NEWSLETTER 2

Fall 1987

SUMMARY OF ACTIVITIES

1. Report on Grants.

AATT received notification at the end of April that two AATT proposals submitted to the *Institute of Turkish Studies* were accepted for funding:
* *Matching Grant Award* in the amount of $ 1,350.00, to match funding received from institutions as of March 1987. Such funds are earmarked for general operating expenses, and travel to meetings and consultations.
* *Standards for Computing in Turkish* in the amount of $ 3,000.00, roughly 1/3 less than the proposed amount. The Working Committee will work on standardizing ASCII codes and keyboard configurations for Turkish.

We did not receive funding from ITS for the proposal to conduct a feasibility study for a Summer Institute at this time.

Also, we did not receive funding from the *International Research and Studies Program* of the Department of Education for the proposal to develop and define proficiency guidelines for Turkish based on the generic guidelines produced by ACTFL; we were encouraged to apply again. (See further discussion below).

2. Report on the CALICO Conference.

The Fourth Annual Conference of the *Computer Assisted Language Learning and Instruction Symposium (CALICO)* was held April 6-10, 1987, at the Defense Language Institute in Monterey, California. The last two days of the conference were reserved for workshops (for additional fees) enabling participants to experience "hands-on" different software designed for the language instructor. There were more than 18 exhibitors and, in addition to four major addresses, a total of 65 presentations.

Some General Observations. CALICO is an association which claims to be 'recognized as the international clearinghouse for applications of high technology to the teaching and learning of languages.' It was significant that three of the four major addresses were given by officials or scholars representing different government agencies. This clearly indicates how much importance the government attaches to foreign language study and how committed it is to improving the process by incorporating high technology. And, although the majority of presentations came from members of the academic community, those involving the very latest technology invariably came from individuals directly or indirectly affiliated with some government agency, that is to say, where funding was obviously not a consideration.

One could easily come away from the conference after seeing the state-of-the-art of pertinent dazzling technology with the impression that all 'teachers' have to do is switch on the computer. Yet, as one keynote speaker stressed, most progress in the field of computer-assisted language instruction has been made in the hardware arena, and there has not been a corresponding development in

software to fully take advantage of the new hardware's potential. Although sophisticated (and expensive) software for CBT (Computer-Based Training) for training, sales and marketing presentations has been available for use in industry and government agencies, the incentives to develop similar programs for language instruction has been missing so far. Also, because of the nature of language, to come up with expert systems for the target language so that 'intelligent' interaction with the computer can take place for CALI (Computer Assisted Language Instruction) purposes, has proven to be much more complex and difficult than establishing expert systems for task-oriented training.

This does not mean, however, that useful software does not already exist particularly for lower level language instruction. Whatever the pedagogical approach to language teaching, presentation of information, grammar, drills and exercises to instill linguistic habits, electronic flashcards, etc., remain valid activities. These are precisely the sort of activity that can be 'programmed' and that does not require complicated diagnostic feedback or human interaction; it can be imaginatively and successfully replicated with currently available software.

Language teachers interested in authoring courseware for language instruction can do so by learning and using a programing language (*e.g.*, Basic, C, SNOBOL4, LISP), that is, start from scratch, or use more 'friendly' software with programing to a greater or lesser degree already done: *authoring languages*, such as PILOT, or *authoring systems*, such as QUEST, CDS, CALIS, PROMPT, which are even more 'structured' and designed with language instruction in mind. Some of these software programs allow for audio and video interaction.

Simplifying a language teacher's job even further are language specific *template systems* (*e.g.*, CATS) which relieve the teacher of all planning regarding the manner of presentation but not the content; the whole process of creating well thought out courseware is, after all, very time consuming and demanding. Such templates could probably be adopted for Turkish with relative ease because of the Latin script.

As to actual courseware ready for a learner's use, there appears to be very little indeed. Needless to add, whatever is available on the market, or was presented during the conference, dealt with commonly taught languages: French was the target language in 10 presentations, German in 8, English as Second Language in 7, Spanish in 6; but also Chinese in 2, and Hebrew, Polish, and Korean in 1 each.

The task, then, facing teachers of Turkish is to select one of the available authoring systems of an appropriate degree of sophistication for the intended application, and begin to develop language specific courseware.

Recent Technological Developments. The buzzwords at the Conference were still IAV (Interactive Audio/Video), and the more recent advent of CD-ROM (Compact Disc-Read Only Memory) and laser-based videodiscs. What probably generated the most excitement was, of course, the inevitable combination of the two. With their immense capability for data (primarily text and audio) storage and instant access, compact discs hold great potential for language learning. Search for applications to utilize this technology is still very much continuing although some applications have already emerged (see below).

Close to one half of the presentations were IAV related. These are programs which allow the learner to 'interact' with the computer by responding to textual, aural, and visual stimuli. Providing the learner with stimulating real-life settings for communicative behavior where he, the learner, has full control, *e.g.*, instantaneous replay of any video and/or audio and/or textual segment, was successfully displayed in all the presentations observed. The laser-based videodiscs are much superior to the older videotape technology because of the speed of access and their lasting excellent quality since there is no mechanical contact when the system is in use.

The video segments observed were either made specifically for language instruction with professional actors or other native speakers, or were taken from native television broadcasts representing truly authentic material. In the latter case, the learner could ask to listen to a speech segment -- or word -- in standard as well as standard-slow enunciation. He could also have the items displayed written on screen for further reinforcement.

In order to make more and current authentic materials for language instruction for all levels available, there are several enterprises which convert international television broadcast standards to the system used in the United States. The PICS *Network for International Television* is geared towards meeting the needs of academic institutions. PICS, Project for International Communication Studies is a consortium linking the University of Iowa, Brigham Young, Middlebury College, Clark University, and Ohio University. Services available at present do, predictably, not include Turkish language features or TV. This can change, however, as interest develops and is made known. Merlin Engineering, a commercial converting outfit exhibiting, did also not include Turkish broadcasts.

To express your interest, contact
Dr. James P. Pusack, PICS
405C Jefferson Building, The University of Iowa
Iowa City, IA 52242.

Further generating interest was the display of XEROX's workstations 6085 and 8010 which are designed for multilingual document processing. The guiding principle was that 'text' should include "any of the world's living languages in any combination." These workstations will probably again be displayed at this year's MESA Conference. Turkish was not yet among the 30-odd languages incorporated.

On Implications of CALI. Although at most sessions results of technological applications to courseware development were presented, a small number of the presentations were research oriented, seeking to establish CALI effectiveness and/or limitations. IAV, for example, has been generally lauded by educators as a tool with great potential for language learning. Yet, there have been few studies exploring the relationship between 'interactivity' and 'achievement'. In order to gain more knowledge on the effects of interacting on achievement and retention, a study was conducted using a Spanish language instructional videodisc program. The results as reported do support the claim that IAV systems are a valid and effective means for instruction for many components of language learning.

Another ongoing research project seeks to establish which kind of CALI activity generates the most interesting interaction among learners in a classroom. The types being looked into are: text reconstruction, simulation, and wordprocessing as a support for group writing activities.

The role of the instructor in the CALI-setting was brought out in two of the keynote speeches, as well as in two sessions. As quality courseware becomes available for language instruction, primary responsibility of managing their own language learning process will be shifted to the learners. Depending on the individual learner's interests, ability, and background, the pace, scope, instructional sequence will vary -- and can, in a CALI-setting without affecting the others' learning process. Although the instructor can be seen in the role of an advisor at the lower level language instruction, he is indispensable for advancing the creative, real, and meaningful communicative skills in the learner as long as the machine is 'brainless'.

Sample Presentations. Some of the representative applications will be mentioned here grouped according to which of the three available components (text, audio, video) they utilize.
Text only: 1. A very simple yet innovative method for practicing reading comprehension skills was demonstrated with RE-WORD by Miriam Schcolnik. Only a

computer and a wordprocessor are needed; learner and instructor need know no more than how to use the wordprocessor. The instructor prepares materials by selecting reading passages and drawing up specific tasks, and entering these into the wordprocessor. The learner, alone or paired, works on the text on his terminal handing in the results either in print or electronically. Some sample tasks were:

Underline the main ideas in the article (learner <u>underlines</u>).

Summarize the passage by deleting secondary information (delete).

Underline all arguments made in favor of ....(<u>underline</u>).

Order the following sentences in logical sequence (move/paste).

Create a summary by selecting sentences (delete).

Use space bar to separate roots from suffixes (space bar).

This method is obviously suitable for any language and many levels. The speaker particularly welcomes the fact that evaluation is in the hand of the instructor, insuring involvement and motivation on the part of both the instructor and the learner. The speaker's address:

Miriam Schcolnik, 15 Rachel Blubstein St.
Kfar Saba 44378 Israel.

2. Several on-line dictionaries were displayed. The role of such dictionaries in the development of writing skills were usually stressed, although on-line dictionaries are valuable for all language tasks. *Mercury* is a 'text' data management software designed for creating glossaries and dictionaries. It works with IBM PC and compatibles on the user's own wordprocessor, appearing on the screen when called up. For further information:

Dr. Alan K. Melby, Dept. of Linguistics,
Brigham Young University, Provo, UT 84602.

Text+audio: Two authoring systems, one commercial, the other 'freeware', developed at Duke and available to academic institutions.

1. Compatible with IBM or APPLE, *VOCAL* is an authoring system that can be used as text-based only ; with the addition of a random access audio disc player such as Instavox , a microphone and a speaker, the system will also accommodate aural stimuli to create lessons in four different formats: comprehension, dictation, pronunciation, and drills. Learner's oral responses can also be recorded for evaluation by the instructor. The system is 'menu-driven', that is, relatively easy to use, if ease rather than flexibility is desired. It has been in use at the CACI Language Center in Arlington. Further information can be obtained through CACI:

CACI Language Center, 1815 North Fort Myer Drive,
Arlington, VA 22209.

2. Although the Duke University's CALIS (Computer Assisted Language Instruction System) is designed to handle audio and video components, only a text based program involving vocabulary matching, sequencing drill, scanning drill, and cloze procedures for ESL were observed. CALIS was developed for the IBM PC with a minimum of MS-DOS 2.0 and a wordprocessor. CALIS is a family of programs for CALI, special versions of which work with a variety of languages. Predictably, there is no Turkish version. Yet, with the Duke Language Toolkit utilities, upon request, the needed character set for Turkish can and will be created. As noted before, this authoring system is 'freeware', demonstration discs are mailed upon request. For further information contact:

Dr. Frank L. Borchardt
Chairman, Department of German
Duke University, Durham, NC 27706.

Text+audio+video: 1. Another example of simple and (relatively) inexpensive yet effective solution to use of computer technology for language instruction was the

use of a programmable videodisc player which the instructor or learner handles as he would a remote control VCR. The only other equipment needed is a television monitor. In its simplest version the instructor or learner interacts with the video, having complete control and instantaneous access to any part or episode of a lesson which can be played and replayed, or held still, as desired or needed. The author will assist and provide the short program for the player if contacted.

Cpt. Richard Sutherland
248 East 500 North, Logan UT 84321.

2. On the other end of the scale, there were two progress reports on MIT's *Athena Language Learning Project*, an ambitious five year effort to develop working CALI prototypes using in addition to IAV, artificial intelligence as the major component. Two years into the project, AI capabilities are still limited. Yet a French videodisc shown which is being produced with the current state-of-the-art, displayed some very impressive features: the learner is involved in a film narrative (authentic French production involving professionals and made to order) and is led to interact with the main character. The setting approximates real situations for communication as the learner's input in each instance effects the narrative. There is immediate and resourceful feedback. "The Language Lab of the Future" at MIT currently involves English, French, Spanish, German, Russian, and Japanese. The Director of the Project would welcome inquiries:

Dr. Janet Murray,
Department of Humanities
MIT, Cambridge, MA 02138.

Text+CD-ROM: A prototype of *The Visual Dictionary CD-ROM* was presented. Based on the dictionary by same same title published by Facts on File, Inc., the CD-ROM version will provide the proper terms for all parts of illustrated objects in several languages. Six are planned at this time: English, Spanish, French, Chinese, German, Japanese, and Italian. The user can point to a part of an illustration (for example, of a car) and see and hear the appropriate term in the target language, or enter an unfamiliar term and find the corresponding illustration and/or translation. The software used for this application, *Multi-Fetch*, is based on a Macintosh-like user interface and works on the several major operating systems. Inquiries are welcome and should be directed to:

Carolyn J. Kuhn, President
Software Mart, Inc., 4131 Spicewood Springs Rd., Suite I-7
Austin, TX 78759.

Additional Authoring Systems. For those members interested the following list is included. Some applications were demonstrated in sessions and by exhibitors, but for a closer look, information should be obtained from the authors or companies.

COMTEXT, developed to advance reading and vocabulary skills, is a system with a series of templates, with built-in error analysis capability. Author:

Dr. Alan Bailin, Director, Effective Writing Program
University of Western Ontario,
London, Ontario N6A 3K7, Canada.

LEXI-CAL, is an authoring sustem for vocabulary acquisition.

Dr. Marilyn Kidd, Department of French
University of Western Ontario,
London, Ontario N6A 3K7, Canada.

CDS, an authoring system designed especially for interactive video courseware; sophisticated system supporting three levels of authoring allowing the novice with no programing expertise to create lessons through menues, but also

allowing for programing at a lower level as well as in Pascal or C for greater control and flexibility.

Interactive Technologies Corp.
9625 Black Mountain Road, Suite 315, San Diego, CA 92126.
PLANIT, a very machine-independent, essentially text-based, programing language.

Frye Software Unlimited
7200 S.W. Burlingame Avenue, Portland, OR 97219.
QUEST, IAV authoring system, also allowing for additional programing in a lower level language if more flexibility in design is needed. The system includes a character editor to create or modify necessary fonts. A demonstration disc is made available.

Allen Communication
140 Lakeside Plaza II, 5225 Wiley Post Way
Salt Lake City, UT 84116.

Special Interest Groups. There were six special interest groups actively involved sponsoring various presentations, Artificial Intelligence (AI), Courseware Development, Foreign Character Fonts (FCF), International Association of Language Laboratories (IALL), Interactive Audio/Video (IAV), and Machine Assisted Translation (MAT). During the conference, two additional special interest groups were formed, CD-ROM and Computers in the Classroom. All except for IALL and MAT held their own separate meetings. AI aims to be much more visible, involving experts from the various 'think tanks' and universities. Courseware Development Group is essentially reviewing submitted materials according to an evaluation form devised, and publishing evaluation.

FCF's objective is persuading developers for language software to use standards for foreign character fonts and keyboard layouts which have been set by the International Standards Organizations (ISO) and other standards organizations. IAV's main goal remains to promote the use of interactive video for language learning; they would also make videodiscs available by developing effective means to reproduce and distribute approriate materials. This is of some interest since this could include the reproduction of DLI's *Gateway* videodiscs which has a Turkish set.

The newly formed Computers in the Classroom Group will serve as a support group to teachers who want to explore the possibilities of CALI and the various way it can contribute to the language program. The CD-ROM group sees as its current primary function the spread of information regarding CD-ROM and its potential in the area of language teaching.

What follows is the address of CALICO for those who would like to join. Any questions regarding the Special Interest Groups can be addressed to CALICO, or to the AATT Secretary who will provide further information.

CALICO, 3078 JKHB
Brigham Young University, Provo, Utah 84602.

3. **Business Meetings.**

The Executive Board has held two meetings in Bloomington, IN during the Second International Conference on Turkic Studies, May 15 and 16, 1987. All Board members were in attendance except R. Chambers. On the agenda and discussed in particular were the following items:

* The status of ITS Grants. The amount awarded represents a 1/3 reduction in the amount proposed, necessitating cuts and/or reworking of the schedule and budget. Because of the importance and timeliness of the project, the Board agreed to proceed with the project. Board members would attempt to find

additional funding from other sources, such as *Johnson and Johnson Co.* (Burrill) and *Dragonfly Software* (Ervin). Members on the Working Committee were also contacted and asked to forego the per diem allowance during out of town meetings; all are fully donating their time.

      * Regarding the Feasibility Study, the Board felt that the project was a very worthwhile project, and although it was disappointed that funds were not made available at this time, the Board agreed to pursue the matter further by rethinking and reformulating its approaches to a 'summer institute' for teachers of Turkish.

      * Efforts at increasing Institutional Membership. With the addition of Princeton, UCLA, University of Texas at Austin, and New York University, total institutional membership had increased to 12.

      * Status of Current Projects. Draft Wordlist of the Vocabulary Project would be available for mailing around the middle of June.

      * CALICO Conference Expenses. The issue of reimbursement was brought up by the President. Although initially it had been agreed to that 50% of the expenses should be covered, it was proposed now and accepted that all expenses should be reimbursed, as additional funds sought could not be secured.

      K. Burrill met with R. Chambers in Chicago on June 21, 1987, and discussed all items on the Bloomington meeting agenda with him. D. Chambers added that a 'summer program' should perhaps be in conjunction with the ARIT programs, in particular as ARIT now does also encourage applications from faculty members.

4. Status of Proficiency Guidelines Funding.

      As noted, the Association did not receive government funding in the 1987-1988 fiscal year to work on proficiency guidelines. We were encouraged to apply again. In the meantime, it was also suggested that funding could be sought through ACTFL. Guidelines for other languages have been developed with funding generated by ACTFL, with ACTFL in charge of the projects. This remains an optional approach.

      We have requested and received evaluators' reports in order to establish the weaknesses of the proposal. There was a 13 point difference between the highest and lowest score, the third score being within two points of the highest. The Executive Board will discuss during the upcoming business meeting this issue and present the its decision to the membership during the Annual Meeting.

5. ITS Reports on 1986 Projects.

      As part of the obligation to the Institute of Turkish Studies for grants received, detailed reports on the Survey Project and the Vocabulary Project were submitted at the end of August. The Survey Report is incomplete as not all goals could be achieved. Only roughly half of the funds received have been spent, and the Association has asked the Institute for an extension for the completion of the Project.

      The Draft Vocabulary List which were mailed to the members for review in the summer was included as a 'draft' list in the Vocabulary Project Report. After review and discussion at the Annual Meeting, a final list will be submitted to replace the draft. It remains to be established whether the membership would want to receive full project reports or only the results of projects.

6.   **Ve saire.**

       Please remain constantly on the lookout for new members. Also, in particular students or TAs with interest in -- and talent for -- teaching should be encouraged to become members. **Ballots** were mailed out together with the Second Questionnaire both of which should be **promptly** returned.

October 10, 1987
Erika H. Gilson
Executive Secretary-Treasurer