

THE INTENSIVE LANGUAGE TRAINING CENTER

1962 - 1963

This is a reprint of a booklet describing the Language Center in 1962-63 listing course offerings, credits, texts and a general calendar and description of the school as it was then. Courses in Indonesian and Thai are not offered at this time, but we continue to have students enrolled in the other courses described herein. These courses are open for credit to all qualified I.U. students and faculty members.

December 1963  
Orrin Frink  
Director: ILTC

## PHYSICAL FACILITIES

Physically, the Intensive Language Training Center is almost completely self-contained. It occupies rooms in North and South Cottage Grove Buildings and in Morgan Hall. These buildings form a complex with Woodlawn dormitories, which at present house most students attending classes at the Language Center.

The facilities of the Language Center include a large number of classrooms, of a size to accommodate groups of from seven to ten students. Such small groups, each working with a native teacher six to eight hours per day, have proved to be the most effective units in a program of this kind. All classrooms contain loudspeakers connected with central tape controlrooms and comprehension exercises are broadcast to any combination of classrooms as needed.

A large room in Morgan Hall is equipped with loudspeakers and movie screen, and is used for lectures, movies, and examinations for larger groups of students. Lecture rooms and auditoriums elsewhere on the university campus are scheduled for the Language Center as needed.

The Language Center has its own typing and mimeographing facilities for reproducing textbooks and other teaching materials. Materials needed in very large quantities are reproduced by the I.U. duplicating service. Most tape-recordings used in language instruction are composed and recorded by Indiana University's copying facility. The tape library now numbers over two thousand language tapes.

The Language Center's language laboratory attendants work in cooperation with the teaching staff in scheduling and playing tape recordings into the classrooms. A similar arrangement makes lesson materials available in the rooms of students living in Woodlawn dormitories through earphones for evening study. Various language tapes, including Voice of America broadcasts are regularly played through the earphone installations in the students' dormitory rooms in the evenings.

The Center maintains a small library of about a thousand volumes of outside reading materials in the languages of instruction, as well as newspapers, area readings, reference books, and other books of special interest to teachers and linguists.

The director, assistant director, and supervisory linguists hold faculty positions in the Department of Linguistics. Teachers also hold Indiana University academic appointments at the rank of teaching associate, College of Arts and Sciences.

## CALENDAR OF INTENSIVE LANGUAGE CENTER, 1962-1963

Independence Day (holiday)..... July  
 Russian III classes begin  
 Albanian I classes begin  
  
 Chinese I classes begin ..... August  
 Russian IV graduation

Labor Day (holiday) .....	September
Russian IV classes begin	
Arabic I classes begin	
Russian V graduation	
Hungarian graduation	
Albanian II classes begin .....	October
Russian I graduation .....	November
Thanksgiving (holiday)	
Chinese II classes begin .....	December
Russian V classes begin	
Christmas vacation	
Arabic II classes begin .....	January
Russian I classes begin	
Russian II graduation .....	February
Chinese III classes begin	
Thai classes begin	
Indonesian classes begin.....	March
Russian II classes begin	
Albanian I graduation .....	April
Russian III graduation	
Easter vacation	
Chinese I graduation .....	May
Hungarian classes begin	
Russian III classes begin	
Chinese I classes begin	
Thai classes end	
Russian IV graduation .....	June
Indonesian classes end	

#### ADMINISTRATION AND ORGANIZATION OF CURRICULUM

The director and assistant director have had first-hand experience in language-teaching at the Intensive Language Training Center and elsewhere. They plan the orientation of language courses offered at the Center to meet the specific needs of contracting parties as well as to satisfy more general academic criteria.

The director is the academic head of the Center, and deals with external relations with the rest of the university and with other institutions. The director and assistant director are responsible for other internal matters such as budget, curriculum, calendar, acquisition, assignment and distribution of personnel and materials.

Each language course offered by the Language Center is under the direction of a supervisory linguist. Linguists have academic qualifications both in linguistics and in the languages taught.

The supervisory linguist in charge of each course plans the presentation of materials to meet the objectives of the course. He guides the teachers in their orientation within the course, and confers with them on methods and routine problems. He is responsible for the students' understanding of theoretical problems in grammar, phonology, semantics, etc. He handles all "explanations" given for the phenomena of the language, through periodic grammar lectures and individual counselling when necessary. Specifically, the linguist provides students and teachers with a detailed hour-by-hour, day-by-day schedule which outlines the class work and assignments. He prepares and administers periodic tests and exams.

Each language course consists of one or more class groups. Classes contain less than ten students (most often, eight) and are under the constant tutelage of native speakers of the language being learned.

Teachers at the Language Center are chosen on the basis of their native fluency, rather than academic qualifications. They are well-educated, mature people, often not fluent in English, and are trained at the Language Center to conduct language classes according to standard procedures, emphasizing spoken, colloquial use of the language.

Classes meet six hours a day, five days a week. Practical mastery of spoken language is stressed in most courses. For this reason, students spend the majority of their class hours with native speakers of the languages, drilling in the production and comprehension of actual utterances. Teachers speak at a normal rate and with normal pronunciation, and students work toward imitating and understanding real utterances in all phases of their course work. After the initial period, students and teachers use only the language under study in the classroom.

The materials used in each course consist of a series of graded lessons, which include dialogues, sentences for repetition and translation, reading passages, and pattern drills in which new sentences are composed by students. A typical lesson includes approximately fifty new vocabulary items, which are used in a variety of contexts chosen to illustrate realistic situations and facilitate eventual independent use of the language.

Usually one or more hours a day of class time is spent using recorded materials for translation or dictation. Recorded materials are made available for after-hours study in a variety of ways -- tape recordings are broadcast into the dormitory rooms of students who live in Woodlawn Dormitories; students in some courses have the use of the university language laboratory; and some students borrow or rent tapes and tape-recorders from the language center for home use.

Literature as such is not included in the curricula of the courses, as the primary aim is always practical mastery of the contemporary spoken language. Serious students usually find that it is possible to carry a few credits of additional university course work in related subjects.

The various language courses differ in the degree to which the written language is taught. The Russian course, at present, includes the use of Russian orthography from the beginning of the course; the Chinese course introduces a limited number of characters, with most written work done in transliteration; the Thai course does not include familiarization with the Thai writing system.

CHINESE (Mandarin). (1110 class contact hours)  
 L294 Intensive Elementary Chinese, 10 cr.  
 L494 Intensive Intermediate Chinese, 10 cr.

The Mandarin Chinese course is thirty-seven weeks in duration (a total of 1110 class hours). The goal of the course is three-fold: 1) Aural comprehension and oral ability - to know approximately 2500-3000 spoken words. 2) Reading - to be able to read 300-600 Chinese characters and some 300 technical characters; and 3) Writing - to be able to write from memory 600 Chinese characters.

A. First period. During the first seven weeks only the spoken language is taught. C. F. Hockett, Introduction to Chinese Pronunciation and M. G. Tewkesbury, Speak Chinese. Chinese characters are introduced after the seventh week; the textbook is F. Y. Wang, Read Chinese, Book I. As soon as printed characters are introduced, students are taught to use a Chinese character dictionary, in this case Feen's 5000 Dictionary. Number drills are introduced in the first period.

B. Second period. Wang, Read Chinese, Book I (the last one-third of the book); Chang, Read Chinese, Book III, Wang, Chinese Dialogues; Wang, The Lady in the Painting, and a character version of the first twelve lessons of Speak Chinese.

C. Third period. By the third period students have mastered the spoken Chinese covered in the materials, and have a fairly comprehensive ability with written words (romanized and characters). In this period the students begin to learn specialized vocabulary. The texts are Chang, Read Chinese Book II and Book III; and Out of the Blue.

HUNGARIAN. (1110 class contact hours)  
 L223 Intensive Elementary Hungarian, 12 cr.  
 L423 Intensive Intermediate Hungarian, 12 cr.

The Hungarian course is divided into two four and one-half month terms. In the first of these the Hungarian alphabet and Hungarian phonology are covered, and a basic vocabulary of approximately 3,000 words is introduced. The text is Spoken Hungarian by Thomas A. Sebeck, supplemented by special exercise and test materials prepared by the teachers. This is covered at the rate of two lessons a week, with one hour per day of tape laboratory.

In the second half of the course supplementary reading material including newspapers and magazines, are used, and the students learn approximately 1,500 words of specialized vocabulary.