A SELECTIVE, ANNOTATED BIBLIOGRAPHY
FOR THE LANGUAGE LABORATORY
1959 - 1971

By
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INTRODUCTION

This annotated bibliography on the language laboratory is intended for foreign language teachers and administrators wanting information on the planning, administration and operation of an installation for mediated language instruction.

The content of the bibliography has been determined by the scope of the extant publications on this most controversial of instructional aids. While there is an increasing body of literature on the language laboratory from Western Europe, Japan, and Latin America, a decision was made to limit the citations largely to English language documents printed in the United States. Criteria for the inclusion of entries required that they be useful, clearly and practically written, and that they be accessible to a majority of potential users. Exceptions to these criteria are the occasional studies of an experimental nature which have gained some fame or notoriety. The bibliography is further limited to books, articles, and research reports published in the last decade, for only within recent years has the language laboratory become an integral adjunct to second-language learning. For information prior to 1959, see Mustard (1959) and Sánchez (1959).

The entries, listed alphabetically, are composed of materials related to the following subjects: the history of the language laboratory (see page 45 for a chronological index); the theory of language and linguistics; the "traditional" (reading-translation) and the "audio-lingual" (fundamental-skill) methodologies utilizing language laboratories; language laboratory techniques and effectiveness; technical and pedagogical specifications; trends indicative of future status of media in language learning. Finally, the bibliography attempts to provide a balance of viewpoints so that the practitioner and the administrator may more clearly interpret the effectiveness of further outgrowths of mediated foreign-language instruction in the light of past experience.
Each citation is modeled on the ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages (Lange). Entries followed by an ED number (e.g. Eddy) have been processed through the ERIC (Educational Resources Information Center) Clearinghouse on Languages and Linguistics and may be ordered in hard copy or microfiche from the ERIC Document Reproduction Service (EDRS), P. O. Drawer O, Bethesda, Maryland 20014. For additional documents in ERIC on all aspects of the teaching of foreign languages, see Monka (1972). Finally, the brief annotation which accompanies each citation is designed to help the user focus on the specific content of the article.

The concept of mediated instruction was already germinating in the year 1877 when Thomas Edison embossed a spiral groove onto the surface of a rotating cylinder covered with tin foil. Although he was not aware of the technological manifestations to emerge from this primitive disc, it was the first of a chain of electro-mechanical advances which has led to what we know now as audio-visual teaching.

By 1900 Poulsen, a Danish electrical engineer, had described a "telegraphone" for the recording and reproducing of sound on a steel wire through a process of magnetization. In 1904 Edison developed a new wax cylinder which was later utilized in the teaching of French conversation at Yale and other universities.

About the time of World War I, audio recordings became popular in the teaching of foreign languages and secretarial skills. The invention of the dictating machine was followed by a proliferation in the number of recording companies, several of which prepared and advertised language courses on discs. It was largely this impetus which gave rise to a brief but intensive interest in machine-aided language instruction in the early part of this century.

Several schools, (Middlebury College, New York University, and Ohio State University, to name a few) purchased and installed playback equipment to aid in the teaching of phonetics, and for a moment the techniques and equipment of the speech and hearing specialist could be found in many departments of modern languages. Their stay was brief, however, for in the late 1920's a Modern Foreign Language Study recommended as the more practical goal the teaching of reading via grammar analysis and translation. As a result, the early and primitive equipment installations fell into disuse; they would remain silent for almost a quarter of a century.
Nevertheless, some experimentation with equipment and methods for second-language teaching continued here and there. It culminated in 1947 in the report by Pierre Delattre of the University of Oklahoma which described aural-oral techniques for pre-reading instruction and recorded homework assignments, and which further set forth the principles of classroom drills and instructional materials based on applied linguistics.

The Second World War had provided additional impetus in basic language instruction by creating an urgent need for well-trained speakers of "critical" languages. As a result, intensive courses, organized under the Army Specialized Training Program (ASTP), were initiated by the U.S. Government to train qualified individuals. ASTP did not initiate or make wide use of audio-visual materials and equipment; rather its premise and its success were due to the intensive oral-aural practice inherent in the program, and to high student motivation. After the war, efforts were made to adapt the ASTP curriculum to beginning language instruction in the schools and colleges, but given the typical non-intensive programs and students of varying backgrounds and ability, these attempts met with considerable frustration and disappointment. Many years passed before the techniques pioneered by ASTP made an appreciable impact on language teaching. Meanwhile the tape recorder and plastic-coated magnetic tapes were being invented and perfected, although both came too late in the 1940's to make an impact on audio-visual-lingual language teaching at that time.

The postwar period saw a revolution in the audio-visual field. The transition began in the mid-1950's with government sponsored studies, Sputnik, and the National Defense Education Act (NDEA). Sputnik pointed to diminished international boundaries and to increased linguistic barriers in a world made smaller through technological advances and travel. The National Defense Education Act of 1958 was directed in part to the excision of these boundaries and the reduction of barriers to communication. Significantly, NDEA labeled the improvement in foreign language instruction,
along with science and mathematics, as being of primary importance to the national interest. Its titles provided funds on a matching basis to the states for the purchase of equipment, for the establishment of language and area centers, and for the retraining of teachers in audiovisual and audio-lingual techniques. NDEA gave language teachers and psychologists the opportunity to cooperate in developing new methods and materials and the financial assistance necessary to implement them. The decade ended with language instruction moving out of the slump it had been in for years.

The 1960's were characterized by an interest in media and mediated language instruction, and in great controversy over their effectiveness. Language laboratories and teaching machines, ranging from the simple to the complex, were developed to satisfy a national urge to "be modern". By mid-decade an estimated 10,000 language laboratories had been installed in secondary schools; 4,000 more could be found in institutions of higher learning. Concurrently, attempts were made to assess the linguistic and technological innovations reflected in the audio-lingual methodology and the use of the language laboratory. It is in these assessments that a great deal of controversy can be found, for the results have tended to show that (1) materials lag far behind the medium, (2) machines have been expected to "teach" without close supervision of the learning process by the teacher, (3) technology has been used for lockstep rather than individual-paced instruction, and (4) the language laboratory has yet to realize its full potential, even though there is a general consensus that it is a useful, essential tool in modern language teaching.

A Rationale for the Language Laboratory

The fundamental role of the language laboratory is to provide the learner with authentic, consistent, untiring models of speech for imitation and drill, and in addition, an increased opportunity to practice speaking and understanding. The laboratory has its greatest potential
to affect learning where the primary objectives of instruction are to teach skills associated with active, day-to-day communication; correspondingly, its potential impact is reduced where speaking and understanding are secondary to the reading and writing skills. In brief, systematic practice is a sine qua non in learning to communicate effectively in a foreign language. The language laboratory helps both teacher and student compensate for the inadequate opportunity for practice in the conventional language classroom. The effective use of the language laboratory thus is a composite of several elements; the teacher, the teaching materials, the testing and grading programs, the student practice session, and the equipment. Each of these elements must meet certain requirements. The teacher must have some knowledge of the psychology of learning as it applies to verbal behavior. In addition, he needs an understanding of the structure of the foreign language and a thorough grounding in the media and methodologies for teaching it. Materials for the laboratory assume a paramount importance, for they must be varied and their use well planned.

While lab materials will include dictations, transcriptions, listening comprehension or tutorial exercises, it is the structural or pattern drill designed to produce aural and verbal activity which has tended to receive the greater focus (although this may not be the case as tutorial materials are refined in the future). These "tools" or drills have had as their primary objectives intensive, active practice in the structural and phonetic principles previously presented in the classroom, and the rapid and automatic execution of responses to foster learning by analogy. This is accomplished by providing sufficient repetitions of the motif of the exercise in a number of similar contexts so that the linguistic patterns emerge, and can be apprehended by the student.

In brief, where a second language is taught for active communication, the language laboratory can provide increased teacher-effectiveness and student-learning in many ways: specifically, it provides the opportunity for (1) simultaneous yet individualized practice; (2) increased contact with the target language and with a variety of native speakers; (3) independent study; (4) the testing of listening comprehension and speaking.
ability. Furthermore, certain language-laboratory facilities can enhance the student's potential for self-evaluation. Finally, the language laboratory can help to enrich the student's concept of culture through its unique ability to present materials audiovisually.

Equipment and its Installation

There are many, many types of language laboratories. The electro-mechanical equipment may be located in a separate room, the school library, or within the language classroom itself. It may be dial-access, mobile or portable; it may be wired or wireless. Whatever the case, the equipment will fall into one of three categories—audio-passive, audio-active, record-playback. The type of practice the student undertakes and the materials he uses are determined by the nature of the equipment. Audio-passive equipment for the student generally includes (1) a booth, (2) a tape recorder, and (3) earphones. Audio-active adds to 1, 2 and 3 a combination microphone-headset which allows the student to hear himself as others hear him. Record-playback equipment adds yet a third component, the electronics to record and play back individual utterances for comparison with a model. For the teacher there is a console with switches enabling him to distribute one or more taped lessons at will and to monitor and communicate with individual students without disturbing others. In any case, the equipment may be used by individuals or by groups, or by both simultaneously.

Each equipment configuration has unique characteristics. Thus it is obvious that the goals and objectives of language programs must be determined before equipment is chosen. Materials must be purchased or written, and the language staff must be given instruction in the theory and the application of this adjunct instructional device. Lacking step-by-step, intensive preparation, machine-aided language instruction will be doomed to failure.
Industry continues to provide the educator with many technological advances for the language classroom. The last decade has seen the evolution of the language-laboratory concept into a sophisticated combination of materials, men, and machines. Its development has been part of a larger movement toward the application of technology to problems in all subjects at all levels of instruction. Some developments—telephone dial-access, computer-assisted instruction, closed-circuit radio broadcast—have proven too expensive and/or impractical for the average school and are found only occasionally in higher education. Others, notably the wireless and mobile labs, and the electronic classroom have not enjoyed wide acceptance by the high-school educator. One innovation, the portable cassette tape-recorder, however, shows great promise for the future. It enables tape-guided work to be done in any location—school or home—at any time, and it is quite inexpensive in comparison with the customary class-size language laboratory. The cassette tape opens many possibilities for guided learning or tutorial-based instruction in which audio-programs are used as reference materials or mini-lessons beyond the customary pattern drill. Tutorial-based instruction seems to combine the promises of the sixties with a practicality for the seventies. Such seems to be the focus of mediated language instruction at the beginning of a new decade.
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<th>Abbreviation</th>
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<tr>
<td>ASU</td>
<td>American School &amp; University</td>
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<td>AvI</td>
<td>Audiovisual Instruction</td>
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<td>AvCR</td>
<td>Audic-Visual Communication Review</td>
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<tr>
<td>CatEd</td>
<td>Catholic Educator</td>
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<td>CER</td>
<td>Catholic Educational Review</td>
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<td>CH</td>
<td>Clearing House</td>
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<td>CMLR</td>
<td>Canadian Modern Language Review</td>
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<td>CSJ</td>
<td>Catholic School Journal</td>
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<td>Education</td>
<td>Education</td>
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<td>ELead</td>
<td>Educational Leadership</td>
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<td>ERIC</td>
<td>Educational Resources Information Center</td>
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<td>ESAVG</td>
<td>Educational Screen and Audiovisual Guide</td>
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<td>FLA</td>
<td>Foreign Language Annals</td>
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<td>GQ</td>
<td>German Quarterly</td>
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<td>Hispania</td>
<td>Hispania</td>
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<td>HSJ</td>
<td>High School Journal</td>
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<td>IJAL</td>
<td>International Journal of American Linguistics</td>
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<td>IRAL</td>
<td>International Review of Applied Linguistics in Language Teaching</td>
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<td>JCI</td>
<td>Junior College Journal</td>
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<td>JEE</td>
<td>Journal of Experimental Education</td>
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<td>JSE</td>
<td>Journal of Secondary Education</td>
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<td>LL</td>
<td>Language Learning: A Journal of Applied Linguistics</td>
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<td>MEFR</td>
<td>MLA/ERIC Focus Report</td>
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MLA  Modern Language Association of America
MLJ  Modern Language Journal
NALDJ  National Association of Language Laboratory Directors Journal
       (formerly NALLDN)
NALDN  National Association of Language Laboratory Directors Newsletter
NASSPB  National Association of Secondary School Principals Bulletin
NEA  National Education Association
NSch  Nation's Schools
FMLA  Publications of the Modern Language Association of America
RER  Review of Educational Research
RWCNEC  Reports of the Working Committees of the Northeast Conference on
         the Teaching of Foreign Languages
SMen  School Management
S&S  School and Society
TCR  Teachers College Record
USOE  United States Office of Education

Suggestions for converting the language laboratory to a materials resource center. The equipment should be cassette format, the materials should reflect the specific purposes and levels to facilitate individual rather than group, tape-guided instruction.


Study to ascertain whether a limited use of a record-playback laboratory during the class period increases achievement in hearing, speaking, reading, and writing.


Brief, comprehensive booklet dealing with common problems faced by administrators and teachers in making decisions about foreign language curriculum: the role of foreign languages in the national interest; problems of methodology, materials, and equipment, evaluation, scheduling, and administration. Bibliography.


Discussion of the relative merits of professional and non-professional audio materials for instructional purposes in the language laboratory. Topics include: the do-it-yourself method; the professional approach; and professional recording.


How to reduce "down time" of language laboratories by permitting other departments and other disciplines to utilize this technological innovation: The Michigan State Plan.
6. Arendt, Jermaine D. "Media in Foreign Language Teaching." 

The technological revolution in perspective, including an overview of media in foreign language teaching. The principal focus is on application: the software, the learning environment, the systems approach, and computer-assisted instruction.


Details the principles of tape-guided instruction with emphasis on preparation of the recordings, scheduling their use, and variety. Bibliography.


Description of an instructional system which makes specially designed and integrated learning experiences available through planned interaction of the learner, the teacher, a classroom language laboratory, and other media—all for the purpose of increasing the efficiency with which a student can acquire a second language.


Describes various aural exercises and visual aids that can be used to alleviate the problem of teachers who apply the laboratory as a substitute for classroom teaching, or use tape-guided practice without variety.


Answers three fundamental questions the teacher needs to know in order to have a successful language laboratory operation: What are the capabilities of an electro-mechanical installation? What can language laboratory materials truly accomplish? How can the laboratory, the materials, the teacher and the students all interact in order to maximize the opportunity for learning?

Panorama of the language laboratory, its history, initiators, characteristic installations, problem areas, and its potential as an adjunct within the area of programmed and computer-assisted instruction. Statistics, bibliography.


Report of two studies of language laboratories conducted by the New York City Bureau of Audio Visual Instruction 1959-1963 to ascertain how the language laboratory was used and its consequent effect on student achievement.


ED 022 386.

The components of foreign language instruction are defined and discussed—including an overview of the audio-lingual approach, curriculum guides, program materials and procedures, and the teacher and students.


Discussion of the foreign language student and his learning environment. Birkmaier writes extensively of the teacher's role in modeling, drilling, and providing variety. Audio-lingual techniques discussed are: review, reinforcement, transfer, discrimination training, and generalization. The author stresses the role of meaningfulness and motivation to hasten the learning process.


Summary and interpretation of selected studies in the teaching of foreign languages between 1963-1966. Major topics are: the psychology of learning, methods, FLES, programmed instruction, technological media, testing, bilingualism, and teacher training. Bibliography.

Comments by audio-visual specialists and administrators dealing with the integration of lab and classroom work, the language laboratory, and standards for laboratory equipment.


Explains why materials are more important than the medium. The teacher is urged to plan a program of instruction before investing in expensive equipment; once lab equipment is acquired, the teacher is counseled to evaluate the student's knowledge of spoken forms as frequently his understanding of the written ones.


Designed to aid language teachers in meeting the demands of the audio-lingual and culturally integrated approaches to language teaching, this book deals with the theory and practice of fundamental-skill methodology. Major topics discussed are: the role of culture, language and literature, course objectives and materials, the language laboratory, and techniques to bring about achievement in the four basic skills. Includes a detailed glossary of terminology.


Results of a national survey of 300 high school foreign-language department heads, specialists, and teachers regarding the value of the language laboratory, its strengths and weaknesses.


Description of the equipment and materials used in conjunction with the language laboratory at Fullerton Union High School, California. Includes a discussion of the integration of classroom and lab work, and how to avoid monotony in laboratory drills.

Designed to help prepare modern language teachers and administrators for effective, integrated use of the laboratory in audio-lingual instruction, this chapter presents detailed information concerning planning for the lab, equipment, administration, effective laboratory practices, materials, and testing techniques.


Excellent series of 16mm, b&w films illustrating how to prepare for and acquire a language laboratory. Titles include planning for the lab; basic equipment, administration, effective practices, materials, and testing. Viewers Guide and bibliography. Films and Guide available for preview from Walter G. O'Connor Co., 100 North Cameron Street, Harrisburg, Pennsylvania 17126.


Report of a program of instruction utilizing audio-lingual materials and techniques developed at the University of Illinois High School. Included are a description of classroom techniques to teach the four skills, the utilization of the language laboratory, and efficient use of related personnel. Appendices list curriculum guides, class assignments, tests, and a brief reading list on language laboratories.


Brief comment on language laboratory teaching: it can be a chore for the teacher; the students may feel exploited; its most important use is for additional practice of what is already understood and partially practiced in class.

Designed to help the teacher form a personal philosophy and organized rationale upon which to base his own teaching, this book analyzes the audio-lingual and cognitive-code theories of foreign language instruction. A major portion of the text discusses techniques for teaching the four skills and includes suggestions for lesson planning, classroom activities, and evaluation. Appendices, bibliography.


Compendium of papers by psychologists, pedagogues, and media specialists presented at the 1970 Canadian-sponsored symposium on the language laboratory. Principal topics focus on self-instructional curricula, technology of language laboratory learning, materials, and the lab of the future. Includes a summary of world-wide language-laboratory installations and practices.


General article about second-language teaching, reflecting new developments in understanding the nature of language, innovative methods of teaching, individualized mass instruction, and materials.


Brief history of foreign language instruction in U.S. schools and colleges highlighting the main methods of foreign-language teaching and reviewing research which has influenced its development. Statistical data.

Language learning and the language laboratory, processes and procedures, are discussed in light of the National Defense Education Act (NDEA).


Objective and summary evaluation of the controversial Keating report on the effectiveness of the language laboratory.


Audio-visual-lingual method in the teaching of a foreign language described in terms of an experiment. Statistical data and bibliography.


Brief history of the electronic classroom, its rationale, use, and equipment. Included are types of installations, fourteen steps for purchasing, specifications, reference material, and a directory of manufacturers.


The language laboratory should prove its effectiveness through a testing program and controlled experimentation.

Comprehensive review including speculation for the future of all types of media that have been used in the teaching of foreign languages, especially in the late 1960's. Special emphasis is given to the tape recorder and the language laboratory, the filmstrip and motion picture projector, the overhead projector and the blackboard, television, and computer-assisted instruction.


Discusses the implementation of audio-lingual methods in language instruction and stresses the importance of preservice and inservice teacher training. The article further considers the role of the language laboratory in practical terms.


Compendium of essays and reports of media in language teaching for the classroom and the lab including a discussion of the use of non-projected visuals, sound recordings, slides and filmstrips, the overhead projector, motion pictures, and television.


Discussion of how a good language teacher can extend the potential of the language laboratory to affect student achievement.


Author cautions that the best of lab materials do not guarantee achievement in students, regardless of level. Effective use of the language laboratory depends more on the efficiency and creativity of the concerned language teacher than on any other single factor.

The language laboratory, its history, functions and advantages, types, and six requirements basic to a decision to install equipment.


Thorough discussion of changes in foreign-language instruction, as viewed from a historical perspective and in light of advances and outgrowths of past experience.


Describes tests conducted at MIT to determine the effect of frequency response of recording and reproducing equipment on perception of phonemic differences. Recommendations are given for the range of frequencies needed for the undisturbed, faithful presentation of models for repetition and comprehension.


Discussion of the types of pattern drills for class and for laboratory within the perspective of current transformational and generative grammar.


The role of the language laboratory in teaching the student to become a perceptive auditor and in developing proficiency in listening comprehension.


An enumeration of six fundamental concepts in the effective application of the language laboratory; teacher preparation and teacher attitude, materials correlated with the classroom, a valid testing and grading program, frequent and regular practice sessions, efficient and quality electromechanical equipment.

The library language laboratory for independent study with appropriately prepared materials plays an important role in elementary, intermediate and advanced instruction.


Author writes of teaching languages for active communication, of basic organizational procedures in planning a laboratory, equipment techniques, and profitable results of a language lab used at Ferndale High School, Michigan.


Describes in language for the layman the daily and weekly maintenance procedures and materials which are necessary to keep a language laboratory running smoothly.


Answers seven questions concerning the use of language laboratories, the role of the teacher, the materials, laboratory exercises, and teaching techniques to supplement the lab program.


Booklet demonstrating teaching techniques and procedures from the first day of class. Ten representative units are presented in French and Spanish.


Simplified manual of procedures and tests which the language teacher can use to ascertain whether or not a language laboratory, old or new, will reproduce speech within the range of frequency responses critical for second-language learners.

Thorough overview of foreign-language teaching. Includes: history and rationale for the study of foreign languages, theory of linguistics; objectives; psychological aspects of foreign language learning; teaching machines and other self-instructional techniques, theory and use of pattern drills, teaching the four basic skills; history and use of language laboratories; and techniques for evaluation of the foreign language program. Bibliographies at the end of each chapter.


Wisconsin high school foreign language programs are briefly examined through the experiences of three schools. Also described: a world history course taught in a foreign language, a correspondence course supplemented with radio lessons, and three summer language institutes.


Appraisal of the development and status of the language laboratory including a description of the advantages of laboratory instruction and the effective use of electro-mechanical equipment.


Answers the questions about the language laboratory most often discussed among instructors and administrators.


Discussion of the role of the pattern drill; what constitutes a good pattern; some do's and don'ts; procedure for many drills; and how pattern drills can be best used in the laboratory.

Description of the Foreign Language Media Laboratory at the University of Texas, and how it is used to prepare teachers for a more active role in the teaching of foreign languages.


Four main areas to be considered before purchasing a language laboratory are discussed: What will a laboratory do to help instruction? What contractual agreements need to be considered? And what role do the faculty and administrators play in implementing a planned installation?


Concise, illustrated report on the language laboratory, with description and criteria for planning, systems, specifications, testing, and maintenance. Included also are a list of tape recording terms and sample specifications.


New directions in foreign language teaching reflect the importance of using insights from other disciplines to stimulate new approaches to old problems: materials and methods must be based on systems of communicative signals; the beginning student needs intensified aural experience; man must use the technical resources at his disposal and work to solve a variety of learning problems.


Provides school administrators and language teachers with eighteen steps to follow in planning for a laboratory. Included is a thorough discussion of the administrative, pedagogical, and technical problems which must be dealt with, and a short bibliography.

Language laboratories and language laboratory learning are described for the layman in a one-thousand word statement.


Discussion of the validity of the Keating Study on language laboratories noting omissions and oversights. The author concludes that much of the criticism of laboratory teaching has resulted not from the language laboratory itself, rather from an imperfect understanding of its design and potential.


Types of drills, exercises and their content, structure, and vocabulary are the topics of this useful book in which the author presents many and varied ways to create an interesting and valid language laboratory program.


The need for good supervision and sustained enthusiasm is discussed with regard to language laboratory teaching. Hocking analyses how to plan laboratories and what to expect from them.


Written in non-technical language for language teachers and audio-visual specialists. Three comprehensive symposia form the basis for a series of reports on technological aids and their pedagogical implications in language teaching. Includes a thorough review of the development and use of the language laboratory. Bibliography.

Discussion with diagrams of various types of language laboratories and their corresponding costs enabling audio-visual directors and administrators to estimate the probable cost for a given laboratory installation.


Practical handbook for teachers and administrators which answers questions about language laboratories and sound language teaching. The three divisions of the book are: techno-logic, a guide to sound labmanship, and oral fundamentals. Bibliography.


Practical handbook designed for the foreign language teacher to instruct him in the use of audio-visual devices. Simple to complex machines are thoroughly described, evaluated objectively, and clarified through explanation and example of techniques and procedures.


Concise description of the language laboratory: definition, innovations, value, equipment, and techniques. Includes a list of seven standards which create optimum effectiveness.


Balanced and critical look at language teaching through a multitude of exemplary lessons. Included in the book are a discussion of the aspects of language learning, an analysis of the audio-lingual method, and a description of general language laboratory techniques.

Hutchinson presents an overview of the language laboratory, detailing the role of the teacher, in addition to materials and equipment, which specifies the techniques which should be followed for the laboratory to have its maximum impact upon achievement.


Five essential elements for the language laboratory are discussed through the evaluation of the teacher, the teaching materials, the testing and grading program, the practice sessions; and the equipment. Also includes a brief description of ten research projects using the language laboratory.


Offers teachers and administrators practical guidelines for planning a language laboratory and for obtaining the maximum educational value from the electro-mechanical equipment. Includes a discussion of planning for laboratory facilities, equipment functions in relation to student learning activities, and operations.


Everything the administrator and the language teacher need to know before they purchase a language laboratory.


How to demonstrate a language laboratory to an administration.

A guideline for foreign language teachers who are considering a language laboratory. Topics include planning considerations, types of laboratories, methodology, and administration. Bibliography.


Survey of trends in foreign language offerings and enrollments. Includes studies using innovative instructional methods and materials, FLES developments, testing and evaluation programs, and recent research projects. Bibliography.


Capabilities of audio tools are discussed in light of individualized, self-instructional devices which have the ability to command attention, and to provide objective presentation and practice in many forms.


The language laboratory is presented as a tool in which the non-creative aspects of language learning receive repetition and drill.


The author answers the following questions: Can the laboratory save money by automation? Should the laboratory take over classroom activities or should it supplement classroom work?


Discussion of how the teacher can use filmstrips, slides, and motion pictures in the language laboratory to aid in the development of foreign language skills and a better understanding of the culture with which it is associated.

Historical view of the development of the use of electro-mechanical equipment as an aid to foreign language teaching. Numerous citations.


Overview of the language laboratory by twenty-nine specialists. Ranging in topic from the theory and practice of language laboratories to audio-visual courses in specific languages. Bibliography.


Capsule discussion of the audio-lingual method and language laboratory equipment both seen through their development and application.


Introduction to language, language learning, and language teaching, and technological aids for the language teacher with specific discussions of linguistics, human learning factors, testing, language laboratories, teaching the four basic skills, and culture. Includes glossary and bibliography.


Electronic equipment for language teaching is described by its function and related techniques for utilization. Includes a brief discussion of laboratory methodology and the pattern drill. Examples.

Annual bibliography of the American Council on the Teaching of Foreign Languages with citations of recent publications dealing with linguistics, culture, teaching foreign literature, curricular problems and developments, the physiology and psychology of language learning, teacher education and certification, methods, equipment, and testing. [For offprints from previous years, see ED 021 152 (1967); ED 029 158 (1968); ED 040 625 (1969); ED 050 651 (1970).]


Series of school district reports on the manner in which language laboratory facilities—the satellite lab, the perimeter lab, the mobile lab—are housed and applied in actual experience.


Discussion of the horizontal (coordination) and the vertical (continuity) development of foreign language curriculum. Including the correlations of the language laboratory and the classroom, when to begin a foreign language, the length of instructional sequences, and the relationship of the high school to college foreign language programs.


Report of an experiment to assess whether the proper use of electro-mechanical aids can relieve the teacher of much routine and allow him to extend himself either quantitatively or qualitatively in the language classroom.
91. Lewis, Richard B. "Language Laboratories for the Future." 
   *Education* 85(1965):408-12.

   Description of a design for a new type of language laboratory which keeps the lab concept as an extension of traditional instructional procedures while attempting to extend its functions toward new possibilities.


   Eighteen brief essays discuss traditional practices, audio-lingual methodology and the use of audiovisual aids in second-language teaching.

93. Locke, William N. "Future of Language Laboratories." 

   Highly informative, authoritative article about the language laboratory, including a discussion of its history, its use in elementary, secondary schools and universities, the effect of equipment on methods, the effect of methods on equipment, relevant research, and the future of language laboratory teaching.

94. Logan, Gerald E. "Observations about the High School Laboratory." 

   After a review of the functions of a language laboratory, the author gives general recommendations concerning overall laboratory utilization based on his experience at Live Oak High School, Morgan Hill, California.

95. Lorge, Sarah W. "Evaluative Look at Foreign Language Laboratories." 

   Discusses the change of emphasis in modern language teaching, the application of electronic recording and reproduction of sound, and the need for a carefully considered laboratory program to complement instructional procedures.
Two successive, carefully designed studies, complemented by thorough statistical analyses, clearly show the value of frequent laboratory sessions and the superiority of audio-active-record over audio-active laboratories for high school students in metropolitan New York City.


The role of the teacher and the role of the student are delineated within the machine-guided paradigm for second-language learning. The functions outlined are of a practical nature and give evidence of the effectiveness of a sound laboratory system.


Concise report on the preliminary steps in establishing a laboratory, the language laboratory versus the electronic classroom, and technical considerations regarding materials needed for effective use of a laboratory. Statistical information.


Brief article linking three areas of educational endeavor: audiovisual aids in language teaching, programmed instruction, and language laboratories.


A detailed analysis of what language is and what methods can be used to teach it, presented so that the language teacher can make an objective analysis of the materials available to him. On the practical side detailed, comprehensive chapters are included on language laboratories, on games, on drills and exercises of various types and on testing.

Discussion of teachers and attitudes, materials, and equipment, including answers to many recurring questions; what is the laboratory all about? How can an electronic equipment and language study be integrated? What do I pay for and what do I get? What steps are to be taken toward full equipment utilization?


Manual on how to use the laboratory including the theory behind language laboratory operations. The equipment is explained in detail with corresponding illustrations and diagrams.


Discussion of the variations in the learning processes which enter into typical practice as typically undertaken in the language laboratory: audio-evaluatory, audio-passive, audio-active, and audio-creative. Gives examples of types of basic laboratory programs that can be used with each.


General overview of the use and research about language laboratories, history, instructional materials, rationale for equipment, the language laboratory as a teaching machine. Bibliography.


Compendium of twelve essays written by pioneers in modern language teaching, showing the sequence of steps that have been taken in the development of a new language teaching methodology.
Report of an early experiment to examine the effectiveness of the audio-lingual method and the usefulness of the language laboratory.

107. Medley, Frank W. Maintenance of the Language Laboratory. 
Discusses administrative practices which result in more effective use of language laboratory installations, including suggestions for the selection of personnel, scheduling, budgeting, training the teaching staff in its use, and preventive maintenance.

A technique using language laboratory drills to test the comprehension of a reading lesson. Examples.

109. Michalski, André. "Language Laboratory and Language Learning." 
Language teaching and the language laboratory are viewed in light of an increased emphasis on oral performance, tape-guided practice, teacher performance, and audio-lingual textbooks.

Collection of articles and essays considered classics in the field of foreign-language teaching which reflect historical development and current thinking. Bibliography.

Semi-annual publication of documents related to the teaching of foreign languages. Topics generally include, among others, Foreign Language and TV, Programmed Instruction, Language Laboratory, Teaching Techniques, and Testing. [For offprints from previous years, see ED 049 669, ED 044 990, ED 047 592, ED 056 600.]

The "teaching machine" is traced from its conception. Basic learning theories and the rationale for mediated instruction are discussed and related to machine-aided, second-language learning.


Discussion of the need for the correlation of all the teaching activities in class, with laboratory work, and home study.


Review of the National Defense Education Act (NDEA) and its emphasis on languages with comments on the language laboratory, student participation, and varied teaching approaches.


Insights into the psychology of language learning which psychologists in the field of language have provided for the practitioner. Special emphasis is given to the role audio-lingual participation can play in increasing the amount of oral contact the student has with the material to be learned.


Summarizes the results of a questionnaire which indicated that in the 1950's there was a great deal of diversity in the type of work done in the language laboratory and in equipment, yet general agreement on its goals, techniques, and requirements. Discusses integrated class and lab work, and adequate lab equipment and assistance.

Concrete suggestions on how to make the language laboratory lesson relevant for the student through technology-assisted activities including audio-visual presentation of cultural contexts and culture-wide values to illustrate behavior patterns and social institutions.


Summary of topics dealing with the various types of language laboratory equipment and their influence, presented at the 1962 American Association of Junior Colleges Convention. Includes criteria for selection of equipment, its price, the location of materials, and research.


History of the language laboratory describing its purposes and types, and relation to class work.


Rationale for the audio-lingual approach to prereading language instruction with suggestions on how to plan and teach beginning classes. Annotated bibliography.


Discussion of the language laboratory including the value of single emphasis and immediate reinforcement, the need for more effective testing, individual pacing, and remediation.

Report of a study in foreign language instruction at Harvard and the University of Michigan concerning the relation of student effort to student achievement, and the contribution of the language laboratory to the latter. Statistics.


Description of the typical language laboratory and electronic classroom with a discussion of the relative merits of each for the teaching of second languages in the high school.


Report on the Oberlin College Elementary German Experiment in teaching double-sized classes by means of a closely integrated program of classroom and laboratory activities. Appendices.


Presents the theory and the psychology behind the use of language laboratories.


Application of taped quizzes, fables and anecdotes, and student-prepared and recorded dialogues as a means of increasing the learner's interest and attention in the language laboratory, and his overall motivation toward second-language learning.

Excellent review of the major assumptions of audio-lingual methodology for second-language learning and the use of the language laboratory, with comments and criticisms in light of modern learning theories, and suggestions of ways of improving foreign-language teaching practices. Appendix, bibliography.


Complete and authoritative discussion of all major aspects of foreign language teaching based upon research in second-language learning. Equal attention is given to the development of proficiency in the four skills and cultural understanding, the writing of objectives, grammatical drills and tests, and the use of tape recorders and language laboratories. Annotated bibliography.


Primary types of pattern drill for language instruction are illustrated and discussed in the teacher's guide. Sample drills in four languages are developed in each of five classifications. Includes instructional procedures, sample visuals, and bibliography.


Description of and use of a language laboratory booth at U.C.L.A. making possible the complete utilization of auditory and visual material.


Describes techniques for testing the student's oral ability in the language laboratory which reduces excessive grading time on the teacher's part.


Describes the early physical make-up and rationale for the language laboratory.


Annotated bibliography of 105 references. Emphasis on the early 1950's.


Review of research in foreign language instruction during 1961-1963 which summarizes, compares, and interprets related studies dealing with effects and value of foreign-language instruction and mechanical aids. Bibliography.


Presents a detailed plan to utilize one thirty-position laboratory to its fullest capacity with constant supervision.


General description of language laboratory equipment, materials and methods to fully exploit its potential, and techniques for testing.

Team-teaching, individualized instruction, interesting language practice tapes, flexible scheduling, and the use of cassettes are discussed as methods to create more effective second-language learning. Includes examples of exercises designed to revitalize a tape program and capture student interest.


Final report of a longitudinal study designed to assess three foreign-language teaching strategies and three language-laboratory systems. One of the most important research projects in foreign language instruction in the recent decades. Tables, statistical data, bibliography.


Review and critique of research in language laboratory application for the preceding three years, with special emphasis on the Pennsylvania Study, small scale research projects, and innovative equipment configurations.


Results of a study that compared the relative use of a language laboratory and an electronic classroom indicate that although equipment for tape-guided practice may be close at hand, teachers must be dedicated to its application, or its overall impact on achievement will be minimal.

Designed to assist language teachers, this book gives specific descriptions of techniques and procedures for classroom, laboratory, and collateral activities. Special emphasis is placed on the beginning and intermediate levels. Includes teaching techniques and mechanical and administrative procedures related to laboratory operation. Bibliography.


Concise statement of what the laboratory can and cannot do. Each of the potential functions of laboratory equipment is defined for the interested practitioner or administrator. There is a balanced concentration on the emphasis given to the technical and the educational functions of machine-aided language learning.


Outlines techniques for the preparation of seven types of pattern drills for use in the laboratory.


Five papers comprising this volume discuss an evaluation of foreign language teaching, an appraisal of audio-lingualism, programmed instruction, instructional television, and the psychology of language learning.

Description of three types of pattern drills which have been utilized at the Foreign Service Institute illustrating diverse applications of a single underlying formula: model; stimulus; response; and confirmation.


Useful bulletin detailing the capabilities of various types of laboratory installations, how to schedule classes on a split-period basis, and teaching and testing techniques for the laboratory. Includes sample lessons, bibliography.


Bulletin which discusses how the language teacher can best utilize basic types of laboratory equipment. Includes a "Reference List" of manufacturers and audio-visual sources, a list of basic readings, and a bibliography.


An endorsement of the audio-lingual approach.


Steps concerning the installation of a language laboratory are outlined and discussed. General specifications. Bibliography.


Discussion of the development and use of the language laboratory for typical classroom and for extracurricular activities at Chaminade High School, Mineola, N.Y.

General view of old and new instructional media in light of historical development and the standards imposed by new technology. Bibliography.


Reviews the role of the teacher in second-language learning while commenting on the value of interdisciplinary study. Recommends curricula organized about large- and small-group instruction and independent study, with help from paraprofessionals and mediated instructional techniques.


Techniques for integration of classroom and laboratory activities for effective use of a language laboratory facility. Includes a discussion of materials.


Discussion of the qualities, duties, responsibilities, and opportunities of an individual given the job of administrating a language laboratory installation.


Comprehensive review of the fundamental precepts of the audio-lingual approach as practiced during the 1960's in light of the general objectives of a course of instruction and modern psycholinguistic theory. Particular attention is given to programmed learning and materials and equipment for individualized instruction which nonetheless provide opportunities for personal communication.

Concise review of the linguistic method; the evaluation of intensive language teaching; programmed instruction; the language laboratory as a teaching machine; and the teacher's role in mediated instruction.


Articles in this book report the search for progress in foreign language education presenting the strengths and weaknesses of current theory and practice in foreign language teaching and learning while stressing thinking of linguists, psychologists, and teachers as they continue to explore how this complex behavior is best acquired.


Techniques to exploit the mechanical potential of the language laboratory through greater attention to materials for lab programs. Valette suggests using exercises for pacing reading and role playing, transcriptions and other listening comprehension problems, and the taped correction of written assignments as means for taking the student beyond simple repetition and transformation drills.


The Harrisburg Senior High School foreign language courses are discussed; topics include: equipment, lessons, teacher, and type and role of the laboratory.


Use and limitations of electro-mechanical equipment in audio-lingual language teaching.

A series of seven experiments tested the relative effectiveness of using four types of language laboratory equipment featuring long or short delay playback or inactivated or activated feedback in learning to pronounce French.
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