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***NASILP** Journal* was designed by Heidi J. Holder

President's Notes

This issue of the NASILP Journal recognizes the sad loss of our colleague Dr. A. Ronald Walton. Ron worked tirelessly to move the profession forward. His contribution to the advancement of LCTLs was enormous and his leadership in the profession and in NASILP invaluable.

Ron was the Deputy Director of the National Foreign Language Center, and Co-Director of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), of which NASILP is a founding organizational member. He had been director of many other national organizations, including ACTFL, the Northeast Conference, and the Chinese Language Teachers Association. He had been Associate Professor of Chinese at the University of Maryland for the past 13 years. Ron first became a NASILP director in 1978, and was an officer or director continuously from that time until his death. He served as president of the Association twice, in 1981 and 1990.

Those of us who knew Ron remember his ability to go to the heart of a matter and to sum it up unforgettably. In an April, 1995 telephone conversation about national trends (and not specifically about NASILP), Ron actually summarized the reasons why the NASILP format is so viable and timely a response to foreign language needs in the U.S. today.

Ron maintained that there are two major language trends in this country at present. The first is diversification of language study. More different languages are being taught in response to demand. Different kinds of people (e.g. professionals and "heritage learners") want language study. Learners want to study languages for different reasons. And new modes of delivery are being used.

The second trend is decreasing instructional budgets in response to shrinking resources. Although perhaps not properly called a "trend," this reality requires us to think of ways to address the expanding needs in a cost-effective manner.

The NASILP format offers such a way. Ron's death encourages us to reflect on our own contributions to the profession. We provide valuable leadership when we disseminate the NASILP format and mentor new programs in our separate regions. We contribute to the profession when we find ways to integrate technology into self-accessed instruction. Now more than ever, NASILP members have an important academic resource to share. I think Ron would agree.

In Memorium

Robert Henderson

Bob was Director of the Language Acquisition Institute at the University of Pittsburgh where he also taught linguistics and ESL.

His death this past summer was a great loss both personally and professionally. He was a long-time member of NASILP, a frequent contributor to NASILP Journal, and a newly-elected member of the Board of Directors. Bob was also President of the International Association for Learning Laboratories (IALL). Bob will be greatly missed for his generous dedication to the language profession and for his unassuming and gentle personality.

(Mary Beth Barth)

A. Ron Walton

On September 5, 1996, A. Ronald Walton, Associate Professor of Chinese Language and Linguistics at the University of Maryland, and Deputy Director of the National Foreign Language Center in Washington, D.C., passed away. Ron was a dear friend and treasured colleague to all of us, and literally hundreds of people around the world. He was a vital, endearing presence in all our lives.

Ron was a truly unique figure in the language field: his remarkably vast knowledge of issues and practice; his ability to synthesize seemingly disparate ideas into cohesive concepts;

his thoughtfulness and ability to reflect; and his gift for expressing the complex and the arcane in terms that we could all understand and appreciate. All who met Ron were captivated by his commitment, his creativity, his capacity for original thought and, perhaps most of all, by his gentleness and refusal to take himself as seriously as we all did. While highly respected and recognized repeatedly for his remarkable abilities by his colleagues, Ron himself was modest and humble regarding his own achievements.

Ron's passing has left a huge hole at the University, at the N.F.L.C., in the profession, and in the lives of all of us for whom Ron served as resource, guide, mentor, and friend. We will sorely miss his wisdom, his wit and his warmth.

Understanding the Language Learning Process: FACT and ACT

A. Ron Walton

(This article, previously published in *NASILP Journal*, is being reprinted in tribute to Ron Walton's contributions to the profession)

IT IS USEFUL TO THINK of language learning as consisting of two dimensions: FACT and ACT. FACT refers to "knowledge of" or "knowledge about" a language, and includes the verbal, intellectual knowledge of rules. FACT is largely cerebral and conscious: "apply this rule, apply that rule." The FACT side of language learning is normally presented by a textbook, and takes the form of verbal explanations of pronuncation, word use, grammar or sentence structure, and social usage.

ACT refers to "knowledge of how to," and is concerned with training muscles and nerves to produce and comprehend utterances in a foreign language, rapidly and unconsciously. While FACT is more intellectual and cerebral, ACT is largely physical: getting the brain and the tongue coordinated to produce utterances as they strike the ear. ACT, in other words, is *skill* learning, and as with other skills (swimming, typing, driving a car, playing the piano) requires physical training and intensive physical practice. One can only master the ACT side of language learning by *doing*—by speaking (imitating a native speaker or a tape recording of a native speaker, orally reciting dialogues, performing oral drills) and by *listening*, training the ears to understand speech.

The late A. Ron Walton was the Deputy Director of the National Foreign Language Center and Assoc. Professor of Chinese at the University of Maryland.

How do FACT and ACT blend together in the language learning process? FACT (the verbal, usually written statements of rules and conventions) guides the student into ACT (physical performance targets), and provides an intellectual base upon which one can understand mistakes committed in ACT (e.g. "forgot this rule," "used the wrong rule," etc.). But FACT, no matter how thoroughly mastered, cannot substitute for nor automatically lead to ACT. The only way to learn to use a language, rather than just *understand* it, is to actually, physically, use the language, One can study music theory and train oneself to read sheet music, but this kind of FACT knowledge does not enable one to play a piano. To learn to play the piano, one must physically play it, fingers must strike keys, rapidly and fluently. On the other hand, there is no doubt that an understanding of music theory and the ability to read music guide the pianist in learning a piece—especially in the early stages—and, of course the sheet music provides a reliable reference point for "what is right" and, therefore, "what is wrong." The concepts of "FACT" and "ACT" are especially useful in helping to guide the self-study student through the language learning maze.

FACT and *ACT* in Self-Study

Experience reveals that self-instructional students generally make two serious errors with respect to the FACT and ACT dimensions of language study. The first is that many students focus almost exclusively on FACT, and tend to ignore ACT. A typical reaction during the semester final evaluation with the examiner is "I knew that rule—I knew what I was *supposed* to say —I knew that pattern—but I just couldn't say it (or aurally process it)". In other words, "I know that FACT but I can't do ACT."

This tendency towards FACT, to the exclusion of ACT, is understandable. Most types of learning in educational institutions are FACT oriented: reading books, listening to lectures, taking notes, analyzing and understanding concepts, etc. In most college courses, there is no dimension involving physical skill, except perhaps studio art, the learning of a musical instrument, and athletics. In a self-study language program, deeply entrenched study habits are quite likely to pre-dominate. Left to teach themselves, students follow their well-established FACT approach and spend all their time reading the text, analyzing the grammar, memorizing the rules, and so on. Such students constantly feel the need to open their books in class, to ask questions about the language, and would greatly prefer written tests over oral tests, even though the goal of the oral component is to *speak* and *understand* the language.

It is important, then, to understand that the primary focus of any self-study course is ACT: the mastery of oral-aural skills. FACT is simply a guidepost, a script, a first step to assist in the mastery of ACT. ACT in a self-instructional program is the physical training of the mouth and ears, and the learning process for ACT focuses on the tape component, reinforced by the tutorial session.

Another major problem for self-study students is the failure to master *thoroughly* the FACT dimension, even though they may tend to focus almost exclusively on just this aspect of language learning. Again, the problem is understandable and predictable. In the regular classroom language format the explanations in the textbook (the rules, conventions, etc.) are supplemented, reexplained, and frequently tested by the teacher. Students can and do ask questions, and this, together with constant testing, gives the students a steady flow of feedback on their understanding of the FACT dimension. In a self-study program, there is no teacher, no linguist, no lectures about the language,

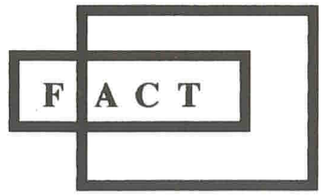
no opportunity to ask questions and no frequent testing: in short, there is no feedback mechanism to assist in the mastery of FACT. Without this sort of explicit guidance and feedback, self-study students are often unsure as to whether they really do understand the FACTs. Or, they think that they do understand, whereas in reality they do not.

Does Self-Instruction Really Work?

Self-study does work, but only if the learner takes the major responsibility for teaching himself or herself. Is it unfair or unreasonable to ask the learner to bear such responsibility? Not at all. Consider again the FACT and ACT dimensions of language learning.

FACT learning is well within the capabilities of the student—no teacher, classroom, or other learning resource is necessary. All that is required for FACT mastery is a patient, careful, intelligent study of verbal explanations. Note that it is the *study* of FACTs, not a simple reading of them, that is required. It is all too deceptive to read, skim, or "cover" explanations in the expectation that these will be amplified and reexplained by some other source. But in a self-instructional program, there simply are no other sources. FACT learning begins and ends with the student. There is no "teacher," and the tutor's function is totally and exclusively within the ACT dimension.

This does not mean, however, that the learner masters FACT in isolation, without reference to, or involvement in, ACT. Always picture the learning process with the following diagram in mind:



FACT and ACT are not separate, unrelated dimensions. Rather, they overlap and interrelate. One learns a language more by "doing" than by intellectually understanding. FACT guides the learner into ACT, but mastering ACT also leads back to a fuller understanding of FACT. One may not fully understand a rule or convention (FACT) until he/she has actually tried it out (ACT). By the same token, one need not have an iron-clad intellectual understanding of every grammatical explanation—all that is required is enough understanding to master the ACT material at hand. A great many questions about grammar, for example, are simply not necessary for mastering the material. Indeed, the majority of such questions will be answered as one proceeds through the course, lesson by lesson.

As for ACT learning (actually speaking and comprehending the spoken language), the bulk of the learning process is also within the student's capabilities. What is required in this instance is careful preparation on the FACT side, and persistent and devoted study of the material. A textbook cannot speak. For ACT study, the student's constant companion should be a tape recorder rather than a textbook. Daily tape work is an absolute necessity.

However, in learning the ACT dimension, the native-speaking tutor does play an important, though secondary, role. The tutorial session provides feedback for mastering the ACT side of language learning. But these sessions are designed for feedback and practice only. ACT learning is still primarily the student's responsibility and is well within the student's learning capabilities.

Study Procedures

A typical lesson includes the following:

1. Dialogues for memorization and oral recitation;
2. Explanations of word usage, sentence structure, social usage, etc.;
3. Taped oral drills;
4. Taped comprehension drills.

Specific instructions are provided to guide the student through each lesson. However, three points deserve special mention.

First, each lesson will probably contain a series of short dialogues. These dialogues are to be memorized—that is, completely internalized for oral, fluent, rapid delivery in the tutorial session. Memorization, incidentally, really means *memorization*, not "familiarity," "ability to translate from English equivalents," mastery of "words," and the like. The memorization of dialogues insures fluency and automaticity, facilitates word usage, guarantees that at least one example of each major sentence structure is thoroughly internalized, and helps the student learn *what* to say in specific communication situations. There is no substitute strategy for acquiring all these skills, and there is really no substitute for dialogue memorization. It is an integral and critical facet of any self-study course. Second, a typical lesson is carefully designed to insure the integration of FACT and ACT. Taking a dialogue-for-memorization as the starting point, these steps are followed:

Dialogue for Memorization

1. FACT: study the dialogue in the text as well as the explanations of pronunciation, word usage, sentence structure, and social use relevant to understanding the dialogue;
2. FACT: study and carefully review explanations to be sure of FACT understanding;
3. ACT: master the dialogue for memorization, fluency, and comprehension by using the tape only (the text is closed);
4. ACT: work through the drills (based on the material contained in the dialogue and explanations) by using the tape only (the text is closed).

Note that while the FACT steps begin the learning sequence, the learning task does not terminate with FACT but, rather, with ACT. Going from FACT to ACT is nothing less than going from an open, silent, printed *text* to the *tape* (with text closed) where the tongue and ears are trained, and where the eyes play no role.

Notice, too, that the *overall* learning sequence goes beyond the dialogue in the form of drills, and that these drills, too, are within the ACT dimension. Drills are designed to reinforce, extend, and further internalize the material learned from the memorized dialogue (and explained in accompanying notes).

Finally, some discussion of tape work is necessary. FACT is largely eye-work, whereas tape-work, which is the primary source of ACT learning in a self-study program, is ear and mouth work. There is nothing inappropriate about eye-work so long as it is used as *preparation* for tape-work, but not as a visual crutch when actually doing tape work. The book should *always* be closed when doing tape work or when in the tutorial session (unless a specific drill or exercise explicitly states or requires that the book be open).

How much tape work is enough? There is no upper limit. The more tape work, the more likely is successful mastery of the spoken language. Ten hours per week, spread evenly over the week (that is, day-to-day) is a *minimum* requirement. Tape sessions should be short, focused, intense, and frequent. Avoid long, infrequent sessions.

Learning to Read and Write

A. *Learning the Oral Medium and the Written Medium Are Separate Tasks.* Learning to read and write is an entirely different and separate task from learning to speak and aurally comprehend the target language. However, students (and even some native tutors) often fail to understand this distinction, and thus this point merits some discussion.

Native speakers of a language learn to speak and comprehend their language without reliance on their native writing system. Children from all cultures normally master the basics of pronunciation and grammar as well as a great deal of vocabulary by age six, before they have begun to learn reading and writing. Millions of people all over the world never learn to read and write their language, and some languages have no native written medium. Yet, all members of a given culture speak their language perfectly well.

Native English speakers do not learn to speak English by mastering the ABCs, as a quick check with a talkative five-year-old will verify. The reading and writing of a language is a highly specialized, overlaid, secondary skill ideally based on mastery of the oral medium. Reading and writing are skills so specialized that they must be formally taught, normally over many years, in an educational setting. This primacy of the oral medium over the written medium in learning to speak a language

should be obvious: the written medium is *silent*, and thus cannot teach one how to speak and comprehend the oral medium. One must know the oral medium first; reading and writing are secondary skills by which one learns the visual, graphic representation of previously mastered speech.

B. *The Approach to the Oral and Written Media Followed in this Program.* Given the discussion above, the following principles are followed by NASILP in learning the oral and written media of a foreign language. Learning the writing system is a separate task from learning the spoken language. These two tasks should not be confused. Reading and writing the native script is a task that most naturally (for both native and foreign learners) follows the development of oral skills. In some Asian languages, the native script greatly complicates the explanation of spoken grammar. However, using a different type of transcription system, this complexity can be reduced.

Westerners, faced with the task of learning spoken Japanese, Chinese, etc., realized long ago that an alphabetic script, using alphabetic letters to represent sounds, would greatly simplify the explanation of grammar. Experience has proven that students can learn this writing system rapidly, and that its use leads to efficiency in mastering the spoken language. Such an alphabetically-based writing system is termed a "romanization system," and is used in many texts of non-Western languages. However, it is important for the foreign learner to understand that a romanization system is not a substitute for the native writing system. Romanization is merely a phonetically-based back-up system to assist the foreign learner in mastering the *spoken* language. Romanization aids the mastery of the oral medium, and mastery of the oral medium aids mastery of the written medium.

The chief problem with using a romanization system is that native English speakers tend to think that the alphabetic letters stand, always and only, for *English* sounds. French, German,

Italian, Spanish, and many other languages are also written with these *same* alphabetic letters, yet in these languages, the alphabetic symbols obviously do not stand for English sounds. French speakers, for example, pronounce these symbols in French. This is a simple and obvious fact, but students often fail to appreciate its importance. The sounds of two different languages may be represented by the same alphabetic symbols, but the symbols used must be decoded according to the sounds of the specific language. The common, but easily avoidable, mistake that English speakers make in using romanization is to pronounce the romanization symbols using English sounds. This mistake can be avoided if the learner treats romanization as a *code*. To decode the romanization, one must first know the sounds of the language being studied, and second, know which romanization symbol (or symbol combination) stands for which sound in the target language. In sum, romanization is an extremely useful tool for the learner so long as it is approached intelligently and is not confused with the English writing system.

A Program Evaluation of a NASILP Member: A Case Study

Jean-Jacques d'Aquin

THE SELF-INSTRUCTIONAL LANGUAGES PROGRAM at the University of South Alabama was the object of a formative program evaluation during the winter quarter of 1995. The purpose of the investigation was twofold; first the director wished to evaluate formally his stewardship; and second, he wanted to attempt to establish a benchmark with which to compare future evaluations. This paper discusses that evaluation.

What is "Program Evaluation"?

Webster's Unabridged Dictionary says the word comes from the "transitive verb to evaluate from the French *evaluer*, and the Latin *e* (from), and *valere* (to be strong, to be worth)" (632). So, an evaluation is the determination of a thing's value, which is closely tied to specific purposes for doing so, such as making decisions.

In education, it is the formal determination of the quality, effectiveness, or value of a program, product, project, objective or curriculum. Scriven notes that the goal of evaluation is to provide answers to significant evaluative questions using inquiry and judgment methods including determining standards for judging quality and deciding whether those standards should be relative or absolute, collecting relevant information, and applying the standards to determine quality (61-62).

Jean-Jacques D'Aquin is the Language Lab Director and SILP Director at the University of South Alabama.

Human behavior is often judgmental. Occasionally it is structured and formal, but most of the time it is impulsive and emotional. In education, only choices based on systematic efforts to define criteria and obtain accurate information about alternatives should be tolerated. According to Tucker and Dempsey, "most evaluation in education is not systematic enough and is based on unfounded opinions and insufficient information" (73).

Evaluation can serve either a formative purpose (such as helping to improve a program) or a summative purpose (such as deciding whether that program should be continued). Scriven was the first to distinguish between the two functions (Worthen and Sanders 34-37). Anderson and Ball describe program evaluation in terms of six major purposes: (1) to contribute to decisions of program installation; (2) to contribute to decisions about program continuation, expansion or certification; (3) to contribute to decisions about program modifications; (4) to obtain evidence to rally support for a program; (5) to obtain evidence to rally opposition to a program; (6) to contribute to the understanding of basic psychological, social and other processes (3-4).

II. Why use Program Evaluation?

Evaluation can be driven by a variety of motivations. Worthen and Sanders have cited five primary reasons: (1) we need to systematically plan and carry out school improvements by identifying needs, selecting the best strategies from among known alternatives, monitoring changes as they occur, and measuring the impact of these changes; (2) there is a need for cost-effective analysis; (3) we have a professional responsibility to appraise the quality of our school programs; (4) there is a need to reduce uncertainty about educational practices; (5) there is a need to satisfy external agencies' demands for reports based on

credible data (6-7). With respect to NASILP program directors these primary reasons can be translated into certain fundamental questions: How can the directors of self-instructional languages programs at certain institutions document that the description of the programs presented in their catalogues, or in public relations documents, correspond to reality? How can they know, in detail, what is going on, how, when and where, and to whom? How can they document the context, process and product of their efforts by objective, systematic means that could be formally presented to others? How can they be reassured that their informal, emotional evaluations of their stewardship are reasonably close to what exists in reality, and if there were to be a gap, what are its characteristics, its reason(s) for being? Could they, in fact, do anything to reduce or eliminate that discrepancy?

III. The Case Study's Theoretical Basis

Cronbach says "If evaluation is not primarily a scientific activity, what is it? It is first and foremost a political activity, a function performed within a social system" (1). Systematic evaluation is not easy. Because we are dealing with people, the most complex organisms we know of, it tends to be messy. As a result of this complexity several models of evaluation have been developed depending on a variety of philosophical differences. An evaluator's preferences could lie somewhere between the poles of objectivism (empiricism, externalized) vs. subjectivism (experience, internalized), and utilitarian (overall total group gains by using average test scores) vs. intuitionist-pluralist (the greatest good requires attention to each individual's benefit)) (Worthen and Sanders 46-48). Methodologies of evaluation can be qualitative (questions of value are addressed) or quantitative (only the numbers count), or a mixture of both.

The author declares his holistic bent, his suspicion of only one truth, of preferring to consider all the possible smaller truths while searching for emerging patterns. A program, in his opinion, is the property of the totality of its stakeholders, of everyone involved: the National Association under whose aegis it operates, the institution assuming overall responsibility for it, the administrators and staff who manage it, and—last but not least—the students for whom the whole process was ostensibly organized.

Since evaluation is multifaceted and because it can be conducted at different phases of a program's development, the same evaluation model can be classified in diverse ways, depending on emphasis. Worthen and Sanders have classified these approaches as objective-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented, naturalistic and participant-oriented (60). Given the unusual setting of a self-instructional languages program, traditional evaluation models, which look at just the objectives and do not consider a program's processes and cultural contexts, lack sufficient comprehensiveness. This evaluation case study is based on a combination of several different approaches. The evaluation plan uses modifications of: Stake's Responsive Evaluation, Stufflebeam's CIPP management-oriented model, and Tucker and Dempsey's semiotic model of evaluation.[1]

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[1] Most of what is presented here is taken from two projects compiled at the completion of the Spring Quarter of 1995. The author wishes to give credit and thanks to Sonya White and Carolyn Cook Roberts, both graduate students of the Instructional Design Program at the University of South Alabama, for their work in collecting the data and providing an outsider's objectivity and perception.

Goal

The University of South Alabama's (USA) Self-Instructional Languages Program(SILP) permits the Department of Foreign Languages and Literatures (FL Department) to offer classes in four languages currently unavailable in its regular classroom setting: Modern Standard Arabic, Mandarin Chinese, Modern Greek, and Japanese. The goal is to examine both anticipated events as identified in the evaluation plan as well as the unanticipated occurrences. This goal has three major components: (1) address specific questions and concerns raised by the program director during the negotiation of this evaluation; (2) outline the purposes, methods, sources of evidence, and general findings regarding SILP; (3) assist the program director and other administrators in SILP decision-making.

Objective

The main objective is to provide the director with information regarding: (1) the compliance with NASILP recommended guidelines; (2) the program's value as perceived by students; (3) critical policy issues which could be of concern to SILP where long-term planning and future decision making are concerned.

The major questions that were used to shape this evaluation emerged as a result of the program director's engagement with the evaluation. They were then used to develop an evaluation plan, which was in turn used to provide both focus and direction to the evaluation. Nine major questions provide structure for the study. These questions examine the program in three temporal phases: context (the program doesn't operate in a vacuum; therefore, where in the matrix of real life does this program function?), process (what are the details of how it func-

tions?), and product (what are the results of its operations in terms of stated goals, participant satisfaction, academic assessment and financial considerations?) (See Paradigm, Appendix A). The first three questions examine the context: 1.What is the setting of the program in terms of instructional approach, unique characteristics, staff backgrounds, and student backgrounds? 2. What is the method of instructional delivery? 3. How was the program designed? The next three questions examine the ongoing nature of the program: 4. How is the program operating in terms of funding, organization and administration, student registration, and instruction? 5. How are tutors selected? 6. How are external examiners selected? And the last three questions will examine the product, the program's outcomes and the "bottom line," if you will: 7. what of value was learned by the students? 8. How effective are the program's resources? 9. How effective are the program's objective and teaching strategies?

The sources of evidence and criteria used to answer the major questions and shape the evaluation plan address parameters of the program director's concerns. In order to do this, both qualitative and quantitative data sources were used in order to achieve a holistic picture of the program.

Method

This evaluation was designed in the following sequence:

Task 1: Interview the program director to gain an overview of the program as well as the historical background regarding program goals and activities.

Task 2: Collect extant data such as SILP literature, financial and enrollment records, and syllabi, for information regarding how the program was set up, its profitability, student enrollment patterns, and the scope of the materials covered in each language class.

Task 3: Develop evaluation instruments to gather stakeholder's perceptions (tutor, external examiner, student, and director) of SILP.

Task 4: Conduct on-site observations by sampling at least one class in all four languages offered by SILP for information regarding instructional approach, tutor-student rapport and the level of student preparation.

Task 5: Analyze the findings, and prepare a written report of findings and summary recommendations.

Sources of Evidence

As can be seen by the evaluation plan and the sources of evidence (see Table 1), both qualitative and quantitative data were obtained through systematic data collection techniques. A broad range of stakeholders in SILP and NASILP were interviewed or questioned for their perceptions and ideas about the program at USA.

Table 1

Type and number count of information sources.

Type Extant data	**Number N = 27**	**Type Interviews**	**Number N = 18**
Enrollment records	(n=1)	SILP director	(n=1)
SILP literature	(n=6)	SILP tutors	(n=3)
NASILP literature	(n=6)	External examiners	(n=2)
Class syllabi	(n=7)	Students having left SILP	(n=6)
Student Grade Reports	(n=7)	A Student "success story"	(n=l)
Student Questionnaires	(n=23)	SILP directors at other campuses	(n=3)
Observation of Classes	(n=4)	Former NASILP President	(n=1)
		Executive Director NASILP	(n=1)

General Findings

The general findings are organized according to the nine major questions which shaped the evaluation.

1. *What is the setting of the program in terms of instructional approach, unique characteristics, staff backgrounds, and student backgrounds?* SILP is part of the FL Department of USA. It was organized according to NASILP guidelines in 1989 by the current director. However, it is important to note that NASILP is not an accrediting body and has no authority at all over individual members. According to the SILP director, the current Executive Director of NASILP, and a former NASILP president, courses under the aegis of NASILP may be used only to satisfy core language and humanities requirements and may not be used by institutions to offer a minor or a major. SILP and NASILP literature, and interviews with the director consequently stress the oral "drill and practice" tutorial approach that SILP typically employs while minimizing written work, and avoiding cultural and historical digressions that render the student passive. SILP literature stresses the need for strong student self-motivation in order to prepare for the tutorial sessions and the final examination that will determine the individual's final grade. This final exam is administered by a NASILP recommended examiner who "tests the student's proficiency in using the material to be evaluated ... we have coined the term 'pro-chievement testing' which connotes a test that evaluates the student's proficiency in the specific material covered" (Sukle 4).

As for the staff backgrounds, NASILP guidelines recommend the use of "educated native speakers" as tutors. According to the program director, issues of just how educated is "educated" are determined for SILP by the external examiner who participates in the tutor interview and evaluation process. What is

important is a demonstrated adequate command of the target language, free of dialect eccentricities. The director stated that of SILP's six tutors, two are working toward a Master's degree in fields other than FL, one has an MBA, two tutors are working toward a BA in fields other than FL, and two tutors have experience teaching at the elementary and secondary levels. The Director himself has an MA in French literature, fifteen years experience in teaching French and Spanish language at the college level, and is currently working on a Ph.D. in Instructional Design and Development, and seven years experience managing SILP.

A total of thirty-four students were enrolled in SILP at the time of the evaluation (Winter Quarter 1995). Of the 68% of students who returned a questionnaire, nearly one half (N=10/23) claimed some language other than English as their native language (see Table 2).

Table 2
Students enrolled by native language

	SILP Courses			
	Arabic	Chinese	Greek	Japanese
Chinese				1
English	1	5	5	2
Japanese	3			
Malay				2
Urdu	3			
Vietnamese		1		

In the previous quarter there were seven more Malay students enrolled in Chinese, and four more Chinese students enrolled in Japanese. That would represent a more usual proportion where

English speakers represented less than half the SILP enrollment. In the present Fall Quarter 1995, for example, the English speaking proportion is 19 out of 57 or 33%, which is more typical. SILP students indicated that their primary reason for FL study was: "graduation requirement" (22%), "interest in language" (22%), and "important for occupation" (56%). It is interesting to note the difference in motivation between the SILP classes and the mainstream FL classes in French, German, Russian and Spanish where approximately 90% of the students have indicated enrolling only because they were forced to do so by a requirement. All the SILP students had previous FL study experience, and for all beginning level students this was their first experience in a self-instructional format. Three quarters of the students were juniors or seniors.

2. *What is the method of instructional delivery?* USA's SILP classes tend to focus more on oral proficiency and listening comprehension than on instruction in reading and writing. In this regard SILP is similar to many ESL programs. However, classroom observations revealed that some tutors provided more reading and writing instruction than others, notably Arabic and Greek. As indicated by SILP literature and confirmed by interviews with the director and tutors, students complete the assigned homework before the next tutorial session. Students meet for a minimum of three hours a week for which they get four hours of quarterly credit. According to the director, textbooks and ancillaries are negotiated by the external examiner and himself based on a list of resource materials suggested by NASILP. Interviews with the tutors and the director revealed that there has been little formal training provided to SILP tutors. They are exposed to several demonstration videos[2] and periodic conferences with the external examiners. Only one of the Japanese tutors has had extensive training through the "Exchange: Japan" program, and she acts as "master tutor" for the other two Japanese tutors, providing observation and critique, and suggestions for more effective classroom delivery. Three other tutors (Arabic, Chinese and Greek) are experienced teachers in their own right, but work closely with their external examiners to follow NASILP guidelines.

[2] NASILP literature makes reference to a video that may be used by members as an instructional model. The video, called "Text, Tape and Tutor," is a valuable source of "do"s and "don't"s that is, in fact, a methodology model. It is too bad that its reproduction quality leaves something to be desired. The method stresses active student participation rather than passive listening, and the external examiner's testing is the core insuring academic integrity.

3. *How is the program designed?* The program is designed to run in a two-year cycle. Students enroll for the Elementary courses in the Fall, Winter and Spring quarters of the first year, and the Intermediate series begins in the Fall quarter of the next academic year. Students with some target language background can be placed at a suitable level based on an oral interview by telephone with the external examiner, or sometimes with an experienced tutor. Occasionally an out-of-sequence class will be arranged according to student needs.

4. *How is the current program operating in terms of funding, organization and administration, registration, and instruction?* Financial records indicate the program has been operating "in the black" since its inception in 1989. At USA, tuition and any special fees for classes taught in evening and weekend courses can be recuperated directly by the department offering them. All SILP courses are so listed even though students, tutors and the director, in fact, negotiate daytime sections when the demand is there. Funding, therefore, depends on enrollment, and SILP has always been self-supporting.

Table 3 (see Appendix B) outlines SILP enrollment through the Winter Quarter of 1995. End of quarter enrollment (students

taking the final exam) was deliberately chosen rather than beginning of the quarter enrollment figures, in order to minimize the effect of student attrition during the term. Student attrition rates have been high between the first and second years of the program in every language offered through SILP. In the Arabic program, for example, only two of the seven students (29%) who enrolled in the Fall Quarter of 1990 continued into the intermediate-level classes. In some years there has also been considerable attrition from the program between the first and second quarters. For example, of the twenty-five students who began the Japanese program in the Fall Quarter of 1993, only eleven students (44%) continued into the Winter Quarter of 1994.[3]

Three external examiner interviews were held (the fourth examiner was abroad and not available for comment). According to them, the director has organized and administers SILP in accordance with NASILP recommended guidelines. This information is corroborated by printed literature and their on-site visits. The examiners also spoke highly of the quality of all arrangements made during the exam visit, from food and lodging to exam schedules.

Because SILP students must be highly motivated, the director wants to meet individually with each one to explain the program, and its tutorial and external examiner approach, prior to registration. According to the director, telephone registration procedures unfortunately allow students to bypass special permission requirements and are a source of some difficulty. Student questionnaires indicate that 48% of them did not meet with the director prior to registering for class. Aware of this trend, the director schedules a student orientation on the first day of class. He estimates, however, that at the University of South

[3] There are several different graphs showing the patterns of this data (see Figures 1-5, Appendix C).

South Alabama only about 75% to 80% of the students enrolled actually show up for any of their classes, university-wide, during the first week, due to an active drop-add period that goes on at the same time. The resulting confusion as to actual numbers of students enrolled in which classes and their awareness of what they are undertaking is a major issue.

The external examiners interviewed spoke very highly of the tutors, particularly where student preparation for the final exam is concerned. Additionally, all of the students surveyed reported that their tutors were always prepared for class and very helpful. 91% of these students also indicated that the tutors were "almost always" available for extra help if a student had problems with something related to class. 87% indicated that they will continue their SILP studies next term (65% of all the students actually did continue on). 48% (N=11/23) indicated they felt that the syllabus covered too much material for the term. 74% (N=17/23) revealed that the meeting times negotiated for the sessions were either "convenient" or "very convenient" for them.

5. *How are tutors selected?* Tutors are selected by the director and approved by interview with the external examiner. A total of six tutors, all educated native speakers, are currently employed. They have all volunteered their services to the program and have indicated satisfaction with working conditions and wages. Tutor attrition does not appear to be a significant cause for concern to the program, with an average duration of three years. Although a total of sixteen tutors have participated in the program since its inception, ten have been students who left the program when they graduated.

6. *How are the external examiners selected?* The director selects examiners from a list of recommended participants provided by the Executive Director of NASILP. Occasionally an examiner is selected not only for his or her professional quali-

ties but also because he or she is already servicing a neighboring institution and the institutions pool resources and share the examiner among themselves. This is particularly the case with the University of South Alabama at Mobile and the University of Alabama at Tuscaloosa.

7. *What of any value was learned by the students?* 83% of the student respondents indicated that their goals for the course have been met almost completely. The major learning most frequently cited by the students emphasized their satisfaction with being able to converse while learning useful vocabulary. Additionally, 96% (N=22/23) reported satisfaction with the overall program as "high." Finally, 91% (N=20/23) indicated that information and skills gained from the SILP classes will be either "useful" or "very useful."

8. *How effective are the program's resources?* 44% (N=10/23) indicated dissatisfaction that SILP doesn't relate more to the larger curriculum, and allow them to continue to a minor or a major (which is not possible with the NASILP format). FL study can be used as an elective in area-studies in history, political science and international marketing, as well as satisfying degree requirements, and this applies to SILP courses also. The high flexibility in class scheduling, while being responsive to student needs, sometimes causes logistical problems. Occasionally a group has to meet in a faculty office, or a corner of the lab, or a storage room if a morning meeting is desired. Afternoon and evenings pose no such problems.

There is almost universal discontent, from the director, tutors and students, with the lack of Language Lab availability. The FL Department has no funds in its budget for lab assistants. Student workers are dispatched from the Financial Aid Office and the Work-Study Program. These students, unfortunately, are never FL majors or minors, and are rarely motivated by a strong work ethic. The Department attempts to have the

lab open from 8:00AM to 4:00PM, Monday through Friday, but cannot keep it open during the evening or on weekends, which is when most students would like to access the labs and when other labs on campus are heavily utilized. To compensate, the director makes audiotape copies available to all FL students for their personal use. Availability of TV/VCRs and audio-cassette players/recorders is not a problem for anyone.

9. *How effective are the program's objectives and teaching strategies?* Generally speaking, the data sources seem to indicate that: (1) the students in SILP are very happy and supportive of the tutors, (2) there is high academic success as evidenced by the 91% pass rate. Given the use of external examiners, this may be viewed as evidence that the teaching strategies used do, in fact, assist the students in meeting SILP goals and objectives; (3) 96% of the students who responded to the survey rated their satisfactionwith the program as being either "high" or "very high." Further, 91% indicated that the experience gained from the SILP classes would be "useful" or "very useful." This would seem to indicate that this program is, in fact, helping students meet their personal academic goals and objectives.[4]

Conclusions

While the goal and objective of this evaluation were met, it became obvious that more emphasis needed to be placed on student attrition rates in SILP. Some of the questions that arose were: Are students dropping because their course requirement is fulfilled? Are there instructional problems, motivation, tu-

[4] For example, the majority of students studying Arabic are Pakistani nationals, with an occasional Malay, who have enrolled because their prime interest is in becoming better Muslims with a greater understanding of the Qu'uran.

tors, examiners, or some as yet undiscovered problem they are encountering? Is this just a normal pattern of a self-instructional language program at most institutions? Does the problem lie in the nature of the student population? There may not be a problem; it is possible that the nature of SILP lends itself to a fluctuation in enrollment between the elementary and intermediate levels.

The director is particularly concerned with how student attrition rates in his program compare with those in other NASILP member programs. As a result, a pilot survey of three other programs was conducted, but the results cannot be considered statistically significant, nor are they of any real value to the director at this time. The difficulty in making such comparisons rests in the highly individualized nature of self-instructional programs, which tend to be adapted and molded to fit the needs of individual institutions.USA's FL Department uses SILP to offer four of the less commonly taught languages; however, most of these languages are offered in the regular classroom setting at the other institutions we interviewed. The languages offered in the self-instructional format at these other institutions are as diverse as Swahili and Thai, Dutch and Gaelic. Comparing these programs and their student attrition rates to the program at USA became a matter of comparing "apples to oranges." This conclusion was reached early in the evaluation process, and was confirmed subsequently during an interview with a former NASILP President.

Interviews with six former students who left SILP either after the first quarter or after the first year indicate a rather simple reason for attrition: 5 out of 6 of them had used the coursework to complete some requirement and were moving on. Of the current students surveyed 61% (N=14/23) indicated they would not continue in the program next year because they were

graduating.There appear to be three primary reasons for the attrition rates at USA:

1) The computerized registration system allows students to circumvent a meeting with the director and the concurrent drop-add period conflicts with the first several meetings, creating the possibility that students "get in over their head," get discouraged, and leave the program due to the rigors involved. This needs to be further investigated.

2) Other institutions target very specific populations in the local community for their self-instructional language offerings. At USA only the Greek courses are supported by the local community.

3) Unlike Liberal-Arts oriented institutions where students often view the study of language as a life-long pursuit, interviews and surveys of both former and current SILP students at USA indicate they view the study of languages mainly as a means to an end in fulfilling some core language or humanities requirement.

Recommendations

1) Greater pains should be taken, somehow, to inform students of the self-instructional nature of SILP prior to enrollment. Even though every student eventually received a handout detailing the program with their syllabus and also signed a "contract" stipulating they had understood and were willing to abide by those conditions, 43% of the students surveyed (N=10/23) indicated that they were unaware of the program's tutorial approach prior to enrolling for the first time. 48% (N=11/23) reported that they were unaware prior to registration that an external evaluator would determine their final grade. Perhaps not surprisingly, this is the same number that revealed they had not

sought advising from anyone in the FL Department, much less from the director.

2) Strategies to build more long-term student interest should be developed, especially with native English speakers. Despite the director's unease concerning drop rates, there is no indication from the external examiners that anything is amiss. The concern is valid in the sense that it needs to be addressed, but indications are that it may not be abnormal. Enrollment fluctuations could be due to the structure and operation of SILP and the nature of the population. A wider investigation targeting other institutions with similar programs may be necessary to resolve this issue with any assurance.

3) Although present procedures seem deadlocked, every means to make the under-used Language Lab more available to students should be attempted. In the meantime, measures should be taken to maximize the recorded quality of audio-tapes being used in the program. In a program that demands that students conduct their own drill and practice sessions out of class, the need for high quality, intelligible audio-cassettes is critical. This quality, however, needs to be present in the original tapes furnished by the publisher, as well as in the copies duplicated on site.

Implications for Program Directors.

As a program director, I feel that the evaluation was well worth the effort. Now there is objective data that can substantiate claims of student progress and satisfaction. Weak points have been identified for further investigation and strengthening. Administrators now have a detailed picture of what is actually going on, the environmental and educational context in which it is progressing, the standards being applied, and participants' reactions concerning their experiences. The financial status of

the program is clear. The population being served is better defined. Administrative and procedural details have been clarified, critiqued and targeted for improvement. Educational and affective issues have been identified for further investigation. It can now be said with confidence, based on this evaluation, that SILP is meeting its obligations and is contributing positively to the educational opportunities offered by the University of South Alabama.

Implications for NASILP

This case study represents the micro world of just one of NASILP's members.From a macro point of view, how do other programs document their efforts with regards to the questions raised in section II: "Why have a Program Evaluation?" Do these efforts show common trends? If so, which trends, and how, and why? More specific questions of interest are: What percentage of NASILP members report data to the Executive Director at the end of the academic year, as required for certification? Of these, how many can document that their data is systematic and accurate, not simply impressionistic? How many different models exist among NASILP members regarding choice of language, student registration methods and enrollment trends, funding, and stakeholder satisfaction? Choice of tutors and external examiners? Compensation? How many programs, if any, eventually mainline some of their languages, and if so, which languages? Are there administrative and logistical patterns across the country? Regional patterns? Common problems?

Interviews with NASILP administrators past and present indicate a desire to: have more members report their activities to the Executive Director, have standardized external examiner qualifications and exam delivery, have standardized tutor qualifications. The feeling is that, until this is done, there will be no

mechanism for ensuring quality programming. Are the responsible members of NASILP willing to police themselves, and others, in order to justify accreditation? If so, how is that to be implemented? What questions do members want to ask? What issues you would like to see examined? What patterns you wonder might exist? These are questions that beg to be researched.

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APPENDIX A

	PARADIGM	
Major Questions	**Source of Evidence**	**Criteria**
CONTEXT		
What is the setting of program?		
• common/traditional approach • unique characteristics • staff backgrounds • student backgrounds	Registration records, Attendance records, On-site observations, Syllabi, NASILP literature, Student surveys, Interviews (director, tutors, examiners)	Pays for itself, Sound administration, Compliance w/ preregistr. advising, Complies with NASILP guidelines, Compares with similar programs
What is the method of delivery?	Director interview, NASILP literature	Compliance with NASILP guidelines
How is the program designed?		
• criteria • instructional model	Interview administrator, Syllabi, Interview former NASILP president	NASILP guidelines
PROCESS		
How is the program operating?		
• funding • administration/organization • registration • instruction	Interview directors of similar programs, On-site observations, Syllabi, Enrollment records, Financial records, Interview examiners, Interview tutors, Student questionnaires	NASILP guidelines, Self-supporting, Comparable attrition rates, Student advising guidelines, Compares favorably with similar programs
How are ext. examiners selected?	Interview director	NASILP guidelines
How are tutors selected?	Interview director	NASILP guidelines
PRODUCT		
What of value learned by students?	Student questionnaires	Favorable survey results
How effective are program's resources?	Inerview former students, Student questionnaires, Tutor questionnnaires	Favorable survey results
How effective are the program's objectives and teaching strategies	Interview director, Interview examiners, Student questionnaires, Student grade reports	Comply with NASILP, Favorable survey results, Fav. passing rates

APPENDIX B

Table 3. Enrollment data based on number of students completing each course.

End of Quarter SILP Enrollment Data (grades given to)										
	Japanese		Arabic		Chinese		Greek		Totals:	
	Elem.	Int.	Elem.	Int.	Elem.	Int.	Elem.	Int.		
1989 Fall	11								11	
1990 Winter	9								9	
1990 Spring	8								8	
	28									28
1990 Fall	23	3	7						33	
1991 Winter	16	2	5						23	
1991 Spring	10	1	4						15	
	49	6	16							71
1991 Fall	13	4	3	2					22	
1992 Winter	11	2	5	2					20	
1992 Spring	7	2	1	3					13	
	31	8	9	7						55
1992 Fall	15	3	9	1	11		7		46	
1993 Winter	9	2	5	0	11		8		35	
1993 Spring	9	2	0	0	6		8		25	
	33	7	14	1	28		23			106
1993 Fall	25	3	7	0	14	3	7	7	66	
1994 Winter	11	1	5	0	8	2	6	7	40	
1994 Spring	8	1	4	0	6	2	6	6	33	
	44	5	16	0	28	7	19	20		139
1994 Fall	19	4	6	0	13	2	4	3	51	
1995 Winter	7	2	5	0	11	2	4	3	34	
	26	6	11	0	24	4	8	6		85
Totals:	**211**	**32**	**66**	**8**	**80**	**11**	**50**	**26**	**484**	**484**

APPENDIX C

Figure 1. Comparison of total elementary level course enrollment (black) with total intermediate course enrollment (white), from 1989 to 1995.

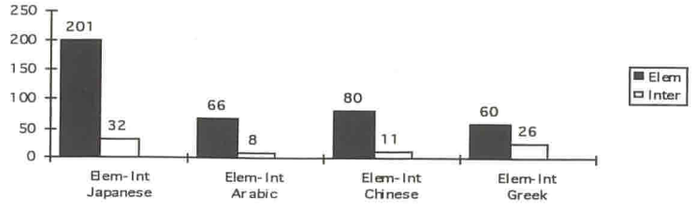
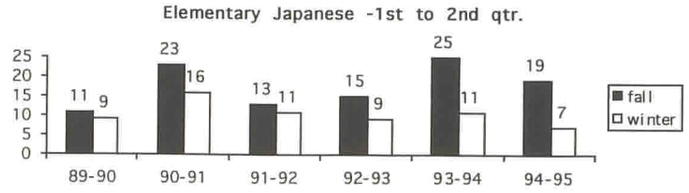
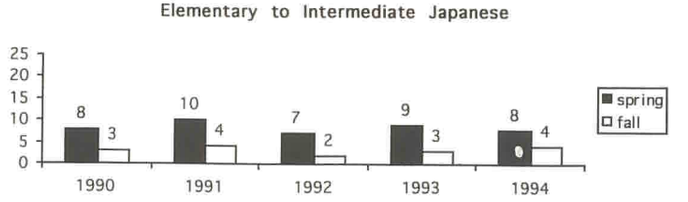


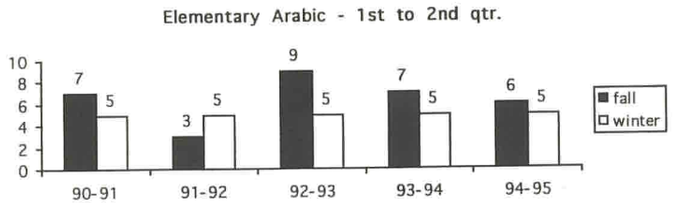
Figure 2. Comparison of enrollment drops in Japanese.

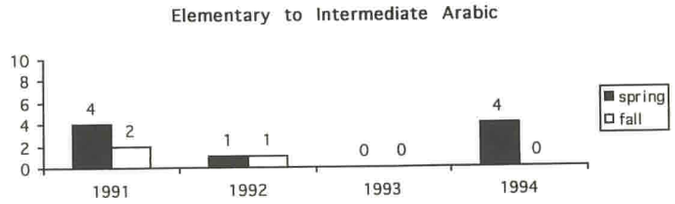




APPENDIX C

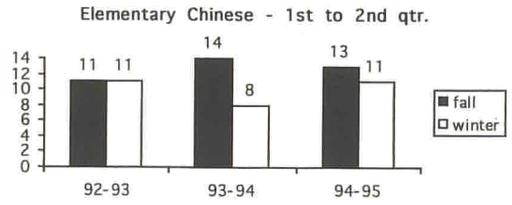
Figure 3. Comparison of enrollment drops in Arabic.

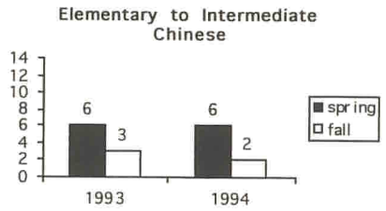




APPENDIX C

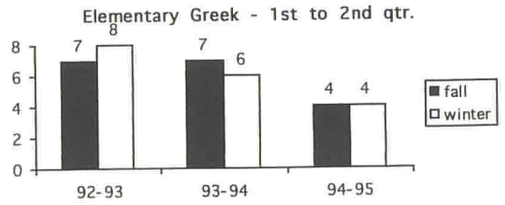
Figure 4. Comparison of enrollment drops in Chinese.

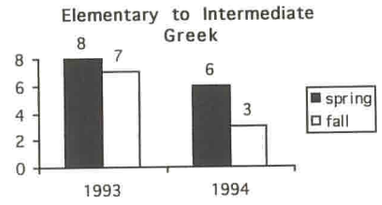




APPENDIX C

Figure 5. Comparison of enrollment drops in Greek





Foreign Language and "Culture"

John Means

IT IS A "GIVEN" that fully developed functional communicative competence provides the framework within which linguistic and behavioral/cultural competence are exercised. Knowledge of the structure and vocabulary of a language is not, in itself, sufficient. Thus, cultural competence is essential for learners hoping to speak (and be understood) with any significant degree of effectiveness and social acceptability.

Cultural competence relates the study of a second language to the cultural/sociological/psychological realities in which it functions, and is not "taught" through occasional instruction or random activities added haphazardly to a foreign language department's curriculum, such as the standard "Culture & Civilization" course, foreign film festivals, artsy-craftsy "international fairs," and collections of touristy realia. Rather, it must be systematically woven into the curriculum by relating everything taught to the culture in question

There is no commonly accepted definition of "culture" among foreign language teachers unless a uselessly broad definition is applied. However, for language-learning purposes, we can dissect "culture" into three distinct subdivisions: informational/factual; achievement/accomplishment; and behavioral.

Informational/factual culture is simply the "facts" that the typical native knows about his or her own society. This sort of information is the easiest kind of culture to teach, and also the least important. This isn't to say that a student of Japanese needn't know where Hokkaido is located, or the name of Japan's

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Prime Minister. Students of a second language certainly should be acquainted with such information. However, knowledge of this type (or lack of it) bears little relation to the effectiveness of most interpersonal communication. Furthermore, it is best to teach informational/factual material independently of (though perhaps concurrently with) language instruction. The reason is simple: time spent on the teaching of "culture" in a language-skills class diverts attention and effort from the teaching of language qua language.

Achievement/accomplishment culture incorporates, among other things, the literary and artistic accomplishments of a society. The music, art, and literature of a nation are important because educated speakers of a language cherish their society's achievements, and appreciate the efforts of foreign visitors who have acquainted themselves with the nation's writers, painters, composers, etc. In American higher education the study of this cultural realm has dominated language learning at intermediate and advanced levels to the almost total exclusion of performative knowledge of behavioral culture. Left to their own devices, language departments almost invariably hire specialists in the graduate research areas of literature, with an occasional theoretical linguist. Thus, since the design of our foreign language curricula parallels our priorities for hiring faculty, it is evident why foreign language teaching, in both high school and college, traditionally has prepared students for the study of literature.

Behavioral culture pertains to the interactions of one's daily life, and is socio-anthropological. People function and interact in response to the physical and psychological needs of their environment in ways that define their behavioral culture. However, different societies meet these needs, crystallized as customs, differently. Priorities differ (e.g., the sanctity of the individual vs. the primacy of the group). The teaching of culture to

language learners should emphasize this aspect of culture, since it is what dictates conversation codes (formulaic expressions, politeness levels, and so forth), and is the aspect of culture most central to culturally appropriate communication.

The attitudes which dictate patterns of behavior are essential not only to communication in the transmission mode (speaking/writing), but also to reception/comprehension—to understanding what is meant beyond the lexical definition of the words used. Cultural competence in this context is best learned through residence in the foreign society, but behavior patterns and culturally-rooted assumptions can be taught outside the target culture—if instructional dialogues and exercises reproduce real-world situations rather than presenting the learner with abstract drills which would never occur in normal conversation between native-speakers.

The teaching of *behavioral* culture is all too often the weakest link (even a non-existent link) in foreign language curricula. Bits and pieces of realia, or the add-on Civilization-&-Culture course, are not sufficient. Since "what's tested is what's taught," it is necessary to design, teach, and test the culture of a society's language as methodically as we teach the structure and vocabulary of the language. In *any* program of language instruction, cultural competence--especially in the behavioral sense--should be taught and tested as a significant component of the course. This presumes that the textual and related audio-visual materials have been selected with care, and that class sessions are conducted according to the precepts of behavioral culture.

In a language-learning utopia, the teaching of culture could easily *precede* instruction in language skills. Such an exploratory course would focus on the behavioral patterns of a given society, acknowledging that language cannot be understood independently of the culture which produces it. That would be a major step in reducing parochialism, ethnocentrism, xenopho-

bia, and cultural stereotyping. However, for most standard college/university foreign language programs, our students are best served by a learning environment that emphasizes the behavioral-cultural foundations of human communication.

The study of language and culture are interactive in the sense that each is necessary for an effective understanding of the other. The study of language without its cultural underpinnings limits comprehension and expression—and also undercuts the student's motivation to learn. (For the average undergraduate, language study in isolation isn't very interesting.) International Studies or "foreign culture" courses often frustrate students with the inability to access or communicate in/with/about the subject other than in English.

Thus, it is a virtual truism that behavioral culture and language should be taught concurrently. The study of culture-with-language develops a sense of cultural relativism enabling the learner to understand that even such basics as "friend," "home," and "family" (not to mention the more abstract features of value systems) cannot be accurately understood without an awareness of their cultural connotations.

CALICO 1997 Annual Symposium

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Notes and Announcements

Using the World Wide Web in SILP: A Test Project. The Five College Self-Instructional Language Program currently offers 11 languages (Czech, Modern Greek, Hindi, Hungarian, Indonesian, Korean, Norwegian, Serbo-Croatian, Swahili, Turkish, and Urdu) to students on five campuses (Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst). We have recently set up a web-site at the Five College Foreign Language Resource Center (http://www.umass.edu/fclrc), and are planning to add links to foreign language resources useful to our students.

Five College SILP is also planning to study its students' use of the World Wide Web as a supplement to the assigned SILP materials. In part, this a practical move; since so many students are browsing the Web on their own, it seems highly desirable that SILP coordinators should attempt to moniter this use and advise students as to suitable and helpful websites. Although we are likely to know what resources are available to our students in language labs and libraries, understanding and implementing Web resources is a challenge; the Web, by its very nature, is highly fluid and changeable. There are Websites affiliated with major programs and Institutes in foreign language study, and there are Websites set up by non-specialists which may lead students to erroneous information.

We welcome any information or comments from NASILP members on their experiences with or views on SILP and the World Wide Web. We look forward to reporting on the results of our students' supplemental use of Web resources. Please contact Elizabeth Mazzocco, Director, Five College Foreign Language Resource Center, 102 Bartlet Hall, University of Massachusetts at Amherst, 01003 (413-545-3453; mazzocco@phobos.ucs.umass.edu)

Foreign Language Test Database now on the World Wide Web. The National Capital Language Resource Center at Georgetown University/Center for Applied Linguistics/George Washington University has constructed a database of Foreign Language tests on the Web. The database was developed with funding from the U.S. Department of Education and includes information on tests for adults, secondary school and university age students in languages other than English. The database currently contains over 250 tests in 69 languages. Information available on each test includes test level, skills tested, test materials and format, scoring method, technical information and contact addresses. The database location is:

http://www.cal.org/cal/db/flt/flt-dir.htm

The database can also be accessed from the home page of the Center for Applied Linguistics at www.cal.org. Choose "services," "databases," and then the foreign language test database. We are particularly interested in adding to the database tests that might be of interest to and usable for a North American audience. To add information on language tests appropriate for this database, please contact: Dorry Kenyon, Associate Director, National Capital Language Resource Center, Center for Applied Linguistics, 1118 22nd St., N.W., Washington, D.C., 20037 (voice: 202-429-9292; fax: 202-659-5641; internet: dorry@cal.org).

Oral Proficiency Testing Kits in Spanish, French, German, Chinese, and Japanese--now availalbe from CAL. Since 1991 the Center for Applied Linguistics has trained several hundred educators in oral proficiency assessment. This training has been offered through workshops based on CAL's Simulated Oral Proficiency Interview (SOPI). CAL has recognized the need to make this training more available. Now, funded by grants from the U.S. Department of Education, CAL has developed the self-instructional SOPI Rater Training Kit.

The goals of this innovative kit are the same as those of our workshops; however, the kit is specifically designed to be used by individuals working on their own or in small groups. Each kit consists of four parts: a *Rater Training Manual*, three *Rater Training Kit Tapes*, the *Rater Training Kit Workbook*, and the *Rater Training Kit Guide for Scoring*. The Kit also includes a complete copy of one SOPI. Upon completion of the kit training, teachers may administer and score the SOPI at their own institutions.

SOPI rater training kits are available in Spanish, French, German, Japanese, and Chinese. For further information, contact Laurel Winston, Coordinator, Simulated Oral Proficiency Interviews, Center for Applied Linguistics, 1118 22nd St., N.W., Washington, D.C., 20037 (202-429-9292; nclrc@cal.org; http://www.cal.org).

New Tape Series from Audioforum. Learning Basque. This method has been designed for people who wish to learn Basque without the aid of a teacher. The text contains 40 lessons and complete charts of grammar and conjugation; the book uses a basic vocabulary of approximately 1,000 words, and includes some 1,300 sentences (along with their translations). ***Fast-Track Czech***. This introductory course is designed for those seeeking to acquire a confident and versatile command of spoken Czech. Since the emphasis of this course is on the spoken, not the written language, the cassettes are the primary tool of instruction. ***Jicarilla Apache***. We are pleased to announce the first self-instructional course in Jicarilla Apache, by Alan Wilson and Rita Martine (a native speaker of the language). Only a small body of work exists in Jicarilla Apache language instruction; this series is a valuable addition. *Other new series include* ***Navajo Place Names*** *and* ***Ukrainian for Children--Larysa and Andrijko.*** For more information, contact Audio-Forum, 98 Broad St., Guilford, CT 06437 (800-243-1234; FAX 203-453-9774).

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER

for information contact:

1997 NFLRC Summer Institute

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FOREIGN LANGUAGE INSTRUCTION VIA DISTANCE EDUCATION

tentative dates:
July 7 – August 1

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