the material than do poorer groups, but each group theoretically masters fairly completely the material it does cover.

Instructors are expected generally to speak the target language (TL) at a normal conversational rate, but are occasionally permitted to utter individual words or phrases at a slower than normal pace when necessary.

On a typical day, classes begin at 8:00 A.M. with a 30-minute "Expository Session" conducted by a linguist. In this session, the students learn "about the language"; they analyze grammatical structures previously learned inductively, hear fine points of grammar and phonology elucidated, and engage in brief choral drills to assist in the inculcation of specific points. This period is followed by a drill session, and from 9:00 to 10:00 A.M. students work in the language laboratory. The remainder of the morning is spent in classes dealing with various non-language aspects of the target culture. At noon the students eat lunch with their instructors. No particular effort is made to restrict conversation to the TL or to group students by language during the meal.

At 1:00 P.M. a short "fun-and-games" period takes place, devoted to such activities as group sings and impromptu skits, conducted in the TL. The time between 1:15 and 3:00 P.M. is spent in additional drill sessions, and from 3:00 until 5:00 P.M. the time is devoted to non-language topics. Dinner is between 5:00 and 7:00 P.M., followed by two hours of varied activities—sometimes additional laboratory sessions, sometimes guest lectures or other special programs. It was estimated that the average student spends about six hours per week in homework.

Thus in the typical day just described, students have ½ hour of expository sessions, 2½ hours of drill sessions, and one hour of laboratory work. On certain days of the week, as mentioned, they have an additional two hours of laboratory sessions.

Methods of Instruction: Phonology

The first 1½ weeks of language instruction are devoted solely to phonology training. The first 16 hours of the period are spent in pure discrimination training in which efforts are made to teach the students to hear the differences among TL sounds without requiring the students to produce the sounds. Minimal pair drills are extensively used, and all of the major allophones of each segmental phoneme are covered.

The general sequence in phonology training is sound-word-sentence, although a few useful sentences are introduced in the first hour for motivational purposes, since students are said to quickly tire of extensive drills on isolated sounds. Choral response drills are extensively used. In teaching the more difficult sounds, it is customary to describe the relevant articulatory processes by such means as words, pictures, and gestures. Only rarely are students urged to use a mirror to observe their own articulations. The pedagogical technique of inserting a troublesome sound into an English word is seldom employed.

Students are provided with textual materials representing the sounds of the target language, generally after the first or second week. In the case of Portuguese and Turkish, this textual material is printed in the standard orthography of the target language; for Farsi, in phonemic transcription. The students are reminded, of course, that the transcriptions are a reference or aid and not an illustration of the conventional orthography of the language. Students are not encouraged to improvise a system of their own for representing the sounds of the target language.

Students are provided with printed English translations of target language dialogues and also of the "presentation drills." Thereafter no English translations are used throughout a unit of instruction. Translations are always colloquial, never literal.

Intonational patterns of the target language are strongly emphasized throughout the courses. They are taught both by mimicry and by description and explanation. Little use is made of any of the notation systems for representing intonational patterns.

Methods of Instruction: Vocabulary

Although building vocabulary is not a major objective of the program, considerable vocabulary growth necessarily occurs. Students learn new TL terms primarily by associating them with their English equivalents, generally in the context of a sentence or dialogue. Relatively little use is made of realia (the "direct method") in vocabulary training.

In the final week of the course, efforts are made to teach the student some of the specialized terminology relevant to the job he will be doing in the target country.

Methods of Instruction: Grammar

The expository sessions are concerned to a great extent with analytic descriptions of grammatical or syntactical principles characteristic of the language. These sessions always deal with principles which have already been learned inductively in prior drill and laboratory sessions. Thus one might say that grammar is taught both inductively and deductively, but with greater reliance placed on induction.

Students are required to memorize certain dialogues as a first step in acquainting them with particular grammatical structures. Extensive use is made of transformation, replacement, and substitution drills. Although the grammar of the language is analyzed deductively, students are not expected to be able to state grammatical rules or recite paradigms.

In the classroom pattern practice drills (e.g., transformation drills), students are not informed beforehand what the drill is to be about, but are merely shown by demonstration or example what type of responses they are to make.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were indicated as being "frequently" used:

- (1) Impromptu dramatic activities (or role-playing exercises).
- (2) Free-wheeling discussions in target language, led by native speaker.
- (3) Visits to embassies, restaurants, or other places where native target language speakers are found.
- (4) "Language tables" (i.e., mealtime tables where only target language is spoken).

Language Laboratory Activities

Work in the language laboratory is an integral part of the training program and students spend a minimum of six hours per week in this activity. In addition, the laboratory is open 24 hours a day for optional use.

The laboratory contains a total of 70 student positions. Typically, a taped exercise will first emanate from the master console so that the exercise material can be duplicated on students' individual tape reels. Thereafter each student uses his individual study tape at his own pace and convenience. Native-speaker drillmasters supervise all scheduled laboratory sessions and are able to monitor the work of individual students either with or without their awareness (see Figure 8). The monitor corrects the student's speech whenever he sees fit. The equipment also allows the student to signal the monitor whenever he needs assistance.

The tapes for each language employ no fewer than two native speakers. With respect to both Portuguese and Turkish, both men and women speakers are employed, but in the case of Farsi, only men are used. In each case a standard dialect is used by all the speakers.

Typical Language Laboratory Session, The Experiment for International Living

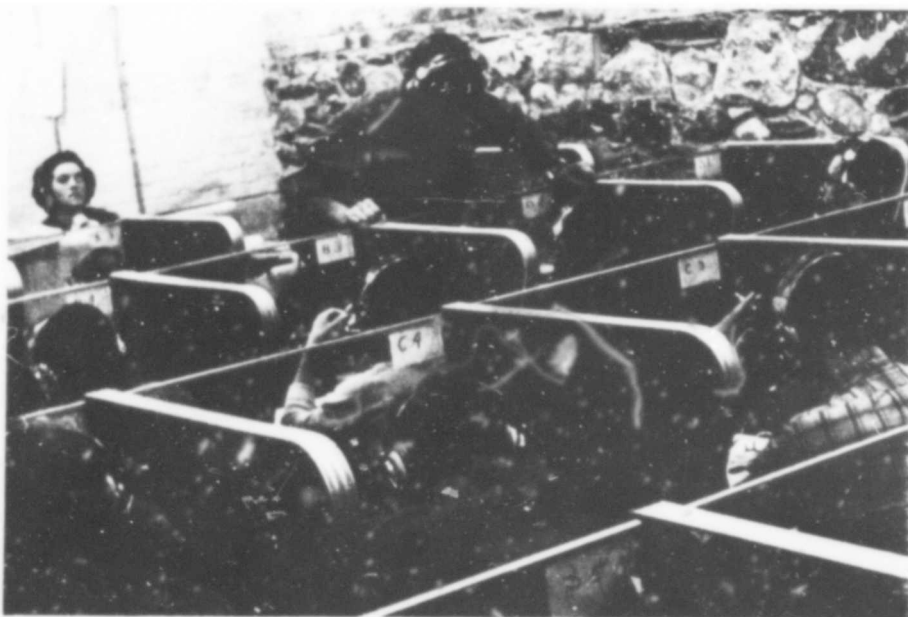


Figure 8

The laboratory exercises are of two types. One is a simple repetition in which the student mimics the utterances of the instructor on the tape. The other is called a substitution drill and requires the student to insert cue words or phrases into a basic sentence. After doing so in the pause provided, he hears a correct version of the substitution he has supplied.

Text Materials

Both the Portuguese and Turkish courses use texts developed elsewhere (28 and 29). However, the text used in the Farsi course, was developed specifically for the Peace Corps training project and was co-authored by the language coordinator of the project. This text illustrates the training methodology used at this PC training center.

The text, entitled Farsi Reference Manual, Basic Course (30), contains 207 pages and is divided into 10 "units." The introduction clearly states that the text is to be used only as a reference and never during classroom activities or laboratory practice periods. "Attention should never be divided between listening and observing the printed page." The student is reminded that the graphic symbols used in the text (phonemic transcriptions) are merely approximate representations of the sounds of Farsi. Arabic script is not used.

Unit 1 is concerned with the phonology of Farsi. Both segmental and suprasegmental phonemes are first described in the terminology of linguistics. Near equivalents in English are cited. For the more difficult sounds, descriptions and diagrams of the articulatory processes are presented.

Part 2 of Unit 1 consists of actual drill materials starting with useful short phrases such as "Hello" and "How are you," followed by minimal pair drills and allophonic drills.

Units 2-10 all follow the same basic format, which consists of six major divisions as follows:

(1) Dialogue. The dialogue is presented in phonemic Farsi and with English translations. In the drill sessions, the dialogue is practiced chorally and then individually until all students have memorized it.

(2) Presentation Drills. Here the student is given an opportunity to learn new vocabulary items which are inserted into the basic sentence frames used in the preceding dialogue. The presentation drills are of two types: repetition and substitution. In the latter, the drillmasters present a cue word which the students must then insert into the basic sentence, making whatever changes are necessitated.

(3) Reinforcement Drills. These are of two types: transformation and rejoinder. They are designed "to expand the morphological patterns using the same lexical items."

(4) Explanation of Syntax and Word Formation. Since the course is intended to teach grammar and syntax primarily via the inductive method, analytic explanations of the linguistic patterns of Farsi are presented at this point, that is, after extensive drill sessions. For example, in this section of Unit 2, charts and text explain the difference between the standard word order of English and Farsi. Various other grammatical points are also explained.

(5) Recapitulation Drills. These are of two types: substitution and transformation. The goal is to produce a high degree of automaticity in the student so that he can rapidly transform any sentence into the type demanded by the cue.

(6) Conversation. Here the technique is "directed dialogue" followed by more or less independent free-wheeling conversation insofar as this can be achieved.

The content of the dialogues may be inferred from the titles presented below.

- Dialogue 1: John Bing Meets Ghulam Ghaus
- Dialogue 2: John Meets Ghulam's Brother at Habibia School
- Dialogue 3: John Has an Informal Conversation With Ghulam Ghaus
- Dialogue 4: John Goes to a Restaurant in Kabul
- Dialogue 5: John Goes Shopping in Share-naw
- Dialogue 6: Buzkashi (this is a polo-like sport popular in Afghanistan)
- Dialogue 7: A Telephone Conversation
- Dialogue 8: A Social Visit
- Dialogue 9: Getting Ready for Guests

Evaluation Procedures and Remedial Efforts

Oral tests are given at the end of the first, third, fifth, or sixth, and eighth or ninth week, and a final examination at the end of the 11th or 12th week. These tests consist of repetition, substitution, and transformation problems, a telephone conversation, and sometimes an interpreter situation. Only speaking and comprehension skills are directly assessed.

Students judged to be making unsatisfactory progress are given tutorial assignments with the instructor on a one-to-one basis and also additional make-up sessions. No one has yet been eliminated from these particular Peace Corps projects because of language deficiency.

Faculty Characteristics

There are 7 instructors in Turkish, 11 in Portuguese (for the Brazil group); and 9 in Farsi (for the Afghanistan group). All are native speakers of the language they teach. Typically, an instructor spends 3½ hours per day, six days per week in formal contact with his students, plus a great deal of informal contact outside of class. Three or four instructors in each of the three language groups (27% of the total) have had at least some formal training in linguistics and/or instructional methods.

All new instructors are put through an informal training program before they begin teaching. It may vary in length from one to six days depending upon the amount of time available. Topics covered include the fundamentals of linguistics, classroom techniques used at The Experiment, the mechanical aspects of the school's operation, and the use of the language laboratory. Also, when possible, five different films by the Modern Language Association which are concerned with language teaching are shown to the novice instructor. As part of their training, instructors are required to play the role of students for a few periods in learning some language unfamiliar to them.

One of the instructors in each of the three languages has had considerable training in linguistics and is regarded as the linguist. He or she conducts "expository sessions" of 30 minutes duration in which the formal structure of the language is explained and taught to the students. Each student attends three such expository sessions per week. This instruction is principally in English, but with profuse illustrations in the target language and occasional very brief choral drills. Most of the other instructors in each language are regarded more or less as "informants" or "drillmasters." Their principal role is to lead the students through phonology and pattern practice drills with heavy use of choral and individual response. They also monitor the work in the language laboratory.

Men and women are about equally represented among the Turkish and Portuguese instructors, but all seven of the Farsi instructors are men. The

instructors range in age from 18 to 52. Training authorities at The Experiment feel that instructors who are just slightly older than the students relate most readily and most effectively with their PC students.

Instructors do not stay with the same group of students throughout the course since the groups or sections are reconstituted from time to time so that each group will always be more or less homogeneous with respect to language proficiency. Apparently, early performance in class is considered a better indicator for placement purposes than the language aptitude test score.

Observation of Classes in Session

The researchers observed one 30-minute expository session in Portuguese; four one-hour drill sessions in Portuguese, and two one-hour drill sessions in Turkish. The Farsi and Turkish programs were nearing completion, and therefore the classroom activities were reportedly not typical of what usually takes place.

The expository session for the Portuguese students was attended by roughly 40 students, arranged in a more or less conventional classroom seating arrangement. The students were all in their third week of the course. The instructor, a woman, was apparently a native Brazilian, but one who spoke very good English. Her lecture was actually delivered in English, as is the usual procedure in expository sessions at The Experiment, but it was interspersed with frequent illustrations in Portuguese. Occasionally, she called for very brief choral response drills lasting only 20 seconds or so, apparently to help inculcate certain points which she had just lectured about. Among the topics she discussed were plural formation in Portuguese and typical intonation patterns of the various sentence forms. For example, she explained that when certain key question words are used, such as the word for "when" or "why," it is not necessary to use a typical question intonation because the initial word communicates the idea of interrogation.

Each drill session in Portuguese contained approximately eight or nine students. The setting was rather informal (see Figure 9), and the seating was roughly circular or rectangular, so that the drillmaster was quite visible to all students. No training aids were in evidence. In each of the four Portuguese drill sessions, almost the entire period was devoted to choral response drills which proceeded at a very brisk pace. A five-minute time-sample of one section yielded a count of 73 choral responses.

In general, the drillmaster spoke at what seemed to be a normal rate of speed, but on rare occasions would slow down for an apparently tricky phrase when it was evident that the students were having difficulty with it. Although the vast bulk of the utterances were in Portuguese, it was apparent that the speaking of English was not rigidly prohibited. Both teachers and students would on occasion use English. For example, sometimes a teacher would ask the students "What does that mean?" after they had been repeating a certain sentence in Portuguese many times. Only rarely did the teachers address the students by name. When they did, however, they generally used the American version of the name. A few other samples of English spoken by the instructors are "Now let's go back to the dialogue," "Excuse me," "Now your answer," "Pay attention to the intonation."

Very rarely did the teacher spend more than a few seconds giving individual attention to a particular student's difficulty. Generally, he or she would correct the student immediately after an unsatisfactory response. No instances were observed in which one student interacted with another student in Portuguese.

Outdoor Language Drill Session, The Experiment for International Living



Figure 9

In one of the four drill sessions, the class hour was divided about equally between choral response drills and individual response drills.

Most of the drills were either simple repetition or substitution drills, but occasionally transformation drills were used. When the teacher was dissatisfied with the choral response, she would sometimes repeat the same item six or eight times and have the students repeat it after her each time until she was satisfied.

The two Turkish "drill sessions" contained 10 students each. Again the seating arrangement was roughly circular, and in this class as in all the classes at The Experiment, a very relaxed atmosphere prevailed and smoking was permitted.

Since the students in these two sessions were virtually at the end of their 12-week formal training period and had already had their final exams, it is not surprising that the class activities were strongly oriented towards the job ahead. The teacher attempted to acquaint the students with the situations they might encounter with respect to transportation, toilet facilities, shopping, how to bargain, and relationships with old people. English was used frequently and freely. In one of the classes, the teacher made up a list of critical words and phrases which the students thought they would like to be able to use upon arriving in the target country and it was arranged that the teacher would have these terms duplicated for distribution to the students.

Chapter 7

UNIVERSITY AND COLLEGE PROGRAMS

In contrast to the training programs just described, this chapter deals with foreign language courses which are generally of the regular academic type. The students are all civilians pursuing college studies or, in one instance, teaching careers. One of the programs described is of English as a foreign language.

CORNELL UNIVERSITY German and Spanish Programs

Cornell University has been well known for many years as a center for language training and research. It was the first university to adapt for civilian use the essential features of the intensive language training programs which were developed during World War II for the Army Specialized Training Program and other government training programs.

Cornell is perhaps also unique in the sharpness with which it has separated those courses concerned with language training *per se* from those concerned with such subjects as the literature and history of the target language (TL) countries. The Division of Modern Languages at Cornell is responsible for all elementary and intermediate language courses (in more than 25 different languages), all conversation and composition courses, and all courses in linguistics. Separate departments exist for German Literature, Romance Studies, and Russian Studies. Courses in these departments are taught in the TL and have as their primary objective the imparting of specific information or content rather than the teaching of language skills.

Curriculum and Scheduling

With respect to most of the languages taught, a two-semester introductory course is offered which carries six credits each semester. For the more common languages, a special one-semester elementary course is also offered for those students who have had high school language training, but are not sufficiently proficient to enter directly into the intermediate courses or the literature courses of that language.

The language training methodology employed at Cornell is said to be very much the same in all of the elementary courses, except for such modifications as may be dictated by the nature of the text used or the unique features of certain languages (e.g., the non-alphabetic writing system of many oriental languages). The description of methodology presented here may, therefore, be taken to represent virtually all of the elementary courses at Cornell. It is based upon structured interviews with the Director of the Division of Modern Languages, and with the heads of the German and Spanish sections. Only the regular elementary level two-semester courses are considered in this chapter.

Elementary courses are characterized as semi-intensive since classes meet roughly twice as many hours per week as is the case in most colleges and universities. Students attend eight 50-minute periods per week, with classes meeting Monday through Saturday. Thus during the school year, they receive 240 hours of instruction and earn 12 college credits.

It was estimated that the average student spends 10-15 hours per week in homework.

Student Input and Selection Procedures

For entrance into one of the introductory language courses, no requirements other than acceptance to Cornell are imposed. Assignment to any course other than the first semester of the introductory course is made on the basis of scores on the College Entrance Examination Board.

Training Objectives

The development of speaking and of aural comprehension are considered to be of equal importance among the training objectives of the courses. Next come reading and writing, in that order, although there is no formal instruction on writing the TL. In the development of speaking skill, fluency and accuracy are considered equally important in the overall program, but temporally, instructors strive for accuracy before they strive for fluency.

Instruction on reading, in the restricted sense of voicing printed material, is introduced on the first day of the course for alphabetic languages. For non-alphabetic languages, reading instruction may not be introduced until late in the first month. Reading of short literary works occurs near the end of the course.

No estimates were available concerning the size of the active and recognition vocabularies developed in the various first-year courses.

There is no formal instruction on the culture of the TL countries.

General Description of Instructional Method

The approach is characterized as audio-lingual and semi-intensive. In addition to eight hours per week of classes for a full academic year, students may spend several hours per week in optional work in the language laboratory. Courses are strongly based on linguistic principles and contrastive analysis. The vast preponderance of instruction is carried out by native speakers or others with near native fluency. Two hours per week are spent in grammar lectures delivered in English to classes containing 40 to 50 students each. Six hours per week are spent in drill sessions (containing a maximum of 10 students) conducted by native speakers.

The lesson plans for instructors and drillmasters specify in detail how each hour is to be utilized. The various sections of a particular course are kept in step with each other. Each student encounters two native speakers per week and one lecturer, generally a native American.

The philosophy of the language training methodology at Cornell requires that instructors always speak the TL at a normal conversational speed, and never deliberately slow down.

Methods of Instruction: Phonology

Both speaking and production skills are taught more or less concurrently from the beginning of the course. Efforts are made to teach the major

allophonic variations of each segmental phoneme. The progression of elements in phonology instruction is sentence-word-sound. From the first hour of the course, most attention is directed at complete sentences.

The texts used in many of the courses describe systematically the articulatory mechanisms involved in the production of the TL sounds although this is rarely covered in class. Occasionally, grammar lectures include this sort of material, but only in a nontechnical fashion.

From the beginning of the course, students are provided with text material representing the sounds of the target language. Ordinarily, this is simply the normal TL orthography, but sometimes phonemic transcriptions are presented for particularly difficult material. For the tonal languages, greater reliance is of course placed upon phonemic transcriptions, generally in the form of some Romanization system.

Students' text materials generally provide English translations of the target language materials under study. All such translations are colloquial or free rather than literal or word for word.

Choral response drills are used extensively in classroom pronunciation training and are regularly followed by individual student responses.

Correct intonational patterns are strongly emphasized throughout the courses. In the drill sessions, the patterns are taught solely by mimicry, but in the grammar lectures and in the students' texts, they are covered analytically and systematically.

Some instructors occasionally suggest that the students use a mirror to observe their own articulations, but this is not an integral part of the instructional philosophy. Instructors do not use the pedagogical technique of deliberately inserting a troublesome TL sound into an English word.

In general, phonology training is accomplished principally through classroom drill activities, and secondarily by voluntary work in the language laboratory.

Methods of Instruction: Vocabulary

The vocabulary taught in each course is determined by the particular text selected, but may be characterized as general or "everyday" in nature.

Students are not required to memorize lists of foreign terms and their English equivalents.

Students are not only encouraged, but required to use dictionaries in their course work. Initially, only a foreign-to-English dictionary is used, but at more advanced stages, monolingual dictionaries are added.

No explicit effort is made by instructors to call the students' attention to the existence of English-TL cognates.

In general, word meanings are taught primarily by pairing the word with its English equivalent.

Methods of Instruction: Grammar

As indicated previously, two hours per week are devoted to grammar lectures conducted in English by linguistically trained senior instructors. These grammar lectures are considered to be supplementary or auxiliary to the structural drills which take up a much greater share of class time. In other words, grammar is taught primarily inductively but with some use made of a deductive approach.

Students are required to memorize conversations or dialogues as a means of acquainting them with certain syntactical structures.

Extensive use is made of transformation, replacement, and numerous other sorts of structural drills. Printed fill-in-the-blank type drills are used very sparingly and only in tests. Students are not expected to be able to state grammatical rules or recite grammatical paradigms.

In introducing structural drills, instructors sometimes explain what grammatical point the drill is about, and at other times may inform the students via demonstration and example how they are to proceed.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were indicated as being frequently used:

- (1) Impromptu dramatic activities (or role-playing exercises).
- (2) Free-wheeling discussions in target language, led by native speaker.

Language Laboratory Activities

Until recently, language training at Cornell had been carried out without the use of a language laboratory. At the time of the survey, however (April 1965), a 36-position laboratory was under construction and already operating on a limited basis; it was open daily for a portion of the afternoon and evening. When the laboratory is completed, it will operate on a "scheduled library basis," 14 hours a day, six days per week, and for a seven-hour period on Sundays. It is anticipated that many of the language courses will then make laboratory work a mandatory and integral part of the instruction.

The instructional tapes used in the laboratory are, for the most part, those prepared by the various textbook authors and designed specifically to accompany these texts. For most of the introductory language courses, tapes are available which contain all the dialogue and drill materials appearing in the associated text. Most tapes involve three or four different voices all speaking the same dialect. Students with their own tape recorders may purchase blank spools of tape and have the laboratory tape material duplicated upon them free of charge.

The equipment being installed is designed to minimize student handling of tapes and equipment. Inexpert handling is believed to be the primary cause of equipment malfunctions or laboratory breakdowns.

Each of the 36 student positions is equipped with a headset, a microphone, and a small control box, one element of which is a dial much like that of an ordinary telephone. When a student reports for laboratory work, he will dial appropriate digits to connect him with one of the 24 labeled master tapes mounted in a large console in the front of the room. While he listens to this master tape on its initial run-through, it is being duplicated on a separate reel of tape located in another large console in an adjoining room. After the initial run-through, the master tape automatically rewinds and turns itself off. Thereafter, the student can continue listening to the material coming from his "own" tape channel in the adjoining room. When he completes his laboratory study for that occasion, the equipment in the next room will automatically clear the tape he has been using so that it will be available for the next student.

The equipment at the front of the room actually contains six four-track master tape decks (24 program sources). The equipment in the adjoining room contains 36 tape decks, that is, one for each student position.

In addition to the equipment capability already described, it is also possible to feed a signal to all or any combination of student positions. This facility

might be used in testing. Instructors can monitor the activities of any of the individual students or speak with them as a group or individually.

Evaluation Procedures and Remedial Efforts

In each course, there is a midterm and a final examination. The number of intra-semester tests, and the content thereof, vary somewhat from one language to another. In the introductory German course, all tests are multiple-choice in nature, and consist of four kinds of items: (a) aural comprehension, (b) grammar, (c) reading, and (d) lexicon (including idioms). In some courses, intra-semester grades include ratings made by teaching assistants of the students' performance in dialogue recitation or in small skits. As a final examination, all second-semester introductory language courses use the tests of the College Entrance Examination Board.

Students who are considered to be making unsatisfactory progress during the course may be interviewed by the senior instructor. Underachieving students generally are urged to study harder, and in some cases are informed of the fact that private tutors are available for hire.

Faculty Characteristics

The number of senior instructors and teaching assistants (drillmasters) varies, from one course to another. The typical teaching assistant has 12 contact hours per week while the typical senior instructor spends about 8 to 12 hours per week in classes. In both the departments visited by the research team (Spanish and German), a majority of the faculty were native speakers of the language they taught.

The procedure for orienting a new teaching assistant to his duties begins with his spending four hours per day for 10 days as a student in some language unfamiliar to him. At the end of each such class hour, the instructor of that class and the novice instructor jointly discuss the class activities. The experienced instructor endeavors to explain the reasons for his teaching methods. After the novice instructor has begun regular classroom duties, his performance is monitored from time to time during the early months of his work.

Observation of Classes in Progress

Three different Spanish classes were visited: one grammar lecture, one drill session, and one so-called "lab session." The label "lab session" is acknowledged to be a misnomer since it refers to a type of drill which differs from the other drill sessions, principally in having 20 students rather than 10.

The grammar class visited was comprised of 13 students in their second semester of the first year of instruction. The class met in a conventional classroom and the instructor was a native Latin-American who spoke excellent English. The lecture was in English except, of course, for TL illustrations and occasional drills. English was used freely by both students and instructor. The instructor moved about the room somewhat as he spoke. He indicated his approval of good responses; to an inadequate response his typical rejoinder was "No comprendo" (i.e., "I don't understand"). The general pace of the class appeared to be brisk. Choral responses and individual responses were about equal in frequency, although neither occurred very often.

The class began with the instructor offering to receive questions from the students. A discussion ensued concerning the use of the subjunctive and the conditional. This subject was illustrated with blackboard examples and oral

examples. The instructor read a series of sentences to each of which the students responded chorally by making the appropriate substitution of a subjunctive or a conditional form. Occasionally, an individual student would be called upon to translate a particular sentence. At one point, a student was asked to explain what the class was doing, and she responded, "We are changing the first sentence to the imperfect, and the second sentence to the subjunctive."

The drill session attended was in Spanish 102, that is, the second semester of the first-year course. There were seven students in the class, seated around a table with the instructor at one end. The instructor was a native Latin-American woman. Classroom activities were conducted almost entirely in Spanish. The instructor spoke at a normal pace, except for rare occasions when she slowly pronounced a particular word that was causing difficulty among the students. Whenever a student faltered, she assisted promptly. She pronounced the students' names with a Spanish accent. The general pace of the class appeared brisk. At one point, the instructor admonished a student, "Place your tongue nearer the front of your mouth." On two occasions, the teacher spent a period of perhaps one or two minutes working with an individual student who was having difficulty with her pronunciation.

About the first half of the period was devoted to dialogue recitations by designated pairs of students. It was not uncommon for students to ask grammar questions in Spanish. The last half of the period was spent in free conversation and discussion, all in Spanish.

The "lab" class visited was in the first semester of the first year course. There were 13 students seated around two rectangular tables. The instructor was a native American with extensive experience in Latin-American countries, whose Spanish appeared to be quite native. Questions and answers by both students and instructor were generally in English. Some students' names were pronounced with a Spanish accent and others with an American accent. The pace of the class appeared to be brisk. Occasionally, the instructor snapped his finger as a cue to elicit a choral response.

The period began with the instructor offering to receive questions from the students. One student asked for the distinction between "mi" and "mio." The instructor explained this, and also called the student's attention to the particular pages in the text which covered the subject. Next a series of grammatical drills were executed as outlined in the text. These were done with the students' textbooks open. The textbook instruction for the first drill was as follows, "Replace the possessive determiner as indicated and use the corresponding possessive distinguisher. For example, Mi cabeza → esta cabeza mía." The instructor read the stimulus sentence, and the class chorally responded with the appropriate modification. From time to time, the instructor would single out an individual student for a solo response. This drill took about 10 minutes. The rest of the period was devoted to several other kinds of grammar drills, each occupying about 10 minutes of class time.

HARVARD UNIVERSITY French and Spanish Programs

The Harvard University Department of Romance Languages was, at the time of the survey (October 1964), revamping its language courses to incorporate, as fully as possible, the essential features of the audio-lingual method and other language learning principles which have emerged from linguistic research.

In this survey, attention was restricted to the first-year courses in French and Spanish.

Curriculum and Scheduling

There are two separate first-year French courses. French A is a two-semester introductory course for students with no previous background in French. French A-X is a one-semester accelerated course intended for students who have had some previous training—generally at the high school level—but who are not sufficiently proficient to be able to enter directly into the second-year course. There is only one first-year Spanish course.

All first-year courses meet one hour per day, five days per week, during the first semester, and one hour per day three days per week during the second semester. Thus for the one-semester course, 75 hours are spent in class, and for the two-semester courses, a total of 120 hours of class work are involved.

In addition, first-year Spanish students attend prescribed laboratory sessions for three half-hour periods per week. First-year French students are required to spend five hours per week in the laboratory. It was estimated that the average student spends about five hours per week in homework.

Student Input and Selection Procedures

For the full-fledged introductory courses, French A and Spanish A, no selection procedures other than admission to Harvard are involved. For assignment to French A-X, or for having the language requirement waived, students must make acceptable scores on the Modern Language Association Cooperative French or Spanish Test and on a Harvard-developed test of writing ability.

At the time of the survey there were approximately 150 students in French A, 140 in French A-X, and 120 in Spanish A.

Training Objectives

The general objective of both French and Spanish courses is to teach the students to speak and understand the target language at a normal rate of speed and with an "acceptable accent." Primary emphasis is upon the inculcation of the principal syntactical patterns of the language along with a reasonable mastery of the phonology. Speaking and understanding are equal in importance and receive greater emphasis than reading and writing. Instruction in reading and writing is limited to material that the students have previously learned to speak and understand.

Concerning speaking skill, in Spanish courses fluency and accuracy are given equal emphasis, while in the French courses accuracy is stressed somewhat more than speed.

With respect to reading instruction, the texts are target language orthography from the beginning. The first week of instruction, however, is of such a nature that the textbook is not required. Thus students may encounter printed target language from the start, but do not necessarily do so. Serious efforts to teach reading are not begun until later in the course, generally around the fourth week. Near the end of the second semester, a few short literary readings are assigned but the course as a whole cannot be said to have a literary emphasis.

Virtually all of the text materials are in normal target language orthography, but, occasionally, phonemic transcriptions of brief but difficult sound sequences are introduced parenthetically.

Instruction in writing is introduced in the first week of the French course and in the second week of the Spanish course. Original writing (composition) is not required.

Although there are no periods devoted specifically to the culture and customs of the country of the target language, such information does come up incidentally in the conduct of classes and in the text materials.

No estimates were available concerning the size of the vocabulary striven for in the two courses.

General Description of Instructional Method

The general approach is audio-lingual. The primary teaching technique consists of extensive drilling supplemented by laboratory sessions. There is little or no straight lecturing.

Department policy requires that instructors always speak the target language at an ordinary conversational rate of speed. Occasionally, for pedagogic purposes, they may break up a sentence into short fragments, but each fragment is spoken at normal speed. This is commonly done in the so-called "reverse build-up" technique.

Instructors are advised as to what material, that is, what particular section of the textbooks (31, 32), is to be covered each week, but there is no close day-to-day supervision.

Once a week all classes are administered a departmentally developed oral test based on the dialogues studied earlier in the week. This tends to keep the various sections of the class more or less in step. The size of the typical class is 18 students.

Methods of Instruction: Phonology

For both languages, comprehension and production skills are taught more or less concurrently. At the very beginning of the course, a 30-minute taped lesson teaches the students to recognize and respond appropriately to certain commands useful in the drill sessions (e.g., "Repeat after me"). For the next ten days or so, considerable attention is given to "ear training," but this is interspersed with production efforts on the students' part. An attempt is made, but pursued in moderation, to teach the students most of the allophones of each segmental phoneme.

It is not possible to characterize the phonology training in these courses as proceeding from sound to word to sentence, or vice versa. Troublesome sounds are drilled as such, but students are also exposed very frequently to complete phrases and sentences, since they are said to tire quickly of extended repetitions of isolated sound segments. Complete sentences are first encountered in the first hour of the course.

Only occasionally and incidentally do instructors describe the articulatory mechanisms involved in the production of difficult sounds. These matters are covered systematically, however, in the textbooks.

The students are provided, in their texts, with printed English translations of the target language dialogues under study. Generally, these are colloquial translations, but occasionally a literal, word-for-word translation is given parenthetically when it appears to be useful.

Choral response drills are used extensively in the teaching of pronunciation, but are generally followed by individual response drills.

Intonational patterns are strongly emphasized throughout the course. They are taught principally by mimicry, but to some extent by description and explanation. No actual lectures are devoted to the topic of intonational patterns, but instructors are alert to call the students' attention to improper intonations. Moderate use is made of pitch contour lines.

Only occasionally and incidentally are students urged to use a mirror to observe their own articulations. In the Spanish courses, occasional use is made of the technique of inserting a troublesome sound into an English word to bring into sharper focus the articulation of the new sounds. This technique is not used in the French courses.

Summing up the phonology training, principal reliance is placed on classroom activities, but supplementary reliance is placed upon laboratory work. All class meetings are considered to be drill sessions; there are no straight lecture sessions.

It was pointed out that the Spanish text provides for continuous review of phonology throughout the course; contrast drills are frequently employed.

Methods of Instruction: Vocabulary

The vocabulary taught in these courses was not selected on the basis of published frequency counts since the counts are generally based on printed material. What is needed are frequency counts based upon the spoken language. Consequently, the vocabulary taught represents the best judgment of the textbook authors and/or the instructors as to what items are most useful "for entry into the language." Students are never required to memorize vocabulary lists (except for such ordered series as the names of the days of the week and the numbers). Both course heads said that if the question arose, they would probably discourage students from using monolingual dictionaries.

Cognates are regularly called to the students' attention in one language, but not in the other. Students are encouraged to guess the meanings of unfamiliar target language terms, especially on the basis of contextual cues.

No particular effort is made to teach groups of related words (e.g., all those pertaining to food) at any one particular point in the course. Generally, they tend to be scattered and are held together only to the extent that they naturally occur in the context of a particular dialogue under study.

Words or expressions which tend to sound alike to beginning students are generally taught side by side so that the students' attention can be called to their similarities and differences. Contrast drills are frequently used in such situations.

Methods of Instruction: Grammar

There are no periods devoted specifically to the topic of grammar or syntax. In a sense, grammar instruction is imbedded in the other instructional activities. However, the language coordinator felt that a more accurate description might be that all other teaching activities are imbedded in grammar instruction. By this, he meant to emphasize the fact that throughout the courses, instruction is oriented towards developing in the students a mastery of the most common and useful syntactical structures of the language. Instruction on such topics as phonology, morphology, and vocabulary is integrated within this grammar instruction.

Thus, grammar is taught principally by the inductive method. There is no aversion, however, to the introduction of generalized statements of grammatical principles when it appears that this will facilitate the students' learning.

The general approach to grammar instruction is as follows:

- (1) Students memorize a dialogue which embodies certain syntactical structures.
- (2) While memorizing that dialogue, the students presumably infer the appropriate structures or patterns.
- (3) To make certain that the students have inferred correctly, the instructor then states the principles involved, that is, he confirms the students' inductions.
- (4) Extensive practice drills are then carried out to inculcate the patterns.
- (5) Students study in their textbooks the grammatical patterns to which they have been exposed.

The selection of syntactical patterns to be taught was based upon the judgment of the textbook authors as to what would be most useful "for entry into the language."

In the teaching of syntax, transformation drills and replacement drills are utilized extensively. Printed "fill-in-the-blank" type drills are used moderately in tests, but never in classroom work.

Formal grammatical analysis is dealt with reasonably thoroughly in the text, but is considered only incidentally and somewhat superficially in the classrooms. Students are not expected to be able to state grammatical rules or to recite paradigms.

In the pattern practice drills, students are informed beforehand as to what the drill is about and how they are to proceed rather than merely being shown by example.

Use of Specialized Techniques or Materials

On the "Training Techniques Checklist" the following techniques or materials were indicated as being frequently used:

- (1) Charts, diagrams, pictures, etc.
- (2) Slides or film strips
- (3) Sound movies in which actors are native speakers of target language
- (4) Impromptu dramatic activities (or role-playing exercises)

Among the special training techniques used at Harvard is an "experimental audio-lingual classroom." This room has microphones suspended from various points in the ceiling, and a speaker, all of which are connected to recording, amplifying, and playback equipment in a nearby room. Continuous recording can be made of all instructor and student utterances during the conduct of a class. The instructor has remote control switches by means of which he can turn the recorder on and off, and can back up the tape for immediate playback so as to let a student hear immediately what he sounded like.

The experimental audio-lingual classroom aims to provide all the benefits that might be obtained from holding class in a laboratory, but at less expense. It affords a better environment for cultivating the social side of language practice than can be had in the standard classroom or laboratory.

Language Laboratory Activities

The language laboratory at Harvard consists of 76 student positions. The master console and associated wiring appear to provide almost unlimited versatility. The instructor can monitor individual students' performance with or

without their awareness. He can speak to students individually or in any combination. He can connect all student positions into a single network so that intercommunication among all participants is possible. Students can listen to a single tape emanating from the master console or they can duplicate a master tape which will, thereafter, be available for individual use.

As previously explained, laboratory work is required as an integral part of both the French and Spanish introductory courses. French students spend one hour per day, five days per week in the laboratory, while Spanish students spend three one-half hour periods per week there. The laboratory is open for optional use, Monday through Thursday, 10 hours per day. Most of the tapes used in these courses are simply recordings of the dialogues which appear in the text and which are drilled in class. The number of voices on the tape depends on the number of characters in the dialogue. Generally, four or five voices are heard, typically about evenly divided between male and female speakers.

All voices on the French tapes use the same dialect, which is Parisian French. On the Spanish tapes, more than one dialect is represented. The view was expressed that it is more important for an instructor to have good diction than to have a standard dialect.

Evaluation Procedures and Remedial Efforts

Once a week, all students are administered an oral examination, in which their speaking and comprehension skills are assessed. Those making unsatisfactory progress are interviewed by the instructor and sometimes by the department head also. On occasion, the student may be referred to the psychological clinic for counseling. Occasionally, students are eliminated from a program because of their unsatisfactory progress.

Twice per semester, a department-wide test is administered, 40% of which is oral. The written portions of this test assess the student's ability to read and write TL, and to translate from English to TL.

Faculty Characteristics

There are a total of 13 instructor personnel engaged in teaching the first-year French course. Three of these are native speakers of French and the remaining 10 are native Americans. Six of the instructors are men and seven are women. All except the head of the course are so-called "teaching fellows," that is, graduate students.

There are a total of six instructor personnel engaged in teaching first-year Spanish, one of whom is a native speaker. Two of the instructors are women and four are men; their average age is approximately 30. All instructors except the course head (who is also the Coordinator of Language Instruction for the Department of Romance Languages) are "teaching fellows."

Instructors, both of French and of Spanish, generally spend five hours per week in contact with their classes. All new instructors are required to take a course in "Romance Philology I," which is taught by the Coordinator. Its purpose is to acquaint new instructors with some of the fundamentals of linguistic science, particularly as applied to the teaching of languages. Course activities include critical examination of textbooks and observation of classes in progress. All new instructors are required to spend a certain amount of time in the classroom observing a particular instructor who is highly experienced and highly skilled in the audio-lingual method. Further, each instructor-student is required

to have at least one-half hour of his own classroom instruction recorded for later examination and criticism.

All of the instructor staff in both courses are regarded as full-fledged instructors; that is, none is simply an "informant."

While many of the instructors are not native speakers of the language they teach, all are considered to be fully capable of providing an effective model for all discourse which may arise in the context of the material covered in the course.

Instructors remain with the same group of students throughout a semester, but not necessarily in subsequent semesters.

Observation of Classes in Progress

The researchers observed one class in first-year Spanish, two in first-year French A, and one in first-year French A-X. All classes were in the fourth week of the term. The number of students per class ranged between 13 and 21.

Each of the classes met in a conventional classroom with conventional seating arrangement. No training aids were in evidence other than the ordinary blackboard. The general pace of activities in each class was judged by the researchers to be at least moderate and often brisk.

In only one of the four classes did the teacher seem to accept occasional use of English by the students. The teacher moved about the room frequently in three of the classes. Instructors pronounced the students' names with an American accent in half the classes observed. In all of the classes, the teacher promptly assisted any student who was faltering rather than permit him to struggle on in a non-fluent fashion. In three of the classes, the teacher mildly indicated displeasure at poor responses.

In two of the four classes, no English at all was used by the instructors. In the other two, the English used was generally in the form of instructions to the students as to what they should do next, or to clarify a point which appeared not to have been understood on the basis of the TL explanations. In addition, of course, the instructor would occasionally give the English equivalent of individual TL terms. Generally, students were required to make complete statements in answer to questions.

The bulk of the time in each class was spent in interactions between the instructor and individual students. In each class there were at least occasional choral response drills, generally in the form of replacement, substitution, or transformation drills. In one class, during a particular five-minute drill, a total of 43 choral responses occurred.

A five-minute dictation drill was observed during one class. The teacher read a passage for the students to copy in their notebooks while one student copied on the blackboard. The teacher and class subsequently corrected the board work.

UNIVERSITY OF MICHIGAN English Language Institute

The English Language Institute (ELI), at the University of Michigan, has been in existence since 1941. The Institute offers intensive courses in English as a foreign language to students from other countries. "The primary aim of the intensive course is to give control of the spoken language to adult students,

but appropriate opportunities for training in written English are provided for some students."¹ All of the training materials used were developed by the Institute staff.

In addition to its principal function, which is training, the English Language Institute conducts research on language pedagogy. It also operates a worldwide testing service for evaluating the English language proficiency of individuals in foreign countries who are applying for admission to educational institutions in the United States.

A fourth area of activity of the Institute is its "Teacher Education Program." This is a one-semester, noncredit course intended for people who aspire to be teachers of English as a foreign language. Its students need not be native speakers of English, but must have some minimum initial competence in English.

This survey is concerned only with the Institute's principal activity, its intensive courses in English as a foreign language.

Curriculum and Scheduling

Two intensive courses are offered: one eight weeks in length; the other, 15. The shorter course is intended for intermediate and advanced students who need only a relatively short period of spoken language study to enable them to function adequately in an academic or business milieu. The course is primarily one in spoken English, with reading and writing receiving very little attention.

The 15-week course meets the needs of several kinds of students. Entering students are administered a standardized achievement test and, on the basis of their test performance, are assigned to one of several sections, each relatively homogeneous with respect to initial proficiency. Some sections are for raw beginners, some for intermediate students, and some for advanced individuals. The sections for advanced students emphasize the spoken language only during the first few weeks, and thereafter place gradually increasing emphasis upon reading and writing.

The eight-week and the 15-week courses do not differ greatly except in emphasis. Both use the same instructional materials except that in the longer course, additional materials are used in the teaching of reading and writing skills, and in vocabulary enlargement. At the time of the survey (May 1965) only the 15-week course was in operation with 67 students then enrolled. Typical class (i.e., section) size is 10 students. Classes meet five hours per day, five days per week, for a course total of 375 contact hours.² The program description given in this chapter applies most directly to the 15-week course.

Student Input and Selection Procedures

Approximately 60% of the students in the intensive courses are seeking to prepare themselves for full-time study in an American college or university. Roughly 40% are business people or others who have some need to improve their English language proficiency. The only formal requirements for acceptance into the course are a minimum age of 17 and a high school education or equivalent.

¹From an E.L.I. information leaflet.

²Advanced sections, during the final weeks of the course, attend class only 17 hours per week to allow time for preparation of reading and writing assignments.

Training Objectives

The course is strongly audio-lingual and places major emphasis on the development of aural comprehension and speaking skills. Aural comprehension may receive slightly greater emphasis than speaking. Reading and writing are next in order of importance. The latter two topics are touched only lightly in the eight-week course, but are given greater attention in the 15-week course, as mentioned previously. In the instruction on speaking, fluency is stressed somewhat more than accuracy.

Instruction on reading, in the sense of making appropriate vocal responses to English symbols, is begun on the first day. Considerable variation exists from one section to another on the point in the course where instruction on writing is introduced.

No good estimates were available on the size of active vocabulary striven for. The text materials employ a total of 800 words, although the definition of a word, particularly in English, is somewhat complex. For example, the English words "keep" and "up" might be considered two words, but the combination "keep up" has a meaning distinct from that of its component parts. Because of the wide range of ability from one student section to another at the outset of the 15-week course, vocabulary size at the end of the course obviously also varies.

There are no formal instructional periods devoted to social customs in the United States, although this sort of material often comes up incidentally and informally.

General Description of Instructional Method

The approach is strongly audio-lingual and is characterized as a "pattern practice method." "Attention is given to pronunciation and oral comprehension drill, to vocabulary problems, to presentation and drill of grammatical structures and to intensive practice to establish as speech habits the language patterns introduced."

Instruction is presented almost entirely in English, which is generally spoken at normal conversational speed, although school policy permits instructors to slow down whenever they consider it useful to do so. Those instructors who are bilingual may occasionally speak a short phrase or two in a student's own language when it appears useful. New material is always introduced orally in class with books closed. In general, each class attempts to begin with "an attention pointer" which calls the students' attention to the particular content that will be taught in that period. This is followed by illustrative examples which are practiced by the students, and finally "an inductive generalization" is attempted in which the teacher endeavors to elicit from the students a statement of recognition of the features currently under study. The final section of each class period is devoted to intensive practice of the material.

Students attend class five hours per day, five days per week for a weekly total of 25 hours. Each day, one of the five hours is devoted to work in the language laboratory and the other four to grammar, pronunciation, pattern practice, and vocabulary. All students are considered full time; they do not engage in any other academic activities while taking the intensive English course.

Methods of Instruction: Phonology

Both comprehension and production are taught more or less concurrently although there is a modicum of ear training at the beginning of the first lesson and intermittently thereafter. Only the more important allophones of each

segmental phoneme are taught. The sequence of elements in phonology training is sound-word-phrase-sentence.

The first day of the course is devoted entirely to phonology, including the segmental phonemes, intonation, and rhythm. The first hour is concerned with a general introduction to the phonemic alphabet and intonation markings. The second hour gives special attention to those phonemic symbols (e.g., the schwa) which are not a part of the conventional Roman alphabet. The third hour is devoted to drills on rhythm and intonation. The remainder of the day is devoted to practice in using the symbolization and in learning short conversations.

Frequent use is made of minimal contrast drills in which students receive practice in discriminating among similar sounds. A common technique is to write on the blackboard a list of minimal pairs, in column form. That is, the words in one column will differ from those in the other column only in one phoneme, perhaps a vowel. The two columns are numbered 1 and 2. After the instructor has pronounced these pairs of words many times, he will then pronounce just one word and ask the class to identify the number of the column from which it came; that is, whether the word involved the vowel of column 1 or the vowel of column 2. This is a form of stimulus discrimination training (or ear training) and is considered a necessary prerequisite to teaching the students to make the corresponding differentiations in their own speech.

The phonemic transcription system used in the course is somewhat specialized and differs in a few details from more conventional phonemicizations of English. For example, the diphthongization of certain English vowels (as in day and go) is not indicated in the phonemic symbols used, although this feature of English vowels is called to the students' attention by the instructor. Although phonemic script is extensively used in the text, students are also exposed to normal English orthography from the first lesson on. It is the impression of the instructional staff that the students regard the phonemic script as a definite aid in their study of English phonology.

In the phonology training, instructors frequently describe, in nontechnical terms, the articulatory processes involved in the more difficult sounds. For example, the term "tooth ridge" is used instead of the alveolar ridge. The "roof" of the mouth is referred to rather than the palate. The text includes many diagrams of the mouth structures and articulatory points, and instructors also draw rough diagrams on the board from time to time.

Correct intonational patterns of English are strongly emphasized throughout the course. Virtually all exercises in the text, from the first lesson on, have intonation contours of each utterance represented by means of lines. In addition, instructors regularly correct intonation errors on the part of the student. Sometimes instructors hum the melodic features of a particular utterance. Choral response drills are used extensively.

Occasionally, instructors may insert a difficult English sound into a word in the student's native language for heuristic purposes. As an aid in teaching the students the proper rhythmic features of English, instructors sometimes tap out the rhythm with a pencil on the desk. Students are urged to use a mirror to observe their own articulation.

On the whole, phonology training is accomplished primarily through classroom instruction and exercises and supplemented somewhat by laboratory work.

Methods of Instruction: Vocabulary

The vocabulary taught in the course was selected on the basis of judged usefulness in everyday conversation. Early in the course, students are taught

the necessary vocabulary for understanding classroom directions. Function words and two-word verbs are given considerable emphasis since they play such a major role in English syntactical structures, and since they are a frequent source of difficulty for foreigners studying English. Course officials state that vocabulary growth in the course is regarded as much less important than developing automatic control of the most useful syntactical patterns of English. After the latter objective has been reasonably well attained, however, vocabulary development becomes an objective of major importance. Students are not required to memorize vocabulary lists. In fact, such lists do not even appear in their text. Students are urged to acquire and make use of a monolingual English dictionary.

Cognates are specifically called to the students' attention whenever it happens that a class contains at least several students whose native language contains cognates with English. Students are encouraged to make sophisticated guesses concerning the meaning of unfamiliar English terms, such guesses to be based upon contextual and/or phonological cues. Students are also encouraged to ask regularly for the meaning of any new word that they encounter in conversation.

Topically related words are generally taught at the same point in the course, for example, words pertaining to food, sizes, and dimensions.

A great effort is made to teach word meanings in context. In fact, the text used in vocabulary training is entitled, "Vocabulary in Context." In addition, an attempt is made to use what are called self-defining sentences, and pantomime and pictures are used, especially in the more elementary classes.

Words or expressions which seem to sound alike to the beginning students are generally taught side by side so that their similarities and differences can be pointed out.

Methods of Instruction: Grammar

As previously indicated, one 50-minute period per day is devoted to grammar. This statement, however, should not be interpreted to mean that grammar is dealt with in a formal analytical manner. The text used in this portion of the course is entitled, "English Sentence Patterns, Understanding and Producing English Grammatical Structures, an Oral Approach." The approach is distinctly audio-lingual and highly inductive, although generalizations are given by the instructor at appropriate points in the structural drills. Extensive use is made of substitution drills. Typically, all of the sentences comprising an individual drill embody the same structural pattern. No actual memorizing is involved in these drills, but the very intensive use of a single sentence pattern is obviously intended to develop in the student an automatic control of and familiarity with this pattern. In all responses, the instructors insist on correct intonation.

The sequencing of the grammatical constructions taught in the course is based on the intuitive judgment of the textbook authors as to what will be most useful in developing command of the language. Another guiding theme was that in situations where a variety of patterns could express the same thought, only one pattern would be taught. For example, future action is always expressed by "going to" rather than by the simple future: "He is going to visit the dentist tomorrow," rather than "He will visit the dentist tomorrow."

Most of the recognized types of pattern practice drills are utilized from time to time, including transformation drills, although there is no systematic application of transformationalist theory in structuring the course. Printed fill-in-the-blank type drills are not used except in occasional homework

assignments. Generally, students are not informed beforehand as to what grammatical point a particular drill is about.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were mentioned as being frequently used:

- (1) Charts, diagrams, pictures, etc.
- (2) Language tables (i.e., mealtime tables where only English is spoken).

Language Laboratory Activities

As previously explained, students spend one hour per day, five days per week in required language laboratory work. In addition the laboratory is open for three hours each evening for optional work.

The language laboratory at ELI contains 18 student positions. Each booth has a microphone and audio-active headset. Although the nature of the laboratory equipment is such that the students could listen to different programs at the same time, in practice the laboratory sections are organized so that all students proceed through the tapes at the same time. Instructors may monitor the students' performance and communicate with them when they choose, although they cannot interrupt the students' tapes while doing so.

A total of six different speakers were used in making the tapes associated with this program—four men and two women. Several dialects of standard American speech are represented, including New York City and various parts of the Midwest.

The tapes contain the same exercise material that appears in the texts. Tapes exist for three of the texts, namely, English Sentence Patterns, English Pattern Practices, and English Pronunciation. There is no tape for the Vocabulary in Context. In general, the exercises might be described as (a) simple mimicry exercises, and (b) exercises in which there is a pause for student response followed by a confirmation from the tape.

Evaluation Procedures and Remedial Efforts

Student evaluation is accomplished solely by formal tests administered after completion of the 10th, 20th, and 30th lessons. The actual time interval between tests varies considerably from one section to another depending upon rate of progress through the course. Each test consists of three sections, each containing 50 multiple-choice questions. The three sections cover the areas of grammar, aural comprehension, and vocabulary. The aural comprehension section is generally administered live. In addition to the tests just described, all students receive an end-of-course test consisting of three sets of 100 multiple-choice items each covering the same areas mentioned above. The aural comprehension section is administered via tape to ensure standardization of stimuli.

If, during the course, a student is judged to be making unsatisfactory progress (or if he is doing far better than the bulk of his section), consideration is given to transferring him into a slower or faster section more appropriate to his achievement level.

Faculty Characteristics

The size of the instructional staff varies with enrollment. At the time of the survey, there were approximately 35 faculty members, although only 21 of

them were involved directly with the intensive English courses. All are full-fledged instructors; that is, none is an informant. Many are graduate students in linguistics and most have had some formal training in teaching methods. The average age of instructors is in the late twenties.

All but one of the instructors are native speakers of American English, and the English of the non-native is virtually indistinguishable from that of a native. The composition of the staff varies somewhat from year to year; generally fewer than 20% are women. Each instructor teaches from one to three different sections of the course. For each section with which he is associated, he has five contact hours per week. An instructor, for example, might handle the vocabulary hour for a particular section and the English Sentence Patterns hour for another section each day in the week.

Orientation and preparation of new instructors is quite informal, consisting of such things as observations and conferences. Novice instructors may do some of their observing by means of the closed circuit television system which exists primarily for use in the formal Teacher Education Program. This is the actual course designed to prepare individuals, generally from other countries, to be teachers of English.

Observation of Classes in Progress

The researchers observed, for one full period each, two classes in pronunciation, two grammar classes, one pattern practice class, one vocabulary class, and one language laboratory session. All were in the second week of the 15-week course.

All students met in conventional classrooms containing 10 to 12 students. One of the classrooms was equipped with two television cameras, mounted in such a way that one viewed the instructor's platform while the other viewed the class. Each camera was enclosed in a glass-fronted compartment so that it was virtually noiseless. Although the cameras are used in the Teacher Education Program, they were not in use during the research team's visits.

In all classes observed, the instructors were native Americans who always spoke at a reasonable conversational rate. Most of them moved about the room as the class progressed. They praised good responses and whenever an inadequate response was made would ask the student to try again. In most classes, the general pace of activities appeared to be brisk, and the students typically responded with considerable animation.

In each of the pronunciation classes, the instructor carried out a minimal contrast drill somewhat as follows. He wrote phonemic symbols for five vowels on the blackboard, numbered them 1-5, and opposite each wrote an English word employing that vowel. He then had the students identify by number the vowel he used in each of a long series of words he uttered. To illustrate the vowel glides in English, he turned so as to present his profile to the students and told them to observe the way his jaw moved in pronouncing a typical American vowel. In one exercise, the instructor asked each student where he lived, and the student would respond, "I live on Main Street," for example. The main point of this exercise appeared to be to instill the proper intonation patterns in the student. In the student's response, for example, the stress should be upon the word "Main." Near the end of the period, the instructor presented the sentence, "The ragged rat ran around the room," and told the students to practice saying this sentence at home while using a mirror. He urged them to make sure that their lips were rounded for each initial /r/. Obviously the point of this little exercise was to give the students practice in pronouncing the American /r/.

In one of the grammar classes, the period began with the instructor explaining that in expressions like "milk chocolate" and "chocolate milk" the second of the two words indicates what thing is being talked about, and the first word is descriptive of that thing. The class then proceeded through several examples in which the instructor would present a stimulus such as the following, "A lamp; the lamp is on the desk." The students would respond, "It's a desk lamp." Another example was, "A store; it sells groceries." The response was "It's a grocery store." Students would sometimes make errors in that they would say these two words in the incorrect sequence. Next, a series of transformations from declarative to interrogative sentences were made, and constituted a drill of several minutes. Another drill was obviously intended to teach the distinction between the use of "some" and "any." In both grammar classes, there were extensive drills, frequently of a replacement or transformation nature.

In the Pattern Practice Class, the bulk of the period was devoted to structural drills, both choral and individual. The most common type of exercise seemed to be of the substitution sort. The instructor would give a model sentence, then would present successively one word after another, each of which the students were to insert into the model sentence and make the necessary changes. For example, "Now"—"He is dressing now." "Yesterday"—"He was dressing yesterday." "Usually"—"He usually dresses every day." Some of these drills were cued by the instructor and some were cued by a chart to which he pointed.

The vocabulary class devoted some time to teaching the names of various kinds of stores and the kinds of merchandise which might be purchased there. Students practiced saying such things as "I am going to the drug store for some medicine. I am going to the shoe store for some shoes." In the subsequent drill, the teacher would say, "Where is John going? He needs some money." Students would respond, "He is going to the bank," or another item, "Where is John going? He needs some bread." The students' response would be, "He is going to the grocery store." In all responses, the instructor required the students to use proper intonation.

In another exercise designed to teach certain opposites, the instructor would make a general statement and the students would be required to make a related statement which used the proper one of each pair of words. For example, the stimulus might be, "This suit cost \$200"; response, "It's expensive." Another item, "This suit cost \$20"; response, "It's cheap."

Another set of exercises involved the use of a chart of pictures. The pictures served as cues in various oral exercises.

MIDDLEBURY COLLEGE **Summer Program**

Middlebury College has been renowned for over 50 years for its summer language schools, which offer instruction at the advanced levels in French, German, Italian, Spanish, and Russian. "The schools have long been devoted to the intensive preparation of teachers of languages." They aim "to give a mastery of the spoken and written language, and a coordinated knowledge of the life, institutions, literature, history, and culture of the foreign country." (33)

General Description of Program

Life at Middlebury may be characterized as one of maximal immersion in the target language and culture. From the time of arrival on campus until the

close of the term, students are required to speak only the language under study (except when dealing with local townspeople or nonfaculty members of the college staff). All instruction, both in language courses and in literature and civilization courses, and all recreational activities, guest lectures, movies, and theatrical productions are conducted in the target language. Meals are taken in separate dining halls where each table is headed by a native-speaker instructor, who attempts to draw all students as fully as possible into the target language conversation.

Separation among the different language schools is rather sharp. Each has its own administrative staff, classrooms, offices, and dining and residence facilities (see Figures 10 and 11).

French Language School, Middlebury College



Figure 10

Directory of Language School Offices, Middlebury College

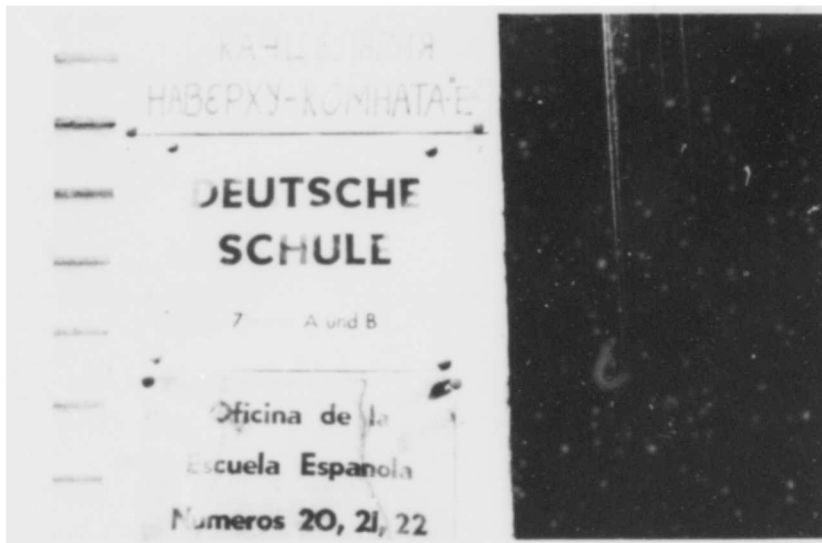


Figure 11

Curriculum

Each school offers from 15 to 30 different courses, all taught in the target language. The courses can be described as fitting into one of six categories: (a) Oral Expression or Conversation, (b) Grammar, (c) Composition, (d) Phonetics, (e) Methods of Instruction, and (f) Literature and Civilization. A fundamental tenet of the Middlebury philosophy of language teaching is that a real mastery of a second language is not possible without a rich acquaintance with the literature and civilization of the target language culture.

A typical student takes three courses during the six-week summer session. Each course meets five times per week in 50-minute periods.

Students already holding a Baccalaureate Degree may earn a Master of Arts degree by attending a Middlebury summer school for four summers, or by spending one summer on the Middlebury campus followed by one year abroad in one of the graduate language programs operated by Middlebury College in certain foreign countries (France, Germany, Italy, and Spain).

The degree of Doctor of Modern Languages is also awarded to students pursuing a much longer, more rigorous program of study.

Student Input and Selection Procedures

Of the approximately 1,100 students attending the Middlebury Summer Program in 1964, roughly 85% were teachers of foreign languages, mostly at the high school level, but a few at the elementary and college levels. The average age of these Middlebury students was about 27 or 28. The schools are actually graduate schools and therefore admit only students who have had advanced preparation and have demonstrated real language ability. A few undergraduate students majoring in a language are admitted if highly recommended by their instructors.

There is no formal entrance examination. Applicants are evaluated in terms of their language background, recommendations by instructors, and occasionally an interview conducted in the foreign language. Students who prove to be insufficiently motivated or insufficiently skilled in the spoken language are asked to withdraw.

Training Objectives

As already stated, the broad objective of Middlebury training is to give the student mastery over the spoken and written language and knowledge of the life, institutions, literature, history, and culture of the foreign country. Consistent with this aim is the fact that each of the five directors of the respective language schools, when interviewed, was unwilling to differentiate as to relative emphasis given to the various language skills: speaking, understanding, reading, and writing. Each director felt that all four skill areas are equally important.

Most of the directors asserted that fluency and accuracy in speaking are given equal emphasis. Two directors commented that since the achievement of fluency is almost inevitable in the Middlebury program, they devote more effort to developing accuracy. One instructor pointed out that the relative emphasis placed on fluency and accuracy varied from course to course; "conversation" courses stress fluency while "grammar" courses stress accuracy.

Typical Class Day

Students have breakfast in their separate dining halls. Dining room personnel are all fellow students so that only the target language is spoken. There

are five one-hour classes each morning. Since the typical student takes only three courses, he attends class only three of the five hours. A few students, however, take four or five courses and are in class for all or nearly all of the morning.

Lunch is at 1:00 P.M.—again in the language-segregated dining halls. Afternoons are devoted to such activities as work in the language laboratory and the library, homework, rehearsals for theatrical productions, and outdoor and indoor recreational activities (see Figure 12).

Spelling Game in Russian, Middlebury College

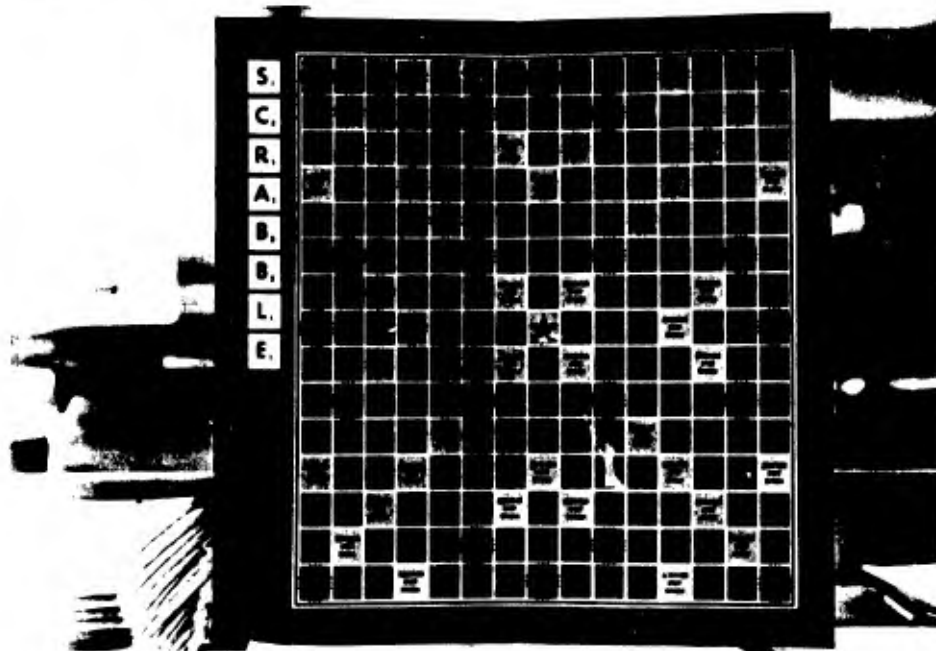


Figure 12

The evening meal is followed by an hour of such activities as group "sings," lectures, movies, or plays. From 8:00 P.M. on is "quiet time" which is devoted principally to study.

Methods of Instruction: Phonology

In the nonlanguage courses (e.g., literature, history) relatively little attention is given to the niceties of pronunciation. In the pure language courses, especially the phonetics courses, perfection in pronunciation is the goal. Specifically, an effort is made to teach all allophones of each target language phoneme. Instructors vary in their approach—some begin with the easiest of the segmental phonemes, work up through the more difficult ones, and end with the suprasegmental phonemes. Others begin with suprasegmentals and subsequently deal with the segmentals.

Instructors also vary in their techniques for teaching particular sounds. Some rely solely on mimicry; others also include descriptions of the articulatory mechanisms via words, models, or pictures. One of the four instructors interviewed often utilizes the technique of inserting a troublesome sound into an English word "to bring into sharper focus the articulation of the new sound." This instructor regarded it as an extremely effective technique.

Regarding the use of choral response drills, some instructors eschew them completely while others use them moderately or extensively. One instructor regarded them as "absolutely essential," adding, however, that they must be followed by individual recitation.

In their general approach to phonology training, all four instructors interviewed use mimicry drills. Two make some use of "ear training." One instructor was strongly opposed to ear training, maintaining that skill in auditory discrimination is dependent upon the prior achievement of production skill and that the proper sequence is production training, followed by discrimination training.

Certain instructors stress intonational patterns throughout their courses; others deal with them only when they are phonemically significant; still others reported that they pay very little attention to them.

When teaching intonational patterns, some instructors rely solely on mimicry; others use both mimicry and description in terms of pitch contour lines.

Methods of Instruction: Vocabulary

Middlebury students are never required to memorize lists of vocabulary items. They enlarge their vocabularies, however, by means of oral practice courses (34) and by the many activities at Middlebury in which the target language is spoken. Bilingual dictionaries are used extensively in reading and composition assignments. The use of monolingual dictionaries is also encouraged.

English target language cognates are called to the students' attention only when the meanings differ enough to be a likely source of confusion.

Some instructors encourage students to guess the meanings of unfamiliar terms in the target language; others do not.

Methods of Instruction: Grammar

Each of the five language schools offers one or more courses in grammar (or syntax). The approach is deductive or analytic. That is, efforts are made to state in abstract, generalized form, the regularities and irregularities in the grammatical constructions of the target language.

In nongrammar courses, instruction on specific grammatical points comes up only occasionally and incidentally. Of course, in such classes students undoubtedly absorb a considerable amount of intuitive or implicit grammatical sophistication.

Memorization of target language dialogues or other materials is not required by any of the instructors interviewed. One instructor said that he does occasionally require students to memorize certain quotations which embody difficult sounds. The purpose here is to stimulate practice in certain articulations, not to teach grammar.

In the teaching of syntax, two of the four instructors stated that they occasionally use transformation drills; the other two do not. "Fill-in-the-blank" and "replacement" drills are not used at all. Formal grammatical analysis is employed in all courses specifically devoted to grammar, but only rarely in other courses.

Use of Specialized Techniques or Materials

The Training Techniques Checklist was administered to two instructors, one in the Spanish School and one in the German School. The following techniques

or materials were checked by at least one of these two respondents as being frequently utilized in their course:

- (1) Charts, diagrams, pictures, etc.
- (2) Sound movies with native speaker cast.
- (3) Sound movies with dubbed-in sound.
- (4) Silent movies with subject required to supply narration.
- (5) Impromptu dramatic activities (or role-playing exercises).
- (6) More elaborate dramatic productions, with rehearsals, sets, etc.
- (7) Free-wheeling discussions in TL, led by native speaker.
- (8) "Language tables" (i.e., mealtime tables where only TL is spoken).

Language Laboratory Activities

The language laboratory arrangement at Middlebury is characterized as a library system rather than a classroom laboratory. This is to emphasize the fact that students use the facility in a fashion analogous to the way they use an ordinary library (35), that is, on an individual basis and, within rather broad limits, at a time of their own choosing. Students study by means of individual tapes which may or may not be the same as those in use by others at the same time. This arrangement contrasts with the typical classroom laboratory in which all students listen to the same materials at the same rate of presentation, through a master console.

Instead of the typical booths, Middlebury has 33 small rooms especially equipped for laboratory work. The rooms are referred to as "practice rooms," places where the students may practice their language the way that music students might practice their instruments. The rooms are designed in such a way as to create the psychological atmosphere of a music studio on the one hand and a library carrel on the other.

Earphones are never used on the grounds that a more realistic simulation of human communication situations is achieved through the use of a speaker. The speaker through which instructional materials are heard is directly in front of the student as he sits at his work desk. Taped quiz materials and any direct communications from a live instructor are always presented through a speaker in the ceiling, which is intentionally quite distinct from the speaker to which the student ordinarily attends. This arrangement is believed to assist in maintaining a psychological separation between the study or practice activity and quiz-like activities.

Instead of a dual-track tape recorder, as is used in most language laboratory units, the Middlebury practice rooms each contain two moderately priced tape decks mounted on a horizontal surface (see Figure 13). The one on the student's left is referred to as the "master machine" and is used only to play back tapes. The one on the right is called the "student machine." The principal speaker is between and below the two machines. The instructional tapes, which are played on the master machine, are recordings of foreign language material spoken in a completely natural way. That is, no pauses for student responses are introduced. As the student listens to the master tape, he can provide himself with pauses of whatever duration he needs for reflecting on, repeating, and/or recording material just heard or responses thereto. He does this by pressing a button on his center panel which applies a brake to the master machine.

In introductory courses during the normal academic year students use only the master machine; that is, they do no recording. In the more advanced courses, particularly during the summer session and in phonetics courses,

Tape Decks for Language Practice, Middlebury College

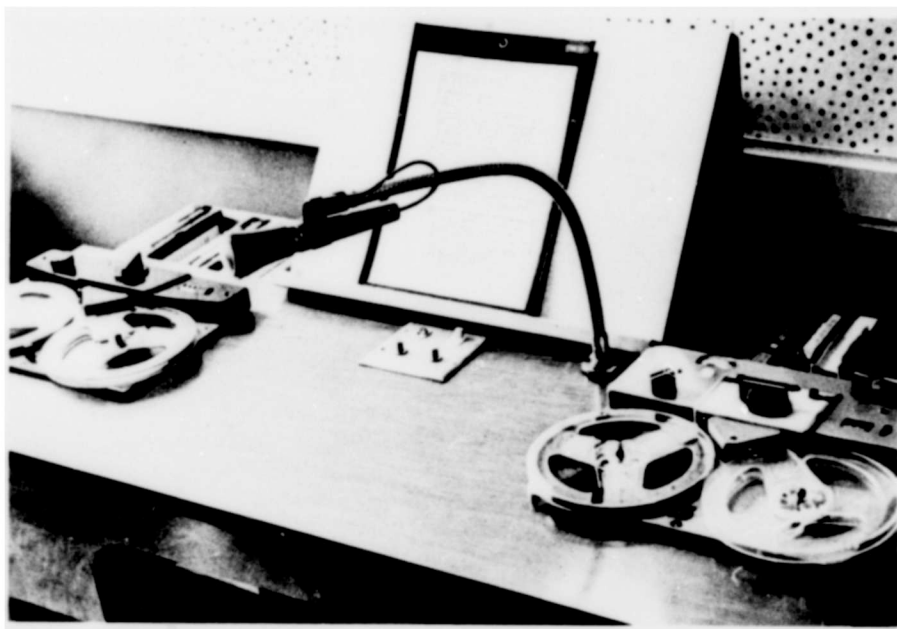


Figure 13

students do record their responses on the student machine. By operating certain simple controls, they can make the student machine simultaneously record the material emanating from the master machine and the student's own utterances. Subsequently, by playing back the tape on the student machine the student can compare his own speech with that on the instructional tapes.

The phonetics course or courses in each of the five language schools involve a prescribed amount of work in the language laboratory—generally about two hours per week in four 30-minute periods. Language courses other than phonetics courses may or may not have required language laboratory work associated with them. In any case, the laboratory is open 14 hours daily for optional use.

In those instructional tapes associated with grammar instruction typically only one voice is used and that, a representative of the "standard" dialect. On tapes used for comprehension training, many different voices and dialects are used.

Evaluation Procedures and Remedial Efforts

In conversation-type courses, all examinations are oral and are presented via tape. In composition courses, both intra-semester and final exams are written. In all other courses, intra-semester tests may be oral or written or a combination thereof, whereas the final exams are generally written.

When a student is judged to be making unsatisfactory progress in a course, various actions may be taken. He may be urged to transfer to a less advanced course, he may be assigned or urged to carry out additional laboratory work, or he may receive additional time from the instructor in small tutorial-type sessions. Occasionally, a student may be dropped from a course if in the judgment of the instructors his continued attendance will be of little profit to him.

Faculty Characteristics

In each school, all or nearly all of the instructional staff are native speakers of the language they teach. The few who are not (less than 8%) have spent many years living and studying abroad. Relatively few have had extensive training in linguistics.

All members of the instructional staff are full-fledged instructors; that is, none is simply an "informant." Men and women are about equally represented on the instructional staff.

Observation of Classes in Session

Seven different language classes were visited, for one 50-minute period each. Five of these were concerned with advanced conversation (or oral practice), one with phonetics, and one with advanced grammar.

Each of the conversation classes contained between 11 and 15 students. The phonetics and grammar classes contained, respectively, 23 and 22 students.

All except two of the classes visited were held in conventional classrooms. The two exceptions were held in lounges where the small group of students was seated informally in a circular arrangement. As would be expected with such advanced classes, no serious efforts were made to simulate the foreign culture except, of course, for the exclusive use of the target language. No training aids were in evidence other than the standard blackboard, which was occasionally used by instructors.

All instructors spoke in what appeared to be a natural manner and at a normal rate of speed. No English was spoken except for rare instances in which a student would ask the instructor for the TL equivalent of a particular English term.

Among the classes observed, only in the phonetics course did the instructor devote much effort to correcting pronunciation deficiencies in the student. In the conversation courses, it appeared that the instructors were oriented primarily toward encouraging the fluent expression of ideas and were relatively little concerned with the niceties of pronunciation. It appeared that the pronunciation of the great majority of the students ranged from good to excellent and hence needed little correction. Most students in all classes appeared to be quite fluent, speaking with no more hesitation than would be expected of them if speaking their native language.

In the conversation courses, various devices were used to stimulate conversation. In one class, students presented oral reports which they had previously prepared. In another, the instructor presented a rather broad discussion question and encouraged the students to give their viewpoints concerning it. In two classes general discussion was directed at the analysis and interpretation of plays, stories, and novels that the students had previously read.

In one grammar class visited, the students took turns reading a textbook sentence which required them to insert the proper grammatical construction at a certain point in the sentence. After each student recited, the instructor would indicate whether the student was correct and would elaborate upon the generalization underlying the usage.

In the phonetics course, individual students were sent to the blackboard where they copied their homework, a phonetic transcription of a passage perhaps three paragraphs in length. Apparently, all other students in the class had also prepared a transcription of the same passage. The teacher reviewed the material on the blackboard, corrected errors, and explained her reasons

for doing so. Students' errors in pronunciation were corrected regularly. At one point in the class a dictation test was given in which the instructor uttered a series of brief sound segments which the students were required to transcribe phonetically. She then went from desk to desk observing and correcting what the students had written.

PURDUE UNIVERSITY German Program

The Department of Modern Languages at Purdue has been experimenting extensively in recent years in the integration of class work, language laboratories, and films in their language training programs. The introductory German course has, since 1953, been using a text written by members of the Department entitled, "Beginning German with Films." As suggested by the text title, the course makes frequent and systematic use of films as a training device. They are shown in a combination language laboratory-viewing room and are interspersed with laboratory drills dealing with such subjects as the vocabulary structures employed in the film.

Curriculum and Scheduling

At the time of the survey (May 1965), approximately 750 students were enrolled in introductory German. Classes meet for four 50-minute periods per week. Since the semesters are 16 weeks in length, the students receive approximately 128 hours of instruction during an academic year. Course officials estimated that the average student spends five to seven hours per week in homework.

Beyond the introductory course, a total of 18 advanced German courses are offered, but this chapter is concerned almost exclusively with the first-year course.

Student Input and Selection Procedures

No entrance requirements, other than admission to Purdue, are imposed. Students who have already achieved some mastery of a foreign language either in high school or elsewhere are administered the Modern Language Association Cooperative Achievement Test. Those scoring sufficiently high, on the basis of locally developed norms, are exempt from some or all of the two-year language requirement.

Training Objectives

The primary objective of the two-year sequence of language courses is the development of reading skill. It is felt that such an emphasis is most likely to enable the maximum number of students (a large proportion of whom are in science or engineering fields) to continue to make good use of their language. In the first-year course, however, reading receives less emphasis than speaking and comprehension, the latter skills being regarded as preparation for the development of reading skill in the second year. In the instruction on speaking, accuracy is considered somewhat more important than fluency.

Instruction on reading and writing both begin in the first week of the first semester. During the second semester, students do some reading in literary classics. Reading and writing are heavily emphasized in the second-year course.

Concerning the active vocabulary goals, no precise estimates were available. It is known that the first-year text contains 1,400 different words. By the end of the second year of training, students have an estimated active vocabulary of approximately 2,000 words. No estimates of the size of the recognition vocabulary were available.

Although there are no instructional periods devoted specifically to cultural factors, considerable information of this sort is presented in the films and in the reading selections.

General Description of Instructional Method

The general approach in the first-year course might be characterized as audio-lingual-film. The course as a whole makes extensive use of color films, depicting everyday life in Germany. Each film is about four minutes long and has a sound track commentary. After the initial viewing of each film, class time is spent working with the film commentary and exercises based upon it. Next, students work with laboratory tapes embodying the structures and vocabulary utilized in the film. The film is reshown several times before the laboratory work is completed. The course does not involve memorizing dialogue.

Instructors speak German at a somewhat slow pace in the early stages of the course but try always to remain within the bounds of natural-sounding speech.

The size of a typical class is 28.

Methods of Instruction: Phonology

Both comprehension and production training are begun concurrently at the beginning of the course; there is no initial period of "ear training." The first week is devoted primarily to instruction on the pronunciation of individual sounds. This is accomplished by mimicry drills in class and by taped exercises involving response pauses and confirmation. Although the emphasis during the first week is upon individual sounds, students are also exposed to words, then sentences illustrating their use. They encounter some 30 to 40 idioms during the first week.

In phonology training, only the major allophones of the segmental phonemes are presented.

Instructors occasionally describe, in nontechnical language, the articulatory mechanisms involved in the production of the more difficult sounds. From the first day of the course, students make use of text material printed in normal German orthography. No use is made of phonemic transcriptions and students are discouraged from attempting to improvise any system of their own for representing the sounds of the target language. They are not provided with printed English translations of the film commentaries or of the drill exercises. Sometimes, instructors orally provide English equivalents of particular German expressions. These are generally free rather than word-for-word translations, although the latter are occasionally given.

Instructors vary in the extent to which they utilize choral response drills; some use them extensively, some moderately, and some not at all. When such drills are used, they are generally followed by individual response drills.

Correct intonational patterns are moderately emphasized throughout the course. Such intonation training is accomplished principally by mimicry, but not to the total exclusion of more analytic methods.

Instructors occasionally suggest that students observe their own articulations by the use of a mirror. Instructors do not use the pedagogic technique of inserting a troublesome German sound into an English word.

Classroom work occupies three hours per week while work in the language laboratory occupies one hour per week.

Methods of Instruction: Vocabulary

The vocabulary taught in the course was selected in accordance with the topics of the various films and might be characterized as everyday in nature. The selection of nouns was based rather directly upon the content of the films while the adjectives were selected on the basis of printed frequency lists, so as to avoid extremely rare words.

Each chapter in the text includes a list of the new German terms introduced in that lesson, accompanied by their English equivalents. The text also contains a glossary giving not only the English equivalent of each German expression, but also the page number on which it was first used. Since there is little or no need for dictionaries, none are used.

Some instructors make a point of calling the students' attention to English-German cognates and students are encouraged to make intelligent guesses about the meanings of unfamiliar German terms.

New vocabulary items are introduced in such a way that excessive concentrations of highly related words at any one point are avoided. The basic strategy for communicating word meanings is by pairing them with their English equivalents and by use of context given in the films.

Practice varies as to the strategy used in teaching two terms or expressions which seem to sound alike to beginning students. Some teach the two side by side so as to call attention to their similarities and differences; others generally complete the teaching of one before introducing the other.

Methods of Instruction: Grammar

Certain portions of most class periods are devoted specifically to grammar instruction, although this topic never consumes an entire period. A combination of the inductive and the deductive method is used. The generalization or rule is generally presented first, followed by extensive examples and drills aimed at developing in the students an automatic control of the relevant structures.

The grammatical constructions taught in the course were selected and sequenced on the basis of their judged usefulness in everyday conversation. In the latter stages of the course, greater emphasis is placed upon those constructions which are frequently encountered in scientific writing. Students are not required to memorize dialogues or any other bodies of German material.

Various structural drills, such as transformation, replacement, and substitution, are extensively used. Printed fill-in-the-blank drills are used only moderately. Formal grammatical analysis in English is occasionally presented. Students are not expected to be proficient in stating grammatical rules or to recite grammatical paradigms.

In structural drills, the regular procedure is to begin by explaining the grammatical point to be covered. These explanations are generally presented in the target language.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were marked as being frequently utilized:

- (1) Actual objects as stimuli in vocabulary building
- (2) Slides or film strips

Language Laboratory Activities

Language laboratory work is an integral part of the introductory German course. Students spend one hour per week in scheduled laboratory work and additional hours of optional work. The university library also has a language laboratory which operates on a library system and is open 15 hours a day. In addition, certain taped material is broadcast into the students' dormitories at night. Students receive this material on their own conventional radio sets.

A total of four classroom laboratories exist, containing a total of 180 student positions. All four of the laboratories are equipped with a movie screen and projection equipment. Two, seating 30 students each, are equipped with individual tape decks at student positions. These laboratories are used not only for scheduled but also for optional work, on a library system, in the afternoons. The other two laboratories each contain 60 positions, but equipped with microphone and headset only. Suitable equipment at the front of the room enables students to record and play back their own utterances, but only as a group, lock-step style. The equipment in the front of the room has two large tape decks, each of which records on a 15-channel tape. The laboratory facilities permit monitoring and private two-way communication between the teacher and individual students. According to the instructional staff, use of the record-playback facilities accounts for no more than 10% of laboratory time.

A total of four different native speakers, all from the same dialect area, supplied the voices used on the instructional tapes. Individual tapes, however, typically utilize only two voices. Two of the four speakers are men, two are women.

Evaluation Procedures and Remedial Efforts

Several times per week, students receive short quizzes concerned with dictation or homework assignments.

Twice each semester, a half-hour departmentally developed test is administered. On this test, some of the stimuli are presented orally by the instructor and some are presented via test booklets. All student responses are written. Also, twice each semester, a one-hour departmentally developed test is administered, which is designed to assess aural and reading comprehension. These are machine-scored multiple-choice tests.

At the end of the school year, students take the achievement test of the Modern Language Association in addition to the final exam, which is a 50-minute multiple-choice test.

The testing program as a whole assesses the following aspects of foreign language competency: (a) aural comprehension, (b) reading, (c) writing, and (d) translation, German to English.

Final grades are based on the quizzes, homework, and class work (40%); on outside reading tests (15%); and on the other major tests (45%).

Students who are doing unsatisfactorily are encouraged to confer with their instructor, who assists them in whatever way he can. He may advise the student to spend more time in optional laboratory work and, on occasion, may recommend a tutor from a list of qualified tutors maintained by the department.

Faculty Characteristics

There are 24 instructors in the German section of the Department of Modern Languages; eight are teaching assistants, who have two courses each, for a total of eight contact hours per week. The other members of the staff

each teach about 12 or 13 hours per week. There are 11 women and 13 men; 10 are native speakers and the rest are native Americans. The average age of the teaching assistants is the mid-twenties, and of the senior instructors, the mid-forties. Relatively few of the teaching staff have had formal training in teaching methods.

All instructors, regardless of rank, are full-fledged instructors; that is, none is simply an "informant." Instructors stay with the same classes throughout the semester.

Novice instructors are introduced to their duties by means of conferences with experienced instructors and with the chairman. In addition, the chairman periodically visits the classrooms of new personnel.

Observation of Classes in Progress

A total of three classes and one laboratory were observed, all in the first semester of the first-year course. Each of the regular classes contained approximately 20 students, while the laboratory section contained roughly 40 students.

All classes met in conventional classrooms with conventional seating arrangements. Each room was equipped with a blackboard and a speaker, which was mounted on the ceiling. (The speakers are occasionally used to present taped material to an entire class.) In two of the classes, the instructor was a female native speaker in her twenties, and in the third class, the instructor was a native American male, of perhaps 35. In each of the three classes, the instructor spoke German most of the time in what appeared to be a normal conversational rate. English utterances were occasionally made both by the instructor and by the students. Two of the instructors moved about the room during the period. Practice varied with regard to accent used in pronouncing students' names. In all three classes, both choral and individual responses were quite numerous throughout the period.

In each class the instructor greeted the students with a standard greeting in German to which the class chorally responded. Virtually the entire period in each class was devoted to structural drills which were typically introduced by an explanation, sometimes in English, sometimes in German. In one instance, the teacher told the class that, in each of the sentences she was about to read, they were to replace the noun with a pronoun, and respond chorally. At one point, the teacher asked a student to give the rule for the position of the direct object. Some classes had dictation drills and translation drills in which the students would read a German sentence from their text and offer an English translation of it. In one class, a telephone conversation was enacted by pairs of students. Occasionally, students asked questions in English concerning grammatical points, and the teacher responded in English. In many of the structural drills, the response would be made first by an individual and then by the group in chorus.

The laboratory class that was observed met in a large laboratory-type room. The floor sloped upward towards the rear of the room so that all students had a good view of the screen on which a color movie was projected. The period began with the showing of a movie depicting scenes in Germany and Switzerland. The students heard the sound commentary over their earphones. At the conclusion of the movie, the tape from the front of the room led the class in question-and-answer drills based in part upon the content of the film and using the same grammatical forms and structures and vocabulary as in the film. In a typical exercise, the tape would ask a question, then supply the answer twice in

succession, after which the students would chorus the answer. In some of the taped exercises, the students were instructed to use a particular grammatical form, for example, the dative case. About midway through the period the same film was shown again, followed by more taped exercises. The instructor who monitored from the front of the room would from time to time break in on individual students to correct their pronunciation or grammar. Such corrections could be heard only by the students to whom they were addressed.

TULANE UNIVERSITY

Tulane University has been actively experimenting in recent years with new approaches to language teaching. Language departments at Tulane have been particularly interested in developing programs which make optimal use of language laboratory facilities. In this chapter, two of Tulane's current courses will be described: the regular and the experimental Spanish courses.

Regular Spanish Course

The principal or regular course in Spanish had an enrollment of 70 at the time of the survey (March 1965). It is conducted in the College of Arts and Sciences.

Curriculum and Scheduling

Three years of Spanish are offered. The first year's course is highly audio-lingual and is concerned primarily with developing basic speaking and comprehension skills. The second year is concerned more with grammar instruction, and with reading and writing. There are actually two separate second-year courses: one designed for students who have completed the first year of instruction at Tulane, the other for students who have previously had two years of high school Spanish or one year of Spanish at another college. Third-year courses are concerned with Spanish and Latin-American literature and with advanced conversation and composition.

Students attend class three 50-minute periods per week and, in addition, attend a closely supervised laboratory two hours per week. The typical student spends an estimated four hours per week in homework, some of which may consist of optional laboratory work.

Total instructional hours per week are five and for the two-semester course are 150. The size of a typical class is 15.

Student Input and Selection Procedures

No selection requirements are imposed other than those involved in admission as an undergraduate to Tulane. As indicated previously, students with previous Spanish training may enter directly into a second-year Spanish course.

Training Objectives

Throughout the first-year course, the emphasis of training is almost exclusively on the development of speaking and aural comprehension skills. These two objectives are regarded as equivalent in importance and far outrank

reading and writing. Students learn to read and write only material that they can already speak and understand. Literature and creative writing are not introduced until the second year.

In the instruction on speaking, fluency and accuracy are said to receive about equal emphasis although one of the instructors who was interviewed places somewhat greater emphasis upon accuracy.

No estimates were available concerning the size of the speaking or recognition vocabulary developed in the first year's course.

With regard to instruction on Spanish culture and customs, students are exposed to "culture notes" in their text. In addition, information of this sort often comes up incidentally in classroom activities.

General Description of Instructional Method

The course is strongly audio-lingual. Students memorize the dialogues contained in their text and spend 75% to 90% of most class hours in choral response drills. Each classroom contains, immediately adjacent to the instructor's desk, a tape deck with loudspeaker. Instructors make extensive use of taped materials for cueing the choral response drills.

Instructors endeavor to always speak Spanish at a normal conversational speed and never to slow down deliberately. The voice on the tapes also speaks at a normal speed.

Methods of Instruction: Phonology

Both speaking and comprehension skills are taught concurrently from the beginning of the course. An effort is made to teach all of the major allophones of each segmental phoneme.

In teaching phonology the progression of elements in sound-word-phrase-sentence, with sentences being introduced in the first hour of the course. The reverse build-up technique is used extensively. Instructors occasionally describe in nontechnical terms the articulatory mechanisms involved in the production of the more difficult sounds. The text covers articulatory processes in somewhat more detail, and employs such aids as diagrams and charts.

Students encounter phonemic transcriptions in the first hour of the course and occasionally thereafter. Normal Spanish orthography is not introduced until the sixth class hour. The text provides colloquial English translations of Spanish material and, occasionally, literal translations for certain troublesome idiomatic expressions.

Choral response drills are used extensively in phonology training and also in the teaching of syntactical structures. They are believed to be especially useful in the early stages of phonology training to assist in overcoming students' shyness about attempting foreign sounds. Choral response drills are typically followed by individual response drills.

Correct intonational patterns of the target language are strongly emphasized throughout the course by the native-speaker instructors, and by the American instructors to the extent that their skill permits. This is done principally by mimicry, but supplemented by brief, simple, verbal descriptions of such characteristics as upward and downward inflections. The text gives a systematic exposition of intonational patterns including the use of pitch contour lines.

Instructors make no reference to the use of mirrors as a means of observing and improving one's own articulations. They may occasionally insert a

troublesome Spanish sound into an English word for pedagogical purposes, but this is not an integral part of the program. Somewhat related is the practice of calling the students' attention to the fact that certain English words, as normally pronounced, contain sounds highly similar to certain Spanish sounds. For example, one instructor was observed to have her students pronounce the words "water" and "butter" while she pointed out to them that the tongue action in pronouncing the "t" in these words is almost identical to the tongue action in the flap "r" of Spanish "pero."

In the course as a whole, classroom instruction and separate laboratory exercises are about equally important in accomplishing the phonology training.

Methods of Instruction: Vocabulary

The vocabulary taught is that contained in the text (36) and represents the judgment of the textbook authors as to what would be most useful. Students are never required to memorize vocabulary lists. They make no use of dictionaries or glossaries in this first-year course, but in the last half of the second year are required to buy a monolingual Spanish dictionary.

Instructors generally call the students' attention to Spanish-English cognates and also to consistencies in the translation of certain suffixes, for example, the equivalence of English "-ness" to Spanish "-tud." Only at the advanced levels are students encouraged to guess the meanings of unfamiliar Spanish terms.

In the early stages of the course, word meanings are taught principally by pairing the Spanish term with its English equivalent. At later stages, word meanings are generally taught in context. Terms or expressions which seem to sound alike to beginning students are generally taught side by side, so that attention can be called to their similarities and differences.

Methods of Instruction: Grammar

There are no instructional periods devoted specifically to grammar; it is imbedded in other training activities. One of the instructors interviewed does usually present grammar rules after they have been learned inductively. The other presents grammar rules only after class when students specifically request them. It should be noted, however, that formal grammar is covered systematically in the students' text. Students are not required to be able to state grammar rules or to recite paradigms.

In the inductive instruction on grammar, extensive use is made of dialogue memorization, transformation drills, and replacement drills.

In classroom pattern practice drills, instructors generally explain beforehand what grammatical point is to be covered in the drill and also give examples of how the students are to proceed.

Use of Specialized Techniques or Materials

None of the techniques listed in the Training Techniques Checklist were marked as being frequently used.

Language Laboratory Activities

Language laboratory activities are a major and an integral component of language teaching at Tulane. The laboratory consists of 100 student positions. The master console, the students' tape decks, and the associated circuitry are such as to provide virtually complete versatility. Any combination of individual

students may be connected into a single network for instructional purposes. Two-way communication between instructor and students is possible, as is undetectable monitoring of the students. At present, the master console has two tape decks associated with it so that two separate classes may be taught concurrently. The circuitry of the equipment, however, is such that as many as 12 separate classes could be taught by adding tape decks to the master console.

The instructor at the master console has the capability of stopping and starting the individual student's tape decks. This is done only in the optional laboratory situation where each student works from an individual tape. The monitor may interrupt the student to correct his pronunciation or other error and then allow him to resume.

The language laboratory setup also has a feature, referred to as the "auto-test device," which is extremely useful in facilitating oral testing. Instructions, stimuli, and other features of the test are recorded on one tape which is played on the master console and delivered to each student being tested. Inserted on the testing tapes are signals referred to as "bleeps," which are inserted at all points at which the student is supposed to respond. The bleeps automatically activate the student's recorder for the length of time necessary for an appropriate response. At the conclusion of this response time, another bleep from the testing tape causes the student's recorder to stop. As a result, test tapes contain only student responses, without pauses. This is a great convenience to the test grader who must listen to and evaluate the student's recording. For example, a test which requires a total administration time of 16 minutes and 40 seconds, requires a listening time for the grader of only 7 minutes, 18 seconds. An indicator light on the master console informs the instructor when the students' machines have gone into operation or stopped.

All students in the first-year course are required to spend two hours per week in closely supervised laboratory sessions. These are classroom-type laboratories in the sense that all students receive the same program from the master console. The instructor can interrupt the program at any point to correct individual students. He may stop all students' machines if he wants the entire class to hear his correction, or he may speak directly and privately to the individual student without stopping his machine.

In addition, students are expected to spend several hours per week in optional laboratory work conducted on the library system. Here, too, an instructor (generally a graduate assistant) is always present to monitor the students' work and make on-the-spot corrections. Each time a student engages in optional laboratory work he fills out a time slip so that it is possible for course officials to compute the amount of optional laboratory time spent. The whole program is actually structured in such a way that it is hardly possible to pass the course without spending several hours per week in optional laboratory work. During a recent one-month period, the attendance records showed that the average student had spent $2\frac{1}{2}$ hours per week in optional laboratory work.

The instructional tapes used in the program are based directly upon the dialogues and exercises contained in the text. However, some of the early exercises on phonology have been expanded greatly. For example, one exercise which requires 12 minutes in the text has been expanded to four or five hours in the Tulane tapes. The typical tape utilizes approximately five different voices about equally divided between men and women. Some children's voices are included, and various dialects are represented.

In the regularly scheduled laboratories, students listen and respond, but do not record. In all of the optional laboratory sessions, which use the

library-type system, students record and play back almost exclusively; that is, there is little or no pure listening unaccompanied by record-playback.

~~As has~~ been stated, heavy use is made of tapes in the regular class periods. Each classroom is equipped with a tape deck and loudspeaker. The tapes appropriate to a particular unit of instruction are installed on the machine prior to the beginning of the class, and instructors make frequent and intensive use of them. Anywhere from 50% to 90% of class time may be spent in this activity. The instructor may rewind the tape whenever he wants to replay difficult portions. One advantage in using tapes in the classroom is that the voices of native speakers are made readily available to compensate, to some extent, for native American instructors whose Spanish may be less than perfect. The tapes used in the classroom are primarily for mimicry choral response drills. Individual response drills are generally conducted live by the instructor.

Evaluation Procedures and Remedial Efforts

An outstanding feature of the Tulane regular Spanish program is its extensive use of oral testing. Tests are given at the end of each unit of instruction (about once per week) in addition to the midterm and final examinations. All tests are completely oral and are recorded. Students are never evaluated on the basis of pure comprehension skill or reading skill, but comprehension is, of course, assessed indirectly since the student cannot respond properly unless he has understood the test instructions and test stimuli given in Spanish.

The typical test consists of two equally weighted parts. The first part requires the student to record a recitation of a memorized dialogue, as cued by the test instructions. In grading the students' recitation, the instructor uses a five-point scale in which 4 represents near-native perfection; 3, minor errors of pronunciation or intonation; 2, poor pronunciation in an otherwise correct rendition; 1, very poor pronunciation and content; and 0, no response or an extremely poor response.

The other part of the typical test is referred to as the grammar portion. Here the student must go through the same sort of drills and exercises that he has previously studied in his regular class work, the only difference being that here the tape does not present confirmations of his responses. The scoring is on a three-point scale. In one sample item the student is required to replace the noun in a stimulus sentence with the appropriate object pronoun; the response is scored 2 if the form of the pronoun and its position in a sentence are both correct, and 1 if either the form or the position is incorrect. It might be noted that in the grammar portion of the test, students are not graded on their pronunciation.

Students who do poorly on these intra-semester tests are called in for consultations and generally are advised that they must spend more time than they have been in optional laboratory work. The instructor, of course, has records before him showing just how much time the student has been spending in optional laboratory work.

At the end of the year, students are given the Cooperative Spanish Test of the Modern Language Association, primarily to evaluate the program, not the students.

Faculty Characteristics

A total of 11 instructors are involved in the regular first-year Spanish program. This figure includes certain individuals who supervise laboratory work only and do no regular classroom teaching. Their duties as laboratory monitors, however, actually involve highly individualized teaching. The typical

instructor spends six hours per week teaching class or monitoring laboratories. Five of the instructors are native speakers of Spanish, the other six are native Americans. Eight are women and three are men. The average instructor age is in the upper twenties. None of the instructors is regarded as an informant; all have full responsibility for conducting classes. Three of the instructors have had some formal training in linguistics and three had had some training in teaching methods before starting their employment at Tulane.

All new instructors are required to receive informal orientation from more experienced instructors. Graduate student instructors are required to take a three-credit course entitled, "Teaching Spanish," and may elect to take two other courses, "Undergraduate Methods of Instruction" and "Applied Linguistics."

Observation of Classes in Progress

One first-year, second-semester class was observed. It consisted of 11 students and met in a conventional classroom with conventional seating arrangements. Immediately adjacent to the instructor's desk was a tape recorder with a loudspeaker attached.

The instructor generally remained in his seat. He spoke Spanish at a normal conversational speed except for one or two occasions when he deliberately slowed down to call attention to the intonation pattern of a particular sentence. English utterances were occasionally heard both from the instructor and from the students. The instructor pronounced the students' names with a Spanish accent. The general pace of the activities appeared to be brisk.

The period began with the instructor discussing in English the results of a recent quiz. Next, he led the class in about two minutes of rapid-fire choral response drills with books open. Then the students closed their books and did additional choral responses, this time cued by the tape recorder. From time to time, the instructor would rewind the tape a bit and tell the class to repeat a certain passage and pay closer attention to their intonation or some other aspect of the utterance. He would often demonstrate how the utterance should be spoken and point out the students' errors. Another three minutes were spent in live choral response drills, followed by tape drills which were introduced as "construction substitution drills."

The bulk of the class hour was spent in choral response drills as cued by the tapes. Occasionally, there were individual response drills cued by the instructor. The tapes included both male and female voices; sometimes the two voices would each make the same utterance one after the other. At one point, a student asked in English for an explanation of a certain grammatical point; the instructor explained that it was a subjunctive form which would be taken up later. For the moment, the instructor told the students, they should merely learn to use that particular form of the verb in that particular sentence structure. During one two-minute period, 23 choral responses were observed.

Isolated examples of some of the English utterances made by the instructor are: "Watch your intonation on 'mucho'." "I hear a 'v'." "Some of you said '____', instead of '____'; hear the difference?" "Let's turn the page."

Experimental Spanish Course

In addition to the regular first-year Spanish course described in the previous section, Tulane is conducting an experimental course which differs from the regular course in a number of methodological features. It is based heavily

upon the procedures, methods, and contents embodied in a text developed at the University of Michigan entitled, A Structural Course in Spanish (36). The description of the course that appears below is based upon structured interviews with the two faculty members involved with the course. Only the methodological aspects of the program are described, since much other information about it is identical with certain material in the previous section.

Students attend class for four 50-minute periods per week. Immediately following each class period is a mandatory laboratory session, 30 minutes in length, devoted to practicing the material covered in the preceding class hour. Thus, total instructional hours per week are six, and the total for the school year is 180. It was estimated that the average student spends about 1½ hours per week in homework.

The size of a typical class is 12.

Training Objectives

The course places primary and equal emphasis upon the development of speaking and understanding skills, and secondary emphasis upon reading and writing. With respect to speaking skill, greater emphasis is placed upon accuracy in the early stages of the course and upon fluency in the later stages. The instructors generally speak Spanish at a normal rate, but may slow down occasionally when it appears useful to do so. Although the students are exposed to normal Spanish orthography almost from the beginning, actual instruction on reading is not given until the last few weeks. Area study is not a primary course objective, but the materials used in reading instruction (which include short selections from literary works) give the students some information on Spanish culture and customs.

In the final weeks, students are required to compose paragraphs in Spanish. Thus, creative writing, albeit at an elementary level, is taught in the first year.

Methods of Instruction: Phonology

The first few lessons are devoted exclusively to phonology training. In mimicry drills, students pronounce isolated syllables embodying certain sounds, then words, then sentences. Complete sentences are first encountered in the fourth hour of instruction. The introduction of lexical meaning is deferred until the third lesson, late in the first week.

An effort is made to teach all of the major allophones of each segmental phoneme during the first few weeks.

The instructor occasionally describes, in nontechnical language, the articulatory mechanisms involved in the production of the more difficult sounds. Starting with the fourth hour of the course, students use (as their only text) a workbook printed almost entirely in normal Spanish orthography. There are no English translations in the workbook; the only English consists of brief directions to the student on such things as conduct of exercises. Phonemic transcriptions are not used.

In the early stages of the course, approximately 80% to 90% of class time is devoted to live choral response drills. At the later stages of the course, this percentage drops to around 60%. Choral response drills are always followed by individual practice.

Correct intonational patterns of Spanish are given only moderate attention in the course. Some use is made of mimicry drills and of pitch contour lines in this connection.

Instructors do not use the technique of inserting a troublesome Spanish sound into an English word for pedagogical purposes.

The overall program for teaching the sound system of the language relies principally upon classroom instruction as supplemented by laboratory exercises.

Methods of Instruction: Vocabulary

The vocabulary items taught consist primarily of those which appear in the workbook. The conduct of the classes is such, however, that other related words and cognates of familiar English words frequently arise and are taught even though they are not explicitly covered in the workbook. There are no vocabulary lists in the workbook nor are there any translations of Spanish material. Instead words are taught primarily in the context of sentences and by means of pictorials. A series of nine wall charts are used extensively, each at the appropriate point in the course. These contain pictures of objects and situations, and serve as pictorial stimuli for the development of conversational skills and in vocabulary building.

Topically related words are generally taught as a group rather than being distributed throughout the course.

Methods of Instruction: Grammar

There are no class periods devoted to formal grammatical analysis. Instead, students develop inductively an intuitive control of syntactical and morphological structures through the extensive use of structural drills. A frequently used type of drill consists of written formulas or sentence frames into which the student must make a wide variety of insertions. For example, "La ___a es ___a;" and "Si ___(se) hubiera ___ado, ___(se) habria ___ado." Without receiving any explicit explanation of the grammatical principles involved, students become familiar with these (and other) structures and are increasingly able to automatically select the correct frame and morphemes to express their intended ideas.

Moderate use is also made of transformation and replacement drills. Fill-in-the-blank drills, similar to those described previously, are extensively used both in class and in homework assignments. Students are not required to memorize dialogues or other bodies of Spanish material.

In the classroom structural drills, students are not informed beforehand as to what grammatical point the drill is about; they are merely shown by example how to proceed. In fact, students are taught no grammar rules as such and are not required to recite paradigms.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following techniques or materials were indicated as being frequently used:

- (1) Charts, diagrams, pictures, etc.
- (2) Actual objects as stimuli in vocabulary building, etc.
- (3) Impromptu dramatic activities (or role-playing exercises).
- (4) Requiring students to ask questions of the instructor, in Spanish.

An unusual pedagogical technique used in the course might be termed "conversational dyads." Students are grouped into pairs and required to carry on conversations using the vocabulary and sentence patterns studied that day. The instructor circulates and provides corrections and assistance as needed.

Language Laboratory Activities

As an integral part of the program, students spend two hours per week in mandatory laboratory work plus varying amounts of time in optional laboratory work.

The tapes utilize several voices, male and female. All speak a peninsular Spanish dialect. All laboratory work is of the "library system" in which each student works individually from his own tape.

Evaluation Procedures

During almost every class period, students are given a short informal quiz covering the laboratory work for that day. About once every three weeks, a formal test is given based principally upon the workbook and the practice tapes. Most of the formal tests are administered via tape and require the student to tape record his responses.

Occasionally, a written test is given, which consists largely of fill-in-the-blank items. For example, "I doubt that he ____." To be correct, of course, the student must insert the proper subjunctive form of whatever verb he chooses. The testing program as a whole assesses the following aspects of foreign language skill: (1) speaking, (2) understanding, (3) reading, and (4) writing.

Observation of Classes in Progress

One class was observed, which was in the second semester of the first year. The class consisted of 10 students, meeting in a conventional classroom. As in the other language classroom, tape equipment including a speaker was located near the instructor's desk. It was not used at all during this period, and, in fact, is seldom used in the experimental course.

The instructor was a young Latin-American woman. She conducted the class almost entirely in Spanish and always spoke at a normal rate of speed. Some students she addressed with a Spanish name (e.g., "Jorge"), but others with an American name (e.g., "Doug"). On rare occasions, she made brief English utterances, for example, "Now you do the next one," and "All right, you've had this before." Another example was her use of the word "coin" to define the Spanish word "moneda." Occasionally students asked brief questions in English. Probably 98% of the classroom activities were conducted in Spanish, however.

The teacher moved about the room as the class progressed. She verbally praised good responses. The general pace of the class appeared to be brisk.

The first five minutes of the period were spent in individual transformation exercises. The teacher explained, in Spanish, that she would read a certain sentence and call upon students individually to transform the sentence according to the pattern she demonstrated. Next, about 15 minutes were spent in choral response drills, and by a large chart in front of the room. The chart consisted of 16 individual pictures arranged in a rectangular pattern. The pictures actually constituted a series which might be loosely described as portraying a sequence of events in which a young man seeks work, finds it, loses his job because of inefficient performance, and finally is poor again. Each picture in this series served as a cue for numerous choral responses. During a five-minute time sample, a total of 60 choral responses were tallied.

Next, the instructor asked questions of each student individually, using essentially the same vocabulary and structures as had been used in the preceding choral response drills. For example, (in Spanish) "Do you wash windows

in your home?" The student was required to make an appropriate answer using the correct verb form.

The next activity consisted of calling on the students in turn and requiring them to ask questions of the teacher in Spanish. Next, the instructor, obviously following a regular procedure, directed the students to organize themselves into pairs, or dyads, and converse with each other using the vocabulary and constructions previously drilled. As these dyads were conversing, the teacher moved from one to the other listening to and giving assistance when needed.

Then there were additional choral response drills, this time all using the past tense. For example, each drill item began with the Spanish word meaning "yesterday." Again there was a period of conversational dyads. Near the end of the period, the teacher, in English, described the next assignment.

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Chapter 8

ELEMENTARY AND SECONDARY SCHOOLS

The two language programs to be described in this chapter differ from the foregoing in that (a) the students are children, (b) the scheduling is nonintensive, and (c) the training goals are purely academic.

PUBLIC SCHOOL SYSTEM, HACKENSACK, NEW JERSEY
Spanish Program

The Board of Education in Hackensack, New Jersey, has been a leader in the development and use of audio-lingual language training programs at the elementary and secondary school levels. Using materials developed by Conrad J. Schmitt, Language Coordinator for the Hackensack Board of Education, all students receive Spanish instruction from the third grade through the sixth, and most continue in this program throughout high school. At the end of the eighth grade, students have the option of continuing with Spanish in high school, dropping the program, or beginning a new language: French, German, or Italian. In addition, students who transfer into the Hackensack High School from other areas may begin any one of these four languages in their first year.

Thus, students who begin Spanish in the third grade and continue it throughout high school, will have taken a total of 10 years in the language. As would be expected, rather high levels of proficiency are achieved during such a period.

In this survey only the Spanish program was considered, since it is the course with the highest density and embodies certain unique features not found in other courses. The French, German, and Italian courses are taught only in high school and are based largely on materials developed elsewhere.

In grades three through six, students receive 15 minutes per day of Spanish instruction five days per week. They have no homework at this level. In grades seven and eight, they receive three 45-minute periods per week. In grades nine through twelve (the high school level), two Spanish programs exist: one for those who began Spanish at the third grade, and another for students who are just beginning Spanish instruction in their freshman year of high school. In both cases, however, students receive one 45-minute period of instruction per day, five days per week.

During the school year, consisting of 182 school days, students in grades three through six receive about 45 hours of language instruction per year. Students in grades seven and eight receive about 80 hours of instruction per year. Language students in the ninth through twelfth grades receive about 135 hours of instruction per year. (These totals are conservative estimates since they are based on actual time in class, which excludes break time.)

Student Input and Selection Procedures

All students receive Spanish instruction in grades three through six. At the end of that time, school authorities decide whether each student should

continue with Spanish. Among the factors considered are (a) the child's performance in the foreign language thus far, (b) his English reading level, and (c) his IQ. Generally, students whose reading level (in English) is appropriate to their age level continue in the Spanish program. Those who are retarded in their reading level, however, are shifted into a remedial reading program and discontinue Spanish. On a citywide basis, approximately one-third of the students are eliminated from Spanish at the end of the sixth grade.

Starting with the ninth grade, language becomes an elective.

Training Objectives

In terms of the overall ten-year program, speaking, understanding, reading, and writing receive approximately equal emphasis. In the early grades, however, only speaking and understanding are taught. Reading (using normal Spanish orthography) is introduced near the end of grade five; and writing, in grade six. In the development of speaking skill, accuracy is considered somewhat more important than fluency.

There are no instructional hours devoted specifically to cultural factors; that subject is integrated into the entire program.

In the training carried out in grades three through six, an active vocabulary of approximately 900 words is the objective.

General Description of Instructional Method

The general approach is characterized as sequential, audio-lingual-visual. In the first two years, extensive use is made of vocabulary picture cues, and a textbook consisting of approximately 300 illustrations, but no printed matter either in English or Spanish. The emphasis in these years is on speaking and understanding. During the next two years, reading and writing are introduced. Structure is taught from the first lesson through sound association and analogy rather than analysis. Teachers endeavor always to speak at a normal conversational speed.

In grades three through six, teachers work from fairly detailed lesson plans contained in the teachers' guide for the text, Let's Speak Spanish (37). Each unit (chapter) states clearly its objectives: generally (a) to increase the students' vocabulary, (b) to produce (inductively) certain grammatical concepts, and (c) to teach certain forms of certain verbs.

The size of a typical class is 25.

Methods of Instruction: Phonology

Speaking and comprehension skills are taught more or less concurrently from the beginning of the course; there is no initial period of "ear training." In the early grades, pupils are generally taught to pronounce one acceptable allophone of each phoneme; that is, the more subtle or unusual alternations are not given individual attention.

In teaching phonology, the progression of elements is from short sentence to individual words, back to short sentences, and thence to longer, more complex sentences. Words are introduced in the context of sentences rather than as individual items. Considerable use is made of the reverse buildup technique. Very little attention is given to descriptions of the articulatory mechanisms involved in the production of difficult sounds. Occasionally, very simple explanations are given. For example, the teacher may point out that the "d" sound, when it occurs at the beginning of a word, must be made by placing the tip of

the tongue against the upper surface of the upper teeth. Occasionally, for pedagogic purposes, teachers insert a troublesome Spanish sound into an English word.

As previously explained, students are first given textual material in grade five; it is printed in normal Spanish orthography. At no time throughout the entire program are students given printed English translations of Spanish material. On rare occasions, instructors may orally give an English equivalent of a Spanish utterance. Such translations are always colloquial, never word-for-word.

Choral response drills are used extensively in teaching pronunciation, but are always followed by and interspersed with individual drills.

Correct intonation, which is emphasized throughout the course, is taught solely by mimicry.

Since the school system has no language laboratories, phonology is necessarily taught in classroom drill sessions exclusively.

Methods of Instruction: Vocabulary

The vocabulary items taught in the early grades are restricted to simple concepts that young children can readily understand. For example, many of the early lessons center around the family and home. Beginning in grade 4, lessons center around activities undertaken by the family away from home. All such episodes are within the realm of the experience of the child.

Each unit contains a situation which students learn to discuss. Vocabulary items are taught, in the early grades, primarily by means of association drills in which the teacher exhibits a drawing and makes a statement about it. The entire class repeats each utterance in unison after which individual repetitions are called for. In a unit dealing with the living room, the teacher shows a picture of a woman and says, in Spanish, "This is my mommy." She then shows a picture of a television set and says, "This is a television." The next picture shows the woman watching television and the children repeat, "My mommy is watching television." Thus, the meaning of individual words is taught, followed by sentences employing those words.

Students are never required to memorize vocabulary lists, nor are they encouraged to use a dictionary or glossary. Cognates are called specifically to the students' attention. Students are encouraged to make "educated guesses" on the basis of context, concerning the meanings of unfamiliar target language terms. However, in the case of abstract words where there could be confusion, English equivalents are sometimes provided by the teacher.

The program is structured in such a way as to avoid introducing a large number of closely related words at one time in order to minimize the students' difficulty in distinguishing among terms. For example, students are taught the names of only a few foods at one time; many others are introduced later.

At the lower levels, word meanings are generally taught by pairing the Spanish utterance with an object or a picture of an object. Sometimes pantomime is used. At the more advanced levels, new words are often defined in Spanish, and the students are urged to think of other Spanish words with meanings similar to that of the new term. Teachers make a serious effort to communicate as much as possible in Spanish, but do not hesitate to use English when it seems to be the most effective way of conveying an idea.

Terms or expressions which seem to sound alike to beginning students are generally taught side by side, so that their similarities and differences can be pointed out.

Methods of Instruction: Grammar

Prior to the junior high school level, grammar is taught solely by the inductive method. Grammatical structures are introduced in the activities described above under "Methods of Instruction: Vocabulary." First conjugation verbs in the singular are the first verbs presented. Regular patterns are always presented before irregular patterns. For example, to teach the concept of agreement of gender between nouns and their modifiers, only nouns and adjectives ending in -o or -a are presented initially. Irregular forms are introduced only after the basic concept of agreement is understood by the students.

Each unit of instruction includes a short dialogue using both new and old vocabulary and embodying only grammatical structures previously taught. The dialogue is memorized through choral repetition. Subsequently, directed dialogue and question-answer drills are carried out to strengthen the students' control of the new structures and vocabulary. Moderate use is made of transformation drills, replacement drills, and printed fill-in-the-blank type drills.

Near the end of each unit, students are shown a series of pictures and are told to make up their own narrative based on the situation of the unit. For review, a new situation is sometimes combined with a previously studied situation, and the narrative given by the student recombines several units.

Although formal grammar is taught at the junior high and high school levels, students are not required to recite grammatical rules. In classroom pattern practice drills, students are not informed as to what grammatical point is the topic for the drill; they are merely shown by example how to proceed.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following items were indicated as being frequently used:

- (1) Charts, diagrams, pictures, etc. (see Figure 14).
- (2) Actual objects as stimuli in vocabulary building.
- (3) Slides or film strips.
- (4) Impromptu dramatic activities or role-playing exercises.
- (5) Free-wheeling discussions in Spanish led by native speaker.
- (6) Visits to embassies, restaurants, or other places where native Spanish speakers are found.
- (7) Phonograph discs.

Language Laboratory Activities

As previously explained, the school system has no language laboratories. Limited use is made, however, of phonograph discs. In grades three through six, each unit (or chapter) in the text has associated with it a phonograph disc on which has been recorded all of the Spanish material contained in that chapter. The recordings were made by native speakers, generally Latin-Americans of different ages, and include both male and female voices. These discs are used primarily for review or consolidation purposes rather than as a teaching device. When the class has almost completed its work on a particular unit of instruction, the teacher plays the disc a few times to acquaint the students with different accents, voices, and ways of speaking. These discs constitute a part of the instructional package. If the entire package is used in a school system whose teachers are perhaps not fluent in Spanish, the records might be used to provide

Oath of Allegiance in Spanish, Hackensack



**Juro
fidelidad a la bandera
de los Estados Unidos de América
y a la república que simboliza,
una nación,
Dios mediante, indivisible,
con libertad y justicia
para todos.**

Figure 14

In grades three and four, students are tested only on their speaking and comprehension skills. In higher grades they are also tested on reading and writing.

Students who are considered to be making unsatisfactory progress are required to come in after school for additional help. At the end of the sixth grade some students are eliminated from the program, as previously explained under "Student Input and Selection Procedures."

Faculty Characteristics

There are a total of 14 Spanish instructors in the Hackensack school system. The average instructor spends about 210 minutes per day, or 17½ hours per week in contact with his class or classes. Eight of the instructors are native speakers of Spanish, five are native speakers of English, and one is a native Italian. Practically all of the instructors have had some training in teaching methods.

New instructors are required to attend a language teaching workshop, once a week for the first six weeks of their employment. They also receive a considerable amount of counseling from the Language Coordinator. The "workshop" attempts to acquaint the new teacher with audio-lingual methods and how they are used at Hackensack, and with a variety of techniques for teaching specific points.

the students with good models. In other words, the discs could be used didactically, even though they were not used in that way in the Hackensack system.

Evaluation Procedures

In the elementary grades, students are given a test at the end of each instructional unit. Third-grade students generally complete about 11 units per year and hence receive about 11 tests. The tests are essentially comprehension rather than speaking tests, since the students listen to questions presented by a phonograph disc and respond by making true-false or multiple-choice items in their workbooks. In addition, teachers periodically record a subjective impression of each student's achievement, and these impressions are taken into account in deciding whether a student is to pass or fail.

All instructors are regarded as full-fledged teachers; none is simply an informant. Three instructors are men and 11 are women. The age range is 22 to 50, with the bulk of the instructors just under 30. Each instructor stays with the same class for an entire term, and each has classes at several different grade levels.

Observation of Classes in Progress

The researchers observed one third-grade class, two fourth-grade classes, one fifth-grade class, one seventh-grade class, one tenth-grade class, and one twelfth-grade class. All met in conventional classrooms with traditional seating arrangements. Each of the high school classes observed was composed of students who had begun Spanish in the third grade. The number of students per class ranged between 18 and 28 for the pre-high school classes and about 15 for the two high school classes.

In the elementary classes, teachers made extensive use of simple drawings large enough to be easily seen by all students (see Figure 15). Speaking in Spanish, the teacher asked questions about the drawings, such as "What is it?" or "What is the boy doing?" and encouraged the students to comment on them in Spanish. For example, in the third grade some of the pictures were of items of clothing, such as a hat or shirt. Many of the drawings were in color or partially in color, so the teachers could ask, "What color is the shirt? Is it a blue shirt?" In all cases, students were required to answer with a complete sentence rather than a word or phrase.

Using Pictures as Cues in Elementary Spanish Class, Hackensack

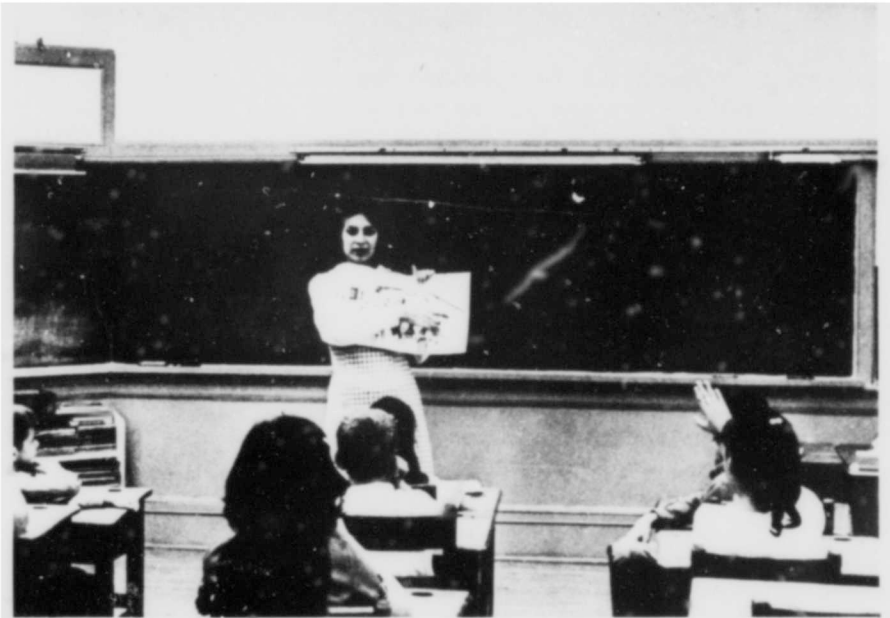


Figure 15

In some of the classes, "directed dialogue" was observed. Certain students would be required to go to the front of the class and act out the roles of the

characters whose dialogue they had previously memorized (see Figure 16). Correct intonation was stressed.

Directed Dialogue in Elementary Spanish Class, Hackensack

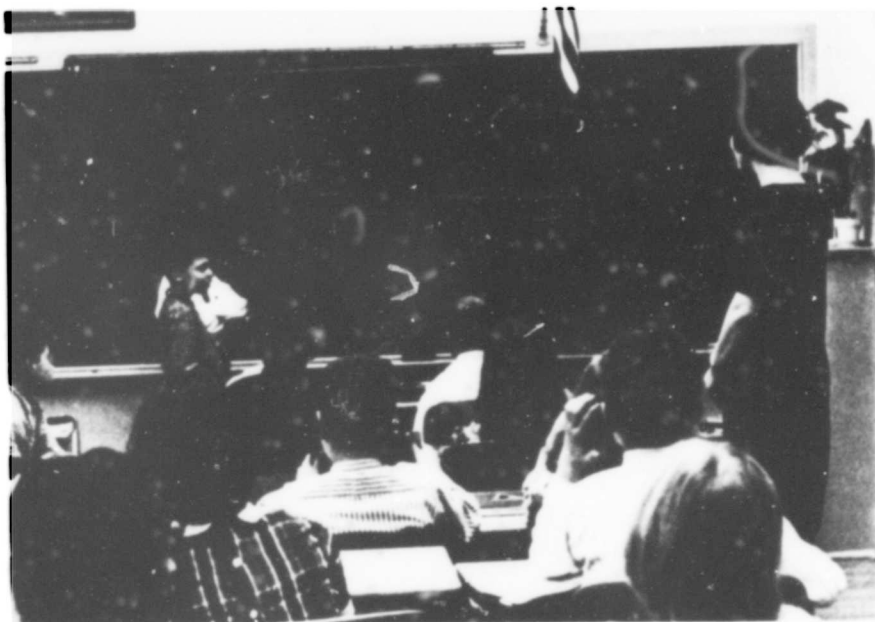


Figure 16

The teachers appeared to be speaking Spanish at a normal rate at all times. When a student faltered or was unable to answer, the teacher would in some instances assist him promptly, but more commonly would call on another student who appeared able to answer correctly. After the second student had answered correctly, the teacher would then re-address the first student with the same question. Most of the teachers moved about the room considerably. Sometimes a teacher would say "Very good" in praising a good response; other teachers merely maintained a generally pleasant manner. At no time did the teachers express displeasure at poor responses. In all classes at the elementary level, the teachers addressed the students by a Spanish name which had previously been assigned to them. The general pace of activities in each of the classes appeared to be quite brisk and enthusiastic.

On two different occasions in one of the classes, the teacher briefly explained, in English, what the students were supposed to do next. With these exceptions, all classes were conducted entirely in Spanish.

In each of the sub-high school classes, choral responses were used from time to time. The bulk of the class time, however, was devoted to individual responses. Directed dialogue was utilized in several of the classes.

In the tenth grade (high school sophomores), a good portion of the period was spent discussing a previously read story. The teacher asked "Who was the protagonist?" and various other questions about events in the story. Approximately the last half of the period was devoted to instruction and exercises concerning grammatical matters, particularly the use of the subjunctive. Students were required to carry out various conjugations in paradigmatic form; that is,

they would make complete sentences using the various forms of indicated verbs. In answering questions, students were always required to produce a complete sentence. No English at all was heard throughout the period.

In the twelfth-grade class (high school seniors), the teacher was a Cuban woman. Although most of the students in this class had had their early training under Castilian-speaking instructors, they appeared to have no difficulty in understanding the Latin-American accent of this teacher. The researchers were told that Hackensack students generally have no difficulty understanding the various dialects of the teachers.

The period was devoted entirely to a discussion and interpretation, in Spanish, of a previously read poem. From time to time the teacher would have the entire class read in unison a few lines of the poem, after which she would call upon a particular student to discuss the significance of the passage.

SAN FRANCISCO STATE COLLEGE **Mandarin Chinese for Secondary School Students**

In 1961, the U.S. Office of Education, under Title VI of the National Defense Education Act (NDEA), awarded a contract to San Francisco State College (SFSC) to develop instructional materials for a first-year course in Mandarin Chinese specifically designed for secondary school students. Subsequent NDEA grants have enabled the project staff at SFSC to continue developing materials for a four-year program. In addition, the Carnegie Foundation for the Advancement of Teaching has provided funds for teachers' salaries to enable selected high schools in the California area to establish classes in Mandarin Chinese. At the time of the survey (February 1965), the SFSC materials were being used in 26 different high schools, principally in California, but also in Hawaii and Utah. Between 500 and 700 students were or had been enrolled in the program.

Although the project staff has prepared teachers' manuals and arranged NDEA-supported teacher training each summer since 1961, the actual implementation of the program at the various high schools is not under the direct supervision or control of the project staff. Hence the mechanics of the program's operation vary somewhat from school to school. The description of the program which follows is based upon conversations with course development personnel at SFSC, upon observations of classes in progress at several high schools in the vicinity of San Francisco, and upon brief informal interviews with several of the teachers involved in the program. The final section of this chapter entitled "Observation of Classes in Progress" will indicate how the program actually operates at a small sample of schools.

Curriculum and Scheduling

The master plan for the project calls for the development of instructional materials for four years of instruction, referred to respectively as Levels I, II, III, and IV. The first two levels have been completed and work is now proceeding on the Level III material.

The program materials are designed for use in 50-minute class periods, meeting five times per week for two semesters of 16 weeks each. During a regular two-semester school year, a total of 160 class hours are involved. It was estimated that the average student spends about five hours per week in homework. The size of a typical class is 15.

Student Input and Selection Procedures

As would be expected, all students who enroll in the Mandarin Chinese course do so on a voluntary basis. If those who volunteer are doing poorly in their other school work, they may be denied entry into the Chinese program, but this has happened only rarely.

Training Objectives

Speaking and understanding Chinese are regarded as approximately equal in importance. These are followed by reading and writing, in that order. In the development of speaking skill, greater emphasis is placed upon fluent speech than accuracy of pronunciation, grammar, and syntax.

Students are exposed to romanization of Chinese material rather early in the course (generally around the second week). Instruction on reading and writing Chinese characters is introduced at about the eighth week of the first semester. Reading literature is not required. Sometimes students are required to compose single sentences in Chinese, but creative writing, in the usual sense of the term, is not taught.

Considerable information concerning Chinese history and culture is integrated into the language study materials.

General Description of Instructional Method

The general approach is distinctly audio-lingual. Built into the program is the philosophy that students must acquire a fair mastery of the phonology of the language before beginning instruction on reading and writing. In addition, the program has built into it extensive practice and review of every unit of material. For example, the vocabulary and structures presented in the first unit reappear constantly in subsequent units.

Teachers are provided with a special handbook to assist them in planning and conducting their classroom work. They are encouraged, however, to employ a highly flexible approach in accordance with the specific composition and limitations of their class. The instructional package also contains a set of recorded materials to assist the non-native teacher in preparing for his class work.

The plan of the program calls for using the last 15 minutes of each period for work in the language laboratory. In actual practice, some of the high schools which use the SFSC program are unable to do so because of inadequate or nonexistent laboratory facilities.

Methods of Instruction: Phonology

Both speaking and comprehension training are taught more or less concurrently from the beginning of the course; there is no initial period of "ear training." The core of each instructional unit is a dialogue into which the basic sound patterns of Mandarin Chinese have been worked. Insofar as possible, the progression is from the relatively easy sounds to those which are more difficult for English-speaking students. This planned progression from simple to difficult is compromised sometimes for the sake of achieving naturalness or appropriateness in the content of the dialogue.

The general sequence of elements in phonology training is sentence to words; complete sentences are introduced in the first hour of the course.

While students are memorizing the dialogues in classroom drills, the teacher may occasionally single out a particularly difficult sound for the students to repeat a few times in isolation. However, there is no block of time devoted specifically to drills on particular sounds. Similarly, a particular phrase of a sentence may sometimes be given individual attention when it seems to be a source of trouble for the students. Meaningless segmentation of sentences is never condoned.

Generally, efforts are made to teach the students only one acceptable allophone of each segmental phoneme. Fluency is considered somewhat more important than accuracy.

It is recommended that teachers describe the articulatory mechanisms involved in the pronunciation of difficult sounds. This is to be done in non-technical language only. Students are also encouraged to observe their own articulations with the aid of a mirror.

After students have completed their first unit of instruction, which contains the first dialogue, they are given a printed version of the same dialogue in Yale romanization accompanied by free English translations. Since the first unit generally takes about two weeks to complete, the students first receive printed material in about the third week of the course.

Starting at about the seventh week of the first-year course, Chinese characters are introduced. Each week thereafter, students encounter a few new characters, all of which represent vocabulary items already encountered audio-lingually in previous units. By the end of the first year, students are expected to have learned 164 characters.

Students are definitely discouraged from attempting to develop any sui generis transcription systems for Chinese sounds.

In introducing new dialogues, choral response drills may consume about 50% of class time. These are always followed by individual response drills.

Correct intonational patterns are strongly emphasized throughout the course. Since the existing notation systems for representing intonational patterns are considered to be ill-suited for representing the same in Mandarin Chinese, intonation is taught solely by mimicry.

Most of the teachers currently using the SFSC materials are native Chinese speakers whose English is less than perfect. They do not, therefore, make deliberate use of the pedagogical technique of inserting a troublesome Chinese sound into an English word to bring into sharper focus the characteristics of that sound. Those teachers who are native Americans do sometimes use this technique.

Instruction on the tone system of the Chinese language is begun in the very first lesson, but does not constitute a separate block of instructional material. The first four sentences of the first dialogue embody the four principal tones and these tones are called to the students' attention. The vocabulary used in these early sentences was selected to involve minimal tone contrasts. Teachers also spend a few minutes giving explanations in English of the characteristics of these tones. They try to avoid giving the students the impression that tones are difficult; rather, their approach is somewhat casual. When the students subsequently receive their first printed text materials, the romanizations involve the tone marks characteristic of the Yale system. These marks no doubt serve as useful cues to the students in consolidating their grasp of the tone system.

In the overall program, the teaching of phonology is accomplished primarily by drill exercises in class. Explanations in English are given a minor role in such instruction. In schools where suitable facilities exist, work in the language laboratory also carries some of this load.

Methods of Instruction: Vocabulary

The vocabulary items taught in this course were selected by first making a general decision to emphasize terms useful in "everyday life." In the Level I materials each dialogue deals with the experiences of a Chinese student living in the United States among American students. The vocabulary, of course, must be appropriate to the situation represented in the dialogue. Secondly, the program developers consulted six widely used Chinese texts and endeavored to select the vocabulary items commonly encountered among these texts that would be appropriate to the content of the dialogues. (The selection of Chinese characters to be taught was based upon frequency counts of modern written Chinese.)

Students are not required to memorize lists of foreign terms and their English equivalents. They are required to understand the meanings of entire sentences. Starting at Level III (i.e., the third year of the program) students are given instruction in the use of a romanized Chinese-English dictionary.

In the sequencing of vocabulary items, an effort was made to avoid excessive concentrations of highly similar words in order to reduce the chances of interferences developing.

Insofar as possible, students are taught the meanings of new words by introducing them in a verbal or real-life context. Teachers are encouraged to speak Chinese in class as much as possible, but are not enjoined from giving brief English explanations when this seems to be most practical. Although each unit of the text contains a list of Chinese expressions (in romanization) and their English equivalents, students are not directed to memorize these lists as such. There are no Chinese-English loan words in the first-year materials.

Methods of Instruction: Grammar

There are no instructional periods devoted specifically to grammar. Instead, grammar instruction is primarily inductive and is embedded in the various audio-lingual activities. The sentences which comprise the dialogues follow a progression from the more common and simple to the more complex. In the lower levels of instruction no sentence exceeds 14 syllables. Although lengthy expositions of grammatical concepts in English are avoided, brief English explanations of difficult points are considered acceptable within the philosophy of the program. The particular sentence patterns or grammatical constructions taught early in the course were selected on the basis of frequency counts in printed Chinese.

In the teaching of syntax, students are required to memorize three different kinds of material: dialogues, rhymes, and narrative passages. In any given unit of instruction, all three involve essentially the same vocabulary. Transformation drills are used "moderately" and replacement drills "extensively." Moderate use is made of printed fill-in-the-blank type drills starting with unit four of the first level.

As previously indicated, very moderate use is made of formal grammatical analysis. Sometimes the last five minutes of a period will be devoted to this type of instruction. In any case, students are not required to be able to state grammatical rules or to recite paradigms.

In classroom pattern practice drills, students are generally shown by example how they are to proceed rather than being informed what grammatical point the drill is about.

Use of Specialized Techniques or Materials

On the Training Techniques Checklist, the following materials or techniques were marked as being frequently used:

- (1) Charts, diagrams, pictures, etc.
- (2) Slides or filmstrips.
- (3) Impromptu dramatic activities (or role-playing exercises).
- (4) Free-wheeling discussions in Mandarin Chinese, led by native speaker.
- (5) "Language tables" (i.e., mealtime tables where only Mandarin Chinese is spoken).

Language Laboratory Activities

The overall design of the course calls for utilizing the last 15 minutes of each class period for work in the language laboratory. As mentioned previously, some schools are not able to follow this plan either because they have no language laboratory or because their laboratory facilities are insufficient to permit appropriate scheduling.

The student tapes intended for use in a language laboratory generally include two native speaker voices, one male and one female. Both are speaking the standard Mandarin dialect. Students may work from individual tapes or from a master console.

According to the developers of the program, the following principles were followed in preparing the student tapes:

- (1) Each basic sentence pattern constitutes a focus of learning in each exercise, with the sentences cut into their smallest segments and then arranged in an order conducive to effective learning.
- (2) The exercises are varied so as to enable the student to absorb each sentence pattern through repeated imitation.
- (3) Each model utterance is presented at least twice, with an intervening pause for student repetition, thus reinforcing the correct speech habit and providing him with an immediate check on his own performance.

Evaluation Procedures and Remedial Efforts

The design of the program calls for administration of certain tests at the end of each unit of instruction. These tests assess the following aspects of foreign language competency: (a) speaking, (b) aural comprehension, (c) reading, and (d) writing (in Chinese characters).

Faculty Characteristics

Among the various high schools currently using the SFSC program, a total of 12 instructors are involved, although many of them teach at more than one school. Three are native speakers of Mandarin, three are native speakers of Cantonese who are also fluent in Mandarin, and the remaining six are native speakers of English. All of these instructors have attended at least one of the eight-week Summer Institutes which have been offered since 1961 for preparing teachers to use these materials. All of the teachers have had previous teaching experience.

Thus far in the program, all classes of students have retained the same teacher throughout the course.

Observation of Classes in Progress

A first-year, a second-year, and a third-year class were each observed for approximately one full period. All classes met in conventional classrooms with rectangular seating arrangements.

First-Year Class. This class was in the second week of its first semester. It was composed of 10 students, two of whom were of Oriental extraction. The teacher was a Chinese woman of about 40, and a native speaker of Mandarin. The particular class session observed was devoted to vocabulary training and sentence pattern drills. The textbook dialogue upon which this session was based dealt with the Chinese New Year and the festivities associated with it. The instructor spoke no English at all during the class period. Her classroom directions were delivered in Chinese, but were accompanied sometimes with appropriate gestures to help communicate the intended meaning.

The period began with the teacher holding up a series of pictures portraying crackers, candy, and a container of fruit. The teacher named each pictured item and had the class repeat the name in chorus. Following choral responses, individual students were called upon to respond. Each picture actually served as a focus for a discussion of several minutes' duration. For example, while showing a picture of candy the teacher asked in Chinese, "How much does such a box of candy cost? If one box of candy costs 15¢, how much would two boxes of candy cost? Do you like fruit?"

A few moments later, the teacher initiated a bit of directed dialogue by saying to one student, "Will you ask him (pointing to another student) whether Miss Chang likes to eat fruit?" (see Figure 17.) Next, three students were assigned roles to play in enacting the dialogue they were currently studying, and which they had already memorized.

Directed Dialogue in High School Mandarin Chinese Class, San Francisco State College Program



Figure 17

Another class activity involved the use of a large cardboard clock with movable hands (Figure 18). The teacher placed the hands in various positions and asked the students (in Chinese) what time it was.

**Time Drill in High School Mandarin Chinese Class,
San Francisco State College Program**

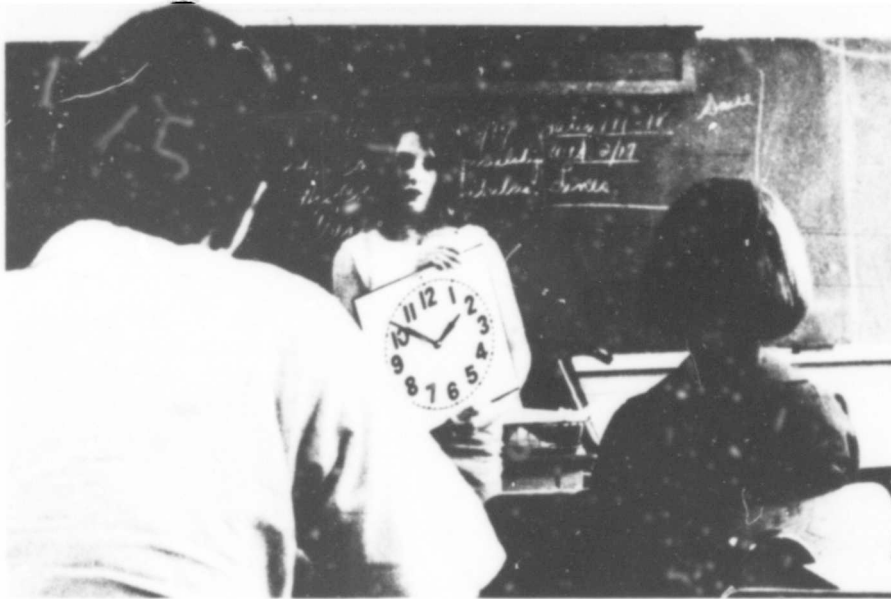


Figure 18

Throughout the period, the teacher appeared to be speaking Chinese at a moderate, reasonable pace. She moved about the room from time to time and maintained a very pleasant manner. She had a characteristic hand signal to elicit a choral response. At one point, she turned the cardboard clock over to a student to conduct the teaching exercises with it.

Second-Year Class. This class was in its fourth semester. It was composed of approximately 26 students, all but two of whom were of Chinese extraction. Many of them were said to already possess a moderate proficiency in Cantonese Chinese and a few had some knowledge of Chinese characters. In an after-class discussion with the teacher, she expressed the opinion that a Cantonese background is actually a handicap in learning Mandarin.

The instructor was an American woman (occidental) approximately 35 years old. She had had extensive college training in Mandarin, had spent some time in Taiwan, and was reported to be extremely competent.

The class met in a conventional classroom with the standard rectangular seating arrangements. No training aids were in evidence other than the ordinary blackboard. The teacher spoke almost exclusively in Chinese, but occasionally she gave a one-word or two-word English translation of a Chinese phrase. She appeared to be speaking at a normal conversational speed at all times. Typically, she moved about the room as she spoke. She expressed her approval of good responses and gently chided students when they responded poorly. From time to time, she used a hand signal to elicit a choral response and another signal to divide the class into halves, after which the two halves would alternate in making choral responses.

This particular class period was devoted to introducing a new unit of instruction; consequently, the instructor did most of the talking. Only occasionally did she call for responses, either choral or individual, from the class. This particular unit of instruction was concerned with family life in a Chinese home. For example, the teacher introduced an honorific expression which means "my wife" and explained in Chinese under what circumstances the expression might be used. Each new vocabulary item was introduced in a sentence frame, most of the other elements of which were already familiar to the students. She checked the student's comprehension by asking questions which could be answered only by using the new term.

Third-Year Class. This class was in its fifth semester of Chinese study, that is, the first semester of the third year. The class was composed of six students, all occidental. The instructor was a young Chinese man in his thirties, and a native speaker of Mandarin.

Since the researchers did not have the benefit of a bilingual escort while visiting this class, the description of class activities must necessarily be rather sketchy. The first activity of the period was a group recitation in English of the Pledge of Allegiance to the U.S. flag. Thereafter, all classroom directions were in English as were grammatical explanations. At times, both the instructor and the students read Chinese material from texts. Choral response drills were frequently called for; something over 50 different choral responses occurred during the period. About five individual responses were noted.

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AND
APPENDIX**

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Appendix
DATA COLLECTION FORMS

_____ School

_____ Language

_____ Respondent

Language Survey Interview Guide

Methods of Instruction (General)

1. How would you characterize and describe the main elements of your instructional method?
2. Do the lesson plans (or other guidelines for instructors) specify in considerable detail how the instructor should teach a particular content? Or do they give the instructor considerable leeway to teach the content as he sees fit? Explain.

Methods of Instruction (Phonology)

1. (a) Is an initial period of the course devoted to some sort of "comprehension or ear training" or are comprehension and production taught more or less concurrently?
 Ear training first
 Both taught concurrently
- (b) If ear training is taught first, how long is this period (in days or weeks)? _____
- (c) What is the student's task during this period?
2. Are students taught to produce just one acceptable allophone of each segmental phoneme or is an effort made to teach all allophones?
 One acceptable allophone of each phoneme
 All allophones of each phoneme
3. In teaching phonology, is the progression of elements sound-word-sentence or vice versa, or what?
_____ Sound-word-sentence
_____ Sentence-word-sound
_____ Other (describe) _____
4. (a) In teaching phonology, does the instructor generally describe the articulatory mechanisms involved in the production of difficult sounds?
 Generally
 Occasionally
 Never
- (b) If Yes, how does he do this?

5. Is the student provided with textual material which represents the sounds of the target language?
- Yes
 - No
6. If Yes, what is its nature?
- Phonemic transcriptions
 - Phonetic transcriptions
 - Standard orthography of target language
 - Representation of target language in some standard system of Romanization
Name of system _____
 - Representation of target language in a school-developed, common-sense type of orthography
7. If the standard orthography of target language is used, at what point is it introduced?
- From beginning of course
 - Only after students have pretty well mastered the sound system of target language
 - Other (explain) _____
8. If phonetic or phonemic transcriptions are used, how do the students seem to feel about their use?
- Regard it as helpful
 - Regard it with indifference
 - Regard it as a hindrance
 - I don't know
9. Are students provided with printed English translations of target language dialogues or other study materials?
- Yes
 - No
10. Are the students encouraged or discouraged to improvise a system of their own for representing in writing the sounds of target language?
- Encouraged
 - Discouraged
 - Neither
11. (a) To what extent is choral response used in classroom pronunciation drills?
- Extensively
 - Moderately
 - Occasionally
 - Never
- (b) If choral response is used, is it generally used before or after individual practice?
12. To what extent is instructional emphasis placed upon the typical intonational patterns of the target language?
- Strongly emphasized throughout the course
 - Is emphasized only at terminal stage of course
 - Is emphasized only where phonemically significant
 - So long as individual words are pronounced properly, student is considered satisfactory

13. If intonational patterns are taught, is this done solely by having student mimic a model or in addition are significant features of the intonational patterns called to student's attention?

- Solely by mimicry
- Mimicry plus description and explanation

14. If intonational patterns are taught, to what extent is use made of each of the following systems of notation?

	Extensive	Moderate	Not at all
(a) Pitch contour lines	_____	_____	_____
(b) Pitch numbers	_____	_____	_____
(c) Dots on scale system	_____	_____	_____

15. In teaching students to pronounce difficult sounds, are students urged to use mirror for observing their own articulations?

- Yes
- No

16. In teaching students to pronounce a difficult sound, does the instructor ever insert the troublesome sound into an English word?

- Frequently
- Occasionally
- Never

17. In teaching the sound system of the language, what is the relative importance placed on lecture sessions, drill sessions, and language lab activity?

- Done principally through classroom instruction but supplemented by lab exercises
- Done principally by lab exercises but supplemented by classroom instruction
- Classroom instruction and lab exercises are about equally important
- Done entirely through classroom instruction
- Done entirely through lab exercises

18. In phonology training, what is the relative emphasis placed on each of the following methods? (1-most important, 2-second most important, 0-not used at all)

- _____ Ear training
- _____ Mimicry drills
- _____ Spectrographic analysis
- _____ Description of articulatory mechanisms

19. If the target language is a tonal language, what procedure is used to teach the tonal characteristics?

20. Are there any other features of your phonology training which we have not asked about but which you feel are worth mentioning?

Methods of Instruction (Vocabulary)

1. How were the vocabulary items which are taught in this course selected?

- Frequency counts
- Other (explain) _____

2. If based on frequency count, was the count based on samples of printed or spoken target language?
 - Printed
 - Spoken
3. Are students ever required to memorize lists of foreign terms and their English equivalents?
 - Yes, regularly
 - Yes, fairly often
 - Yes, on some occasions
 - No, never
4. If vocabulary or phrase lists are used, which is the more common stimulus-response pattern?
 - English to Foreign
 - Foreign to English
5. Are students encouraged to use a dictionary or glossary? What kind?
 - Yes Monolingual _____
 - No Bilingual _____
 - Both _____
6. With respect to cognates (where such exist), is their similarity to English specifically brought to the students' attention?
 - Yes
 - No
7. Are students encouraged to "guess" the meanings of unfamiliar target language terms?
 - Yes
 - No
8. Are related words (e.g., most of the words pertaining to food) taught as a group or are they scattered throughout the course?
 - Generally taught as a group
 - Generally scattered throughout the course
9. How are word meanings taught?
 - Generally, words are paired with objects
 - Generally, words are paired with English equivalents
10. What strategy is generally used in teaching two terms or expressions which seem to sound alike to beginning students?
 - They are generally taught side by side so that the student's attention can be called to their similarities and differences
 - Instruction on one of the two terms is completed before introducing the other

Methods of Instruction (Syntax)

1. Are certain instructional periods devoted specifically to "grammar" or is all grammar instruction imbedded in other training activities?
 - Certain periods devoted to grammar
 - Grammar instruction imbedded in audio-lingual exercise

2. In general would you say that grammar is taught by the inductive method, the deductive method, or a combination of the two?
 - Inductive method
 - Deductive method
 - Combination of the two
3. On what basis are the grammatical constructions which are taught early in the course, selected?
 - Judged ease of learning
 - Judged usefulness in conversation
 - Frequency count
4. If frequency count, was count based on printed material in foreign language or on the spoken language?
 - On printed literature
 - On spoken language
5. Are students required to memorize certain dialogue or other target language utterances as a means of acquainting them with certain syntactical structures?
 - Yes
 - No
6. To what extent are Transformation Drills utilized as a technique for teaching syntax?
 - Exclusively
 - Extensively
 - Moderately
 - Not at all
7. To what extent are Replacement Drills (e.g., I enjoy books, He enjoys books, John enjoys books) utilized in the teaching of syntax?
 - Exclusively
 - Extensively
 - Moderately
 - Not at all
8. To what extent is use made of printed "Fill-in-the-blank" Drills in the teaching of syntax?
 - Exclusively
 - Extensively
 - Moderately
 - Not at all
9. To what extent is use made of formal grammatical analysis, the use of rules, etc. in the teaching of syntax?
 - Exclusively
 - Extensively
 - Moderately
 - Not at all
10. Are students expected to be able to state certain grammatical rules?
 - Yes
 - No

11. In classroom pattern practice drills, are the students informed beforehand as to what grammatical point the drill is about, or are they merely shown, by examples, how to proceed?
- Informed beforehand
 - Shown by example

Language Lab Activities

1. Does your language training program include the use of a language lab?
 - Yes
 - No
2. If Yes, is the use of the lab required of each student as an integral part of the training program or is it an optional, auxiliary kind of activity?
 - Required as integral part of course
 - Optional, as supplement to course
3. If language lab work is mandatory, how much time is so spent?
 - _____ hours per week
 - _____ total lab hours for course
4. Is the lab open for optional use on the student's own time?
 - Yes What hours? _____
 - No
5. How many separate student positions does your language lab have? _____
6. (a) How many different speakers of the target language are typically used on a tape?
(b) How many of these are male? _____
(c) How many of these are female? _____
7. Are the various speakers, whose voices are heard on the tape, all speaking the same dialect?
 - Yes
 - No
 - Don't know
8. Do all students receive the same program through a master console or does each student work with an individual tape?
 - All students receive same program at one time via console
 - Each student uses individual tape
 - Sometimes use one procedure; sometimes, the other
9. Do your facilities permit private two-way communication between the teacher and individual students?
 - Yes
 - No
10. Do your facilities permit the teacher to monitor individual student positions without students' awareness?
 - Yes
 - No
11. Which of the following descriptions best characterizes your lab equipment?
 - Audio-passive
 - Audio-active
 - Record-Playback

12. If Record-Playback, approximately what proportion of student's lab time is spent in:
- Recording
 Playback
13. Please describe each type of item used in your language lab exercises.

Evaluation Procedures

1. Aside from any formal testing which may be done, do instructors periodically record a subjective impression of each student's achievement?
 - Yes
 - No
2. Is the decision whether to pass or fail a given student based solely on the results of formal testing or is the teacher's general impression given some weight in making such decisions?
 - Based solely on test results
 - Teacher's impression taken into account
3. At what intervals are students given some sort of achievement or proficiency test? (e.g., once every week, once every three weeks, etc.) _____
4. If a student is considered to be making unsatisfactory progress, what remedial actions, if any, are taken?
5. Are students ever "washed out" of a program because of their unsatisfactory progress?
 - Yes
 - No
6. Please give me a general description of your tests? For example, are they all written, part written-part oral, etc.?

Miscellaneous

1. In teaching the English meanings of foreign utterances, is a literal word-for-word type translation given or is a colloquial English translation given?
 - Word-for-word type
 - Colloquial English
 - First, a word-for-word type, then later a colloquial English type
 - Other (explain)
2. In audio-lingual exercises, does the teacher always speak the target language at ordinary conversational speed or does he occasionally slow down his rate for pedagogic purposes?
 - Always at normal conversational speed
 - Occasionally slows down
 - Speaks slowly at early stages of course and gradually increases speed as course progresses
3. Are certain instructional hours devoted specifically to cultural factors, social customs, etc.?
 - Yes No

(a) If Yes, how many hours are so allocated? (Answer in terms of hours per week, or month, or total for course.) _____

Quantitative Characteristics

1. How long have courses in language _____ been taught in this school?
2. How many students in language _____ do you have at this time?
3. How long (in weeks) is your _____ course?
_____ weeks _____ weeks
(All of the following questions will deal solely with the shorter course.)
4. How many hours per day does the student spend in class or scheduled Lab? _____
5. What are the major phases or segments of the course and how long (in weeks) is each?
1st phase _____ weeks
2nd phase _____ weeks
3rd phase _____ weeks
4th phase _____ weeks
5th phase _____ weeks
6. Describe a typical class day—by specifying what activity occurs hour-by-hour throughout the day.
7. How many hours per week do students typically spend?
_____ in small drill groups headed by a native speaker
_____ in small drill groups headed by a non-native speaker
_____ in an expository session headed by a trained linguist
_____ in required language lab work
_____ in voluntary language lab work
_____ in homework
_____ other language activities

Faculty Characteristics

1. How many instructor personnel are employed in _____ language instruction? _____
2. How many hours per week does the typical instructor spend in contact with his class or classes? _____
3. How many people on the teaching staff are native speakers of the language they teach?
_____ native speakers of language they teach
_____ native speakers of English
_____ other
4. How many, if any, have had some formal training in linguistics (prior to starting their employment here)? _____
5. How many, if any, have had training in teaching methods (before starting their employment here)? _____
6. (a) Does this school conduct an instructor's training program?
 Yes Formal _____
 No Informal _____

- (b) If Yes, are all new instructors required to take it or only certain ones?
 All
 Only certain ones
- (c) What does the instructor's training consist of? How long is it (in weeks)? _____ What are the principal topics and the amount of time devoted to each?

Topic	Hours
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Are all of your instructors regarded as more or less equivalent in terms of the kinds and amounts of responsibility assigned to them or are some regarded simply as "informants"—native speakers who can serve as models for instructors but who do not actually teach?
 All are full fledged instructors
 Some are "informants," only
8. How many are in each category?
 _____ instructors
 _____ informants
9. How many instructors are men and how many are women? What is the age bracket of each?
10. Does a class of students generally keep the same instructors throughout the course, or do the instructors rotate among classes?
 Same instructors throughout
 Instructors rotated
 _____ according to stage of course
 _____ not related to stage of course

Selection Procedures

1. Are prospective students required to meet some minimal score on a language aptitude test in order to be accepted for training?
 Yes
 No
2. If Yes,
 (a) What test is used? _____
 (b) What is minimum score? _____
 (c) Are the scores used as a basis for selecting the particular class in which to place a student? Explain.
3. What importance, if any, is attached to the previous language learning efforts of a prospective student? Explain.
4. Is some sort of general intelligence test (or scholastic aptitude test) employed in selecting students?
 Yes
 No
 If Yes, how is it used?

10. What is the size of the active vocabulary striven for in this course?

Number of words

11. What is the size of the passive (recognition) vocabulary striven for in this course? _____

12. Is any particular type of vocabulary stressed in the course?

_____ emphasis on military terminology

_____ emphasis on some specialized technical field, e.g., engineering, scientific

_____ emphasis on business

_____ emphasis on terms useful to tourists

_____ general, no particular emphasis

13. How was the vocabulary which is taught in this course, selected?

School	Language	Respondent
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Training Techniques Checklist

Following is a list of materials and techniques which might be used in a language training program. Opposite each, please indicate the extent to which it is used in your training program, if at all.

	Frequently	Occasionally	Never
1. Charts, diagrams, pictures, etc.	_____	_____	_____
2. Actual objects as stimuli in vocabulary building, etc.	_____	_____	_____
3. Terrain boards (i.e., miniature models of city, stores or other places).	_____	_____	_____
4. Slides or filmstrips.	_____	_____	_____
5. Sound movies in which actors are native speakers of target language.	_____	_____	_____
6. Sound movies in which target language has been dubbed-in.	_____	_____	_____
7. Silent movies with S being required to supply narration.	_____	_____	_____
8. Sound movies in which all utterances of a certain character have been erased and requiring student to improvise lines for him.	_____	_____	_____
9. Impromptu dramatic activities (or role playing exercises).	_____	_____	_____
10. More elaborate dramatic productions, with rehearsals, sets, etc.	_____	_____	_____
11. Free-wheeling discussions in target language, led by native speaker.	_____	_____	_____
12. Visits to embassies, restaurants, or other places where native target language speakers are found.	_____	_____	_____
13. "Language tables," i.e., mealtime tables where only the target language is spoken.	_____	_____	_____
14. Other "special" techniques:	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Classroom Observation Guide

School	Language
Level of Course	Date and Hour

I. Description of Training Environment

- (1) Number of students in class?
- (2) Training aids in use?
- (3) Training aids present, but not in use?
- (4) Seating arrangement?
- (5) Simulation efforts?
- (6) Researcher's impression of motivation level of class:

II. Qualitative Description of Instructor's Behavior

- (1) Does teacher ever speak very slowly?
- (2) Does teacher accept faltering speech of S?
- (3) Does teacher accept occasional utterances in English?
- (4) Does teacher move about room or stay in one place?
- (5) Does teacher praise good responses?
- (6) Does teacher express displeasure at poor responses?
- (7) Does teacher pronounce students' names with American or target language accent?
- (8) Does pace of class appear brisk, sluggish, or what?
- (9) Does teacher use hand signals?
If Yes, do they appear useful?

III. Behavior Tallies

A. Instructor

1. Instructor uses English: Examples:
2. Instructor assists student individually for more than one minute:

B. Students

1. Choral responses:
2. Individual responses:
3. S responds to another S:
4. S responds with word or phrase:
5. S uses English:

- C. Number of minutes (use stopwatch) occupied by instructor talking _____.

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13. ABSTRACT This report presents detailed, non-evaluative descriptions of instructional methods used in a sample of outstanding language training centers. Included are 19 different training programs which together represent a student age range from subteens to adults, both intensive and non-intensive courses, military and civilian students, and governmental as well as nongovernmental programs. For each program surveyed, the report presents fairly detailed description of such features as training objectives; methods of teaching phonology, grammar, and vocabulary; language laboratory activities; student evaluation procedures; and faculty characteristics. Of the language teaching programs, 15 out of 19 were characterized by their respective officials as adhering to the "audio-lingual" (A-L) methods. Two key features were shared by the training centers: primary emphasis on aural comprehension and speaking skills, and an inductive approach to grammar.		

14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Foreign Language Training Training Methods Audio-Lingual Pedagogy Language Training Methodology Language Training Programs Language Laboratory Activity Teaching Vocabulary Teaching Phonology						