

## The Underestimated Importance of Vocabulary in the Foreign Language Classroom

In the last decade, our field has seen enthusiastic interest in the role of vocabulary in foreign language courses. This recent interest has led to research with practical classroom applications for foreign language classrooms. In order to progress in a foreign language, learners need to be able to understand what they are hearing and reading. That is, the input must be comprehensible in order for it to be useful and meaningful to the learner and help with acquisition (Krashen, 1982), but if learners do not understand a sizable portion of the vocabulary in the language that they are reading or hearing, then this language is not comprehensible and therefore cannot be useful for acquisition. Many argue that vocabulary is one of the most important—if not *the* most important—components in learning a foreign language, and foreign language curricula must reflect this.

Though each language has its own vocabulary intricacies, the vocabulary needs and learning processes of the learners of foreign languages are similar. Support for this position comes from vocabulary research from a wide variety of foreign languages, including research with Dutch learners of French, English learners of Japanese, Swedish learners of Finnish, and Chinese learners of English. In fact, some of the most useful foreign language vocabulary research for classroom teachers has come out of the Netherlands (Hulstijn, 1992) and Israel (Laufer & Shmueli, 1997). What emerges from these studies are *vocabulary universals* that are not tied to any one language; these include the importance of vocabulary, the variety of learner strategies, and the value of explicit vocabulary teaching.

For too long, we have based our ideas of the process of learning a foreign language on the myth that this process is very similar to learning our first language. Yes, there are similarities, but what a high school student in the U.S. attempts to accomplish in 36 weeks of 50 minutes a day is extremely different from what a child surrounded by his native language every minute goes through. Our students need to learn words, phrases, and idioms, and they need a tremendous amount of explicit vocabulary instruction in a relatively (and artificially) short time. This is the reality for *foreign* language learners.

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## EDITORS' MESSAGE

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Dear Readers,

We are excited to announce the introduction of themed issues with this Fall's *CLEAR News*. This issue's focus is on vocabulary, with both the main article and the idea corner written by experts in the field of vocabulary acquisition and language learning. We are grateful to Keith Folse and Larry Zwier for their contributions, and will continue to offer quality articles on various themes in foreign language teaching in future issues. (See page 4 for ways you can let us know which themes interest you most!)

As mentioned in the Spring newsletter, our former co-editor, Jane Ozanich, has moved on to another position. We wish her the best of luck at the University of Michigan's Center for Japanese Studies. Upon Jane's departure, Joy Campbell took over her duties as Associate Director of CLEAR and co-editor of *CLEAR News*. Joy has an M.A. in Teaching English to Speakers of Other

Languages (TESOL) from the Monterey Institute of International Studies, and has taught English for eight years. Her teaching has taken her to France, Morocco, and most recently, Michigan State University, where she has been for two years. Joy is enjoying her new position at CLEAR while still keeping one foot in the classroom by teaching at MSU's English Language Center.

We are pleased to present this issue of *CLEAR News*, with its vocabulary-themed articles, a Featured Teacher section from Eileen Angelini and, as always, updates from some of the other Language Resource Centers around the country. Happy reading!



Joy Campbell



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The U.S. Department of Education awards grants through Title VI funding to a small number of institutions for the purpose of establishing, strengthening, and operating language resource and training centers to improve the teaching and learning of foreign languages. There are currently fourteen Language Resource Centers nationwide: the Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University; the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota; the Center for Applied Second Language Studies (CASLS) at the University of Oregon; the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University; the Center for Language Education And Research (CLEAR) at Michigan State University; the Language Acquisition Resource Center (LARC) at San Diego State University; the National African Language Resource Center (NALRC) at the University of Wisconsin-Madison; the National Capital Language Resource Center (NCLRC), a consortium of Georgetown University, the Center for Applied Linguistics, and George Washington University; the National East Asian Languages National Resource Center (NEALRC) at The Ohio State University; the National Foreign Language Resource Center (NFLRC) at the University of Hawaii at Manoa; the National K-12 Foreign Language Resource Center at Iowa State University; the National Middle East Language Resource Center (NMELRC) at Brigham Young University; the Slavic and East European Language Resource Center (SEELRC), a consortium of Duke University and the University of North Carolina at Chapel Hill; and the South Asia Language Resource Center (SALRC) at the University of Chicago.



In *Vocabulary Myths* (Folse, 2004), I summarize research findings in debunking many of the myths that have restricted the role of vocabulary in foreign language curricula over the years. These eight myths are: (1) Vocabulary is not as important in learning a foreign language as grammar or other areas. (2) It is not good to use lists of words when learning vocabulary. (3) Vocabulary should be presented in semantic sets. (4) The use of translations is a poor way to learn new vocabulary. (5) Guessing words from context is as productive for foreign language learners as it is for first language learners. (6) The best vocabulary learners make use of one or two really good specific vocabulary learning styles. (7) Foreign language learners should use a monolingual dictionary. (8) Vocabulary is covered enough in our curricula and courses.

Whenever I conduct workshops on foreign language vocabulary pedagogy, I am invariably asked THE question, “So what does research say is the best way to teach vocabulary?” There is no one answer here, but research (Hulstijn, 1992; Folse, 1999) clearly shows that learners need multiple encounters with words. Thus, the most important point in teaching and learning vocabulary is the number of times the learner has to retrieve the word, a factor which the teacher can influence through classroom activities.

What does this mean for the teacher? After you have presented a set of words, do as many activities as possible that cause the learner to have to retrieve the form, the meaning, or the usage of the word. When I taught Spanish in Japan, my students had virtually no contact with Spanish outside the classroom. As new vocabulary was introduced, I wrote the word on a large sheet of newsprint on the wall. (You could also use an overhead transparency or a section of the whiteboard.) When I finished the class, I had a numbered list of perhaps 15-20 items.

Some were single words; others were idioms or expressions. At the end of class, I would stop and have everyone look at our list as I directed several rapid exercises that focused on multiple student vocabulary retrievals. I knew that all of these activities would force the students to retrieve the form, the meaning, or the usage of these new words.

Here are seven activities that can be done with any foreign language. Some of these activities focus only on form while others focus on meaning or on usage. It is important for the teacher to keep the pace of the activity brisk to maintain student interest. Again, the goal of these activities is to increase the number of target vocabulary retrievals.

**Activity 1.** Have the class read a list of expressions aloud in the target language. This is good for group pronunciation. (Knowing a word is not like a light switch that is either totally on or totally off; knowing a word is more like a dimmer switch with varying degrees of knowledge. Knowing a word involves knowing its pronunciation, spelling, part of speech, definitions [polysemy], usages, and collocations.)

**Activity 2.** Read a list of vocabulary words at random and have students identify the vocabulary you have called out by the number next to the item. While this is important for all foreign languages, it is especially important for students studying a language with a different script, such as Japanese learners of Spanish (or English learners of Arabic, etc.). What you are doing is practicing vocabulary and improving reading readiness. I studied Arabic for a year in Saudi Arabia, and what I found lacking in my own study was not the ability to decode words but rather the ability to do this rapidly enough. I knew the word, but it was frustrating not to be able to recognize the words quickly enough.

**Activity 3.** Since recognition usually precedes production, provide simple synonyms or definitions and have students tell you the word you’re talking about.

**Activity 4.** Don’t forget to practice form as well. Ask students questions about the word forms. For example, if the 15 words on a Spanish list include *cuchillo*, *arroz*, *cocinar*, *desayuno*, *noche*, *tomate*, *ayer*, and *habia*, you might ask these questions (in Spanish or in English, depending on the level of the students, or maybe one day in English and the next in Spanish): Which word ends in –z? Which words start with a vowel letter? Which words start with a vowel sound? Which of these is the shortest word? Which word has the most syllables? Which word is a past tense word? What word is the most difficult for you to pronounce? (Personalized questions like this last one can generate a lot of discussion that requires learners to say the word multiple times to complete the discussion.) Students need to form mental links between a distinguishing feature of the word and the word itself. How many times can you as a native speaker remember only an aspect of the form of the word but not the word itself, e.g., “I don’t remember the word. I think it starts with a *k* and ends with a *ch*.”

**Activity 5.** One of the vocabulary myths is that using translations is bad. *All* learners translate at some point in their foreign language learning. Sometimes a translation is needed to understand a key sentence or passage. In this activity, give the English translations and ask for the corresponding word.

**Activity 6.** Learning words in a context is important. We want learners to have a brief expression or group of words that is a natural connection to the word. These natural connections are called collocations, which simply means other words that naturally occur with the target word. An example from English would be the



## Some Vocabulary Ideas

Keith Folse, the author of this issue's main article, is one of my favorite vocabulary-teaching experts. He and I first talked a couple of years ago about the results of his research. Since then, I've made a special effort to give my students as many encounters as possible with target vocabulary items. Here are some ideas that work for me:

Plan your vocabulary teaching in units of 3 or 4 weeks. If your textbook is organized into grammar units or thematic units, the lexical unit might overlap several textbook units.

- For each vocabulary unit, generate a list of target vocabulary—the items you really want your students to learn.
- Choose your target items (and your unit focus) in terms of functions or situations, not topics. For example, a unit about traveling by air to a distant place would be better than a unit about time-related vocabulary. In the latter, students will face too many confusingly similar terms. In the former, the range is better and each item is more likely to both stand out and be better contextualized.
- Plan some “recycling.” After introducing an item, do recognition and form-based exercises like those Keith suggests. A week later, mix some of these old items into recognition exercises with new items, and perhaps add some categorization exercises. Once introduced, any vocabulary item in your unit is fair game for a quiz or exercise. At the end of the unit, give a comprehensive test or quiz—including terms learned 3 or 4 weeks earlier.

- Set goals for depth of learning and exercise accordingly. As Keith says, “knowing” a word could mean anything from recognizing it to using it every day. If your only goal is to build your students’ reading knowledge of a word, don’t overload them with writing tasks. If your goal is to have students use terms in their writing, don’t just do reading exercises.
- Retention depends on attention. Students remember words that were presented memorably. If you’re good at acting, lucky you. If you (like me) aren’t very good at that, use realia, student role-playing, rhymes, pictures—whatever you can think of to create associations between a vocabulary item and something else.
- Admit that you have no idea what’s going on in your students’ brains. Where will they find an association? How will they remember an item? You can’t know. I remember the Malay word for “except” (*kecuali*) because my tutor used to deliver it with the same chin-up panache as Manuel, a character from *Fawlty Towers*, saying “eventually.” I’m sure my tutor couldn’t have planned to create that mental association, but it has lasted two decades. 🌀

Larry Zwier is Associate Director at Michigan State University’s English Language Center, and has authored a number of books on vocabulary.

## We need your input!

With the introduction of themed issues of *CLEAR News*, we need to know which topics in foreign language teaching and learning interest you! You can mail us this mini-questionnaire or visit CLEAR’s website for an electronic version. We also welcome emails and phone calls from our readers (contact information is on page 2). We value your opinions and ideas—please help us make *CLEAR News* your resource for ideas about language teaching.

Which themes interest you? (Feel free to star any that are of particular interest):

- ☐ Grammar
- ☐ Writing
- ☐ Speaking/Listening
- ☐ Reading
- ☐ Drama
- ☐ Vocabulary
- ☐ Assessment
- ☐ LCTLs
- ☐ Authentic Materials
- ☐ Technology in the FL Classroom
- ☐ Heritage Language Teaching

What themes would you like to see that are not listed here?

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Is there anyone (you can nominate yourself, a colleague, a former teacher or mentor, etc.) that you think we should ask to write for us? If so, please list as much contact information as you can, and tell us which theme(s) they would be best qualified to write about.

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CLEAR's summer workshops are changing! We hope that the new topics, formats, and dates will be even more attractive to you than in the past. So, come to Michigan State University next summer to attend one (or more) of CLEAR's summer workshops! Take advantage of this great professional development opportunity, and meet foreign language educators from all over the country.

Workshops will begin in mid-July, so teachers have a "breather" after the school year ends.

We're also introducing a new schedule: concurrent workshops, so you can choose from both morning and afternoon sessions. You will see that a three-day workshop on "Integrating Culture"

is followed by workshops which will retain the "integrating culture" thread, while focusing on different approaches to creating materials for your classroom. You may "mix and match" these half-day workshops as you like, but it is possible to choose a lengthier exposure to technology, for those so inclined. No workshop is a prerequisite for those following it; each participant will be able to choose from among several workshops and put together the perfect individualized set of courses. (You won't want to take just one!)

Watch for our summer workshops brochure this winter, and check out our website for schedule updates and more details as they become available!

### TENTATIVE SUMMER WORKSHOP 2005 OFFERINGS:

July 12-14	July 15-17 (intensive weekend course)	July 18-22	July 25-29
Integrating Culture (3 full days)	Communicative Activities (2.5 full days)	Authentic Materials (5 half-days)	Vocabulary (5 half-days)
	<i>or</i>	<i>and/or</i>	<i>and/or</i>
	Basic Web Immersion (2.5 full days)	Digital Video (5 half-days)	Writing (5 half-days)





## FEATURED TEACHER



I have always considered myself extremely fortunate in regards to my education. I enjoyed the benefits of a small liberal arts college atmosphere at Middlebury College, where I majored in French and double minored in mathematics and linguistics, and was able to study abroad in both France and

Mexico. For my M.A. and Ph.D. I attended Brown University, where the skills I had acquired at Middlebury truly blossomed. Then, under Brown's auspices, I was a Visiting Lecturer of English at Université Lumière Lyon 2 and Université Jean Moulin Lyon 3 for the 1992-1993 academic year.

In 1993, I was hired to develop the Foreign Language Program at Philadelphia University. The most significant change since then has been the gradual transition from an oral-proficiency based program

to one that is proficiency and content based. Our program now stresses proficiency in all four skills with a content-based curriculum focus on cross-cultural communication, the professions, and information literacy in the targeted foreign language. In addition, the development of the University's Language and Cultural Center has allowed the foreign language courses to more fully incorporate authentic materials, computer software, and information literacy activities.

Keeping myself as well as my staff at the forefront of trends in foreign language education is not always an easy task. Therefore, one can well imagine my delight when I was selected to participate in Charlene Polio's 2001 CLEAR summer workshop, "Using Authentic Materials in the Foreign Language Classroom." I had always enjoyed using authentic materials with my professional students, since many of them want to be able to use their language skills in their chosen careers. For them, knowing the immediate practical application of

(Continued from page 3)

word *squander*. It is not enough to say that this word means "waste, not use correctly." Right now make up an example sentence with the word *squander*. (Do not go on until you do this.) The vast majority of native speakers of English naturally combine *squander* with expressions of money, time, a resource, or an opportunity. Thus, while you could *squander* sugar or the beach, we don't say that. We almost always *squander* money, time, a resource, or an opportunity.

**Activity 7.** In a list of 15-20 items, many things can be grouped in different ways based on meaning, on spelling, or on grammar. Using again our list of 15 Spanish vocabulary words including *cuchillo*, *arroz*, *cocinar*, *desayuno*, *noche*, *tomate*, *ayer*, and *habia*, you might ask these questions: Which two words are time words? Which one is a verb in the infinitive form? Which of these do people eat? Which of these do people eat with? Which is a verb in the past tense? Which of these is made of metal? Which one is the name of a meal?

Finally, encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. I never have my students copy definitions in the target language unless they choose to do so. One of the biggest vocabulary myths is that using a monolingual dictionary in Spanish or Japanese is somehow better for learning. This is false. Research (Prince, 1995) shows an advantage for bilingual dictionaries. Have students who are successful vocabulary language learners share their notebook methods. For students who need help, demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate

multiple retrievals of the words. If the notebook is not set up well, then learners are less likely to practice the words, which defeats the purpose of keeping the notebook in the first place. 🌀

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Keith S. Folse, Ph.D., is Coordinator of TESOL Programs at the University of Central Florida. He has published numerous second language textbooks, including texts on grammar, reading, speaking, listening and writing.

their language skills is key, and I have found over and over again that one of the best ways to help them achieve their goals is by using authentic materials.

By participating in the CLEAR workshop, I not only received constructive feedback on what I had already been doing with my students (in particular, teaching the interdisciplinary lessons of the Holocaust in the world language classroom so that students understand how recent events in history have an impact on the cross-cultural dealings of today's interdependent global economy), but was also able to expand my "repertoire" by learning from the teaching techniques of the other workshop participants. Interacting with the other workshop participants was beneficial because we all taught different languages, and the exchange of materials forced us to re-evaluate how we might improve our teaching. Furthermore, I was able to share this wealth of new materials at my home institution.

I hope to attend another CLEAR summer workshop, and in the meantime, I enjoy receiving *CLEAR News*, visiting the CLEAR website, and benefiting from the wide range of teaching materials offered. For example, I am currently the Chair of the American Association of Teachers of French (AATF)'s National Commission on French for Business and Economic Purposes. When asked by AATF members where to look for supplementary teaching materials, I immediately refer them to the "Business Packets for High School Classrooms" produced by CLEAR.

*Eileen M. Angelini, Ph.D., is Associate Professor of Foreign Languages and Director of the Foreign Language Program at Philadelphia University.*

## RESOURCES AND ANNOUNCEMENTS

### CALICO Conference Coming to Michigan

Are you interested in computer-assisted language learning and how technology can be used to strengthen your classes and engage your students' interest? Come to Michigan State University in May 2005 for the Computer Assisted Language Instruction Consortium (CALICO) conference! CALICO is a professional organization that serves a membership involved in both education and high technology, with an emphasis on modern language teaching and learning.

CLEAR is pleased to be hosting this conference in East Lansing from May 17-21, 2005. The theme will be "CALL and the Year of Languages: Critical Needs."

Watch the CLEAR (<http://clear.msu.edu>) and CALICO (<http://www.calico.org/conference/index.html>) websites for details!


### New Internet Sourcebook!

The *Internet Sourcebooks* series is a collaborative project between CLEAR and MSU's Center for International Business Education and Research (CIBER) (<http://ciber.bus.msu.edu/>). We have recently added an *Internet Sourcebook* for Japanese to the already existing French, Spanish, and German Sourcebooks. The Japanese *Internet Sourcebook* has been developed to provide a single location for links to many Internet resources relevant to the study of Japanese business and economics.

Check it out at:

<http://clear.msu.edu/teaching/buslang/japanese/index.html>

### Meet Us in Chicago

Come and visit the Language Resource Centers' booths at ACTFL in Chicago, November 19-21, 2004. You'll be able to meet CLEAR staff members as well as representatives from many other LRCs throughout the country. 

### SUBMISSIONS WANTED

*CLEAR News* is published twice a year and reaches more than 25,000 foreign language educators in both hard copy and on CLEAR's website with each publication. If you have an article, a teaching idea, or a materials review that you would like to submit for publication, send an electronic copy of your submission to CLEAR.

#### SUBMISSION REQUIREMENTS:

**Main Article**— an article related to current research and/or foreign language teaching issues. (500–1000 words)

**The Idea Corner**— a unique activity or teaching idea for foreign language teachers. (500–600 words)

**Book/Materials Review**— a review that outlines the positive and negative points of any teaching resource. (500–600 words)

The deadline for submissions for the Spring 2005 *CLEAR News* is December 17, 2004. Submissions should be sent to Joy Campbell at:

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# CLEAR WORKSHOPS

## 2004 SUMMER WORKSHOPS

For the seventh year in a row, CLEAR hosted workshops this summer, running six courses and drawing participants from all over the United States as well as Japan and Korea. Teachers of twelve different languages, from Spanish and French to Modern Greek and Tagalog, gathered in East Lansing to gain hands-on experience in a variety of pedagogy- and technology-related topics. Read on for reports from various participants.

### Teaching Speaking and Listening in the Foreign Language Classroom

This first workshop of the summer was a repeat from last year, due to its popularity in 2003. Anne Violin-Wigent, a faculty member in MSU's Department of French, Classics and Italian, led participants through an exploration of how teachers can facilitate the listening process in a foreign language, and several aspects of speaking, including pronunciation, lexical and grammatical accuracy, and oral feedback from the teacher.

Participant Phuong Nguyen, who teaches French and Vietnamese in Lansing, Michigan, says, "It was a most enjoyable and beneficial workshop, thanks to Anne Violin-Wigent, who was very gracious and helpful, clear and effective, with a good sense of humor. The workshop helped resolve some problems experienced by teachers, with fruitful discussions."



*Teaching Speaking and Listening in the Foreign Language Classroom*

### Teaching Reading in the Foreign Language Classroom

Margo Glew, a Linguistics and Languages faculty member and CLEAR project leader, led this workshop for the second consecutive year. Participants learned about the role that reading plays in the overall process of acquiring a second language, as well as how students learn to read in a second language.

"Many, many practical, informative ideas," says one participant. "Personally, I had had little training in how to teach reading – period—much less in a different language. The reading rate building especially impressed me, as well as the formal schema... The workshop met and exceeded my expectations. Had I known how much, I would have taken it prior to this year!"



*Teaching Reading in the Foreign Language Classroom*

### Putting Flash into Your Course

This was the third year for this technology workshop, in which CLEAR's Dennie Hoopingarner worked with participants to show them how to incorporate interactive multimedia in language teaching. Macromedia Flash allows teachers to develop interactive web-based activities, and participants left the workshop with several completed projects.

Steve Harris came all the way from Tokyo, where he teaches Japanese at the American School In Japan. He reports: "The Putting Flash into Your Course workshop was a superb introduction to Flash as a program for creating materials for use in the foreign-language classroom. The hands-on nature of the instruction enabled participants to both master use of the software and actually generate numerous materials for use in the new school year."



*Putting Flash into Your Course*



### Materials Development Marathon: Creating Online Communicative Activities from Start to Finish

This intense five-day workshop led participants through a number of hands-on projects using various CALL methodologies. Workshop leader Carol Wilson-Duffy, CLEAR's Instructional Technology Coordinator, "ran" this Marathon for the third year in a row, guiding participants from as far away as Japan and Korea through the design of communicative online activities and task-based online projects.

"The Marathon Workshop was wonderful," says Kathy Tosa, a German and History teacher from Muskegon, Michigan. "It was a journey into the land of technology, which for me can sometimes be confusing. Our patient tour guide, Carol Wilson-Duffy, was terrific. She gave me confidence, information, and provided a safety net as I tried my hand at iChat, iMovies and Hot Potatoes, to name just a few. There are so many ways to creatively use technology in the teaching of languages. Thank you so much for this stimulating, inspiring and exhausting peek at the possibilities." Bettina Hoops, a French and German teacher at Saline (Michigan) High School adds, "Carol is very knowledgeable, resourceful and patient with less computer-literate people, such as myself. I learned wonderful tricks and heard about websites I would never have come across otherwise. I was also able to create activities for my technology-hungry students that I know I will use next year in my lessons. You'll be sure to see me again."



Materials Development Marathon: Creating Online Communicative Activities from Start to Finish

### Spotlight on our 2004 Raffle Winner!

Susan Spillman, a past workshop participant, was one of the dozens of past participants who returned our questionnaire about how to improve summer workshops. She won a trip from New Orleans, where she teaches French at Xavier University of Louisiana, to East Lansing for the workshop of her choice.

Susan is shown here with leader Dennie Hoopingarner, who guided



people from seven states through the ins and outs of using digital video to enhance foreign language teaching and learning.


Our winner reports, "The Digital Video Projects workshop was of tremendous value to me. As a language teacher who must constantly improve my teaching in order to overcome the 'do we HAVE to?' syndrome among my students, I try to incorporate the best practices in instructional technology into my classes. Students expect us to keep current with developments in pedagogy, and the use of digital video makes it possible to present native speakers to the students, as well as helping them to develop attractive and informative projects of their own."

### Digital Video Projects

Even participants who didn't have a free trip enjoyed the workshop. Robert Erickson teaches French at Brigham Young University in Provo, Utah. He says, "The Digital Video Workshop filled in big gaps in my knowledge and experience. Dennie Hoopingarner is an experienced and effective teacher of technology; he teaches with great wit and patience. We had a good time, and I left with a completed project I can use in my French class and the skills to go even further."

### Creating Communicative Grammar Activities

The final workshop of the summer, Creating Communicative Grammar Activities, returned to the lineup after a one-year hiatus. Charlene Polio, a faculty member in MSU's Department of Linguistics and Languages and frequent workshop presenter, led participants through a two-and-a-half day exploration of topics including how to develop activities for specific grammatical structure, how to use the target language to teach grammar, and how to use authentic materials in grammar lessons.

A Spanish instructor at Delta College University Center in Michigan, Maria Sabló-Yates has this to say about the workshop: "The many handouts, dynamic demonstrations, and the opportunity to meet and network with other language instructors made the Communicative Grammar workshop very enjoyable, and, best of all, useful! I am anxious to get back into the classroom to apply what I have learned!" Other participants add, "I especially enjoyed being with a group of highly motivated, enthusiastic teachers of second language learners. The rapport, congeniality and sharing of ideas was super," and "I'm inspired to stick to the target language when teaching grammar and use more truly communicative activities." 



Creating Communicative Grammar Activities



Digital Video Projects



Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota

## Conferences

Pathways to Bilingualism:  
Evolving Perspectives on  
Immersion Education

October 21-23, 2004  
Radisson-Metrodome Hotel  
Minneapolis, Minnesota

*Featured Speakers:* Fred Genesee, Kathryn Lindholm-Leary, Roy Lyster, Myriam Met, Merrill Swain

As one of many pathways to bilingualism, language immersion education continues to proliferate in the U.S. and throughout the world. This conference on immersion education aims to bring together immersion educators in all languages, at all instructional and institutional levels, and in all contexts.

Targeted contexts include: foreign language immersion in more and less commonly taught languages, dual language immersion, and immersion for linguistic and cultural revitalization involving heritage and indigenous populations.

More information about the conference can be found at:

<http://www.carla.umn.edu/conferences/immersion/index.html>

Register Early!!

The cost of the conference is \$150. *Note: Full conference registration does not include the cost of pre-conference workshops.*

Workshops cost \$75 each. See the full lineup of workshops at:

<http://www.carla.umn.edu/conferences/immersion/workshops.html>

Voice and Vision in Language Teacher Education

June 2-4, 2005  
Radisson-Metrodome Hotel  
Minneapolis, Minnesota

*Confirmed speakers:* Marilyn Cochran-Smith, B. Kumaravadivelu, and Heidi Byrnes

The Fourth Biennial International Conference on Language Teacher Education will be held June 2-4, 2005 in Minneapolis, Minnesota. The mission of the conference is to address the education of teachers of all languages, at all instructional and institutional levels, and in all the many national and international contexts in which this takes places, including: English as a Second or Foreign Language (ESL/EFL) instruction; foreign/modern/world language teaching; bilingual education; immersion education; indigenous and minority language education; and the teaching of less commonly taught languages.

Please contact the CARLA office if you would like to receive a call for proposals and/or the conference brochure at: [carla@umn.edu](mailto:carla@umn.edu).

## CARLA Summer Institutes 2005

CARLA is gearing up for its 10th annual series of summer institutes at the University of Minnesota. This series reflects CARLA's commitment to connecting research with practice and the Center's ongoing mission to share what we've learned with teachers and their second language learners.

Each of the institutes is a highly interactive blend of theory and practical application. Teachers will be engaged in discussion, networking, theory-building and hands-on activities that relate to the topic of the day.

More information for the 2005 program, including descriptions of the eleven institutes scheduled to be offered, will soon be available.

Center for Advanced Research on Language Acquisition (CARLA)  
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271 19th Ave. South  
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Phone: 612.626.8600

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Website: <http://carla.acad.umn.edu/>



Center for Applied Second Language Studies (CASLS),  
University of Oregon

## Pilot Sites Wanted for Online Proficiency Assessment

The Center for Applied Second Language Studies (CASLS) is looking for high school and university level teachers who are willing to have their students take an online proficiency assessment, Standards-based Measurement of Proficiency (STAMP). Chinese, Turkish, and Modern Hebrew versions include a reading and writing assessment. Spanish and Japanese versions assess all four skills. If you are interested, email us at a language-specific email account listed below:

Chinese: [chpilot@uoregon.edu](mailto:chpilot@uoregon.edu)

Turkish: [tkpilot@uoregon.edu](mailto:tkpilot@uoregon.edu)

Modern Hebrew: [hbpilot@uoregon.edu](mailto:hbpilot@uoregon.edu)

Spanish: [sppilot@uoregon.edu](mailto:sppilot@uoregon.edu)

Japanese: [jppilot@uoregon.edu](mailto:jppilot@uoregon.edu)

## Simplify Your Life

Are you tired of getting too many emails that don't apply to you? Have you ever joined a listserv, only to unsubscribe after a few weeks when your Inbox breaks the 500-message mark?

Wouldn't it be great if someone would read all of those messages and give you a weekly digest (ONE email) that is tailored to your language and subject interests?

If your answer to any or all of these questions was "Yes," then you need InterCom!

InterCom is a free service sponsored by the Center for Applied Second Language Studies on the University of Oregon campus. By specifying your languages and interests (from job postings to foreign language teaching materials), you will receive one email digest every Friday with the information you need. Recent examples include national conference announcements, links to spectacular foreign language Websites, and relevant teaching methods that will spice up your classroom.

Join the hundreds of subscribers who are already using this free service. Visit <http://casls.uoregon.edu/> to register.

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National African Language Resource Center (NALRC),  
University of Wisconsin-Madison

## African Language Enrollment Project

The NALRC recently conducted the survey of African Language Enrollments on around 80 universities and colleges in the U.S. Its purpose was to determine what kinds of African language courses are offered across the U.S. and how many students have enrolled in the courses since Fall 2002. This project is very helpful to African language educators, to African language program coordinators, to African language material developers, and to administrators who are interested in enrollment figures on African languages.

## K-12 Materials Development

Since its inception, the NALRC has been interested in developing African language materials for K-12 students. The first fruit of these efforts will be a series of K-12 Swahili and Yoruba learning textbooks.



## African Language Vocabulary Flash Cards

The NALRC has been developing vocabulary flash cards for a wide variety of African languages since 2002. This year, new vocabulary flash cards containing Kikuyu, Kinyarwanda, Lingala, and Chichewa will come out.

### NALRC Publications

The NALRC recently published the following materials:

- Tuseme Kiswahili: A Multidimensional Approach to the Teaching and Learning of Swahili as a Foreign Language by F. E. M. K. Senkoro, 2003
- An Audio CD to accompany Tuseme Kiswahili by the NALRC, 2004
- Dardasha Egyptian Arabic: Elementary Level by Mustafa Mughazy, 2004
- Tosolala Na Lingala: A Multidimensional Approach to the Teaching and Learning of Lingala as a Foreign Language by Eyamba Bokamba, 2004
- Let's Speak Series in Amharic and Zulu are in progress and will be out by Fall 2004
- African Language Vocabulary Flash Cards by the NALRC, 2003 (Amharic, Bamana, Lingala, Luyia, Pulaar, Shona, Swahili, Tigrinya, Twi, Wolof, IsiXhosa, Yoruba and Zulu)
- African Language Vocabulary Flash Cards for French Speakers by the NALRC, 2003 (Bamana, Pulaar, Swahili, Wolof, and Yoruba)

The NALRC has been producing multimedia materials for the learning of different African languages, particularly Yoruba. The First Year and the Second Year Yoruba online courses have been launched and a new CD-ROM to learn reading and listening skills is being developed. We also have First, Second, and Third Year Yoruba CD-ROMs as well as African Language Vocabulary Flash Cards in various African languages.

### NALRC Summer Institute

NALRC has held its Summer Institute on a range of themes/topics of African language teaching/learning, and program development and administration each year since the summer of 2000.

National African Language Resource Center (NALRC)  
University of Wisconsin-Madison  
4231 Humanities Building  
455 North Park Street  
Madison, WI 53706

Phone: 608.265.7905

Fax: 608.265.7904

E-mail: [nalrc@mhufacstaff.wisc.edu](mailto:nalrc@mhufacstaff.wisc.edu)

Website:

<http://lang.nalrc.wisc.edu/nalrc/home.html>



National K-12 Foreign Language Resource Center,  
Iowa State University

Following are excerpts from a letter from Myriam Met and Ann Tollefson, Co-Chairs of the New Visions in Action (NVA) Steering Committee:

Dear Colleague,

There are exciting things happening in New Visions in Action (NVA) projects, and we need your help to involve the profession and spread the word! We are gathering information about exemplary programs around the country—in the areas of curriculum and instruction, teacher recruitment and retention, teacher development, and research.

NVA is laying the groundwork to establish a clearinghouse of information by identifying and documenting models of excellence in foreign language education, which is where we need your help!

Criteria for nominating a program as exemplary have been identified in two ways: (1) through data on ideal professional practices collected from the profession on the NVA 2002-2003 national foreign language survey and (2) through a review of the professional literature. To view the sample criteria, please visit the NVA Website, [www.educ.iastate.edu/newvisions](http://www.educ.iastate.edu/newvisions), "Nominate a Program."

Nominations may be completed on line at the NVA Website, [www.educ.iastate.edu/newvisions](http://www.educ.iastate.edu/newvisions). Nominators will identify the criteria for which they are nominating the program, write a short rationale for each criterion they identify, and provide documentation for the criteria. The nominated institution can help by reviewing the nomination and identifying and providing the appropriate documentation.

The NVA working group that is focused on the area of each criterion identified will review the nomination.

When a nominated model has been named exemplary in specific criteria, the NVA staff will communicate with the NVA working group/s and nominated institution to identify appropriate information about the program and information from the documentation that testify to the program's excellence. This information will be shared on the NVA Website to strengthen foreign language learning in the nation.

For more information about NVA projects, contact: [nvisions@iastate.edu](mailto:nvisions@iastate.edu)/[www.educ.iastate.edu/newvisions](http://www.educ.iastate.edu/newvisions)

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E-mail: [nflrc@iastate.edu](mailto:nflrc@iastate.edu)

Website: <http://www.educ.iastate.edu/nflrc/>



National Middle East Language Resource Center (NMEIRC),  
Brigham Young University

NMEIRC is a window to a nationwide network of resources and innovative language specialists at more than 20 major universities who are dedicated to building national capacity in Arabic, Hebrew, Persian, Turkish and other Middle Eastern languages.

### ACTFL—MESA concurrent session coming!

Middle East Languages in Higher Education Language coordinators responsible for LCTLs are typically lecturers and therefore second-class citizens in their departments. Every year tenured language faculty retire and are replaced with lecturers (if at all). How are we to attract promising graduate students to a field that appears to promise no future? Come listen to the NMEIRC report the results of its surveys and study of hiring trends over the past 40 years. NMEIRC, with AATA, AATP and AATT, is sponsoring a joint session for those attending ACTFL and MESA (Middle East Studies Association). The two audiences will be linked with live video and audio. Plan on participating at either location, Saturday, November 20.

MESA (San Francisco): 3:00 pm to 5:00 pm  
Grand Ballroom C

ACTFL (Chicago): 5:00 pm to 7:00 pm  
(see ACTFL program for location)

### Arabic 101 - 102: First-Year Arabic Course Now Available on DVD

These DVDs, each containing a full semester's instruction, can be used to facilitate professional development of instructors and TAs through exposure to a master teacher, to allow students to observe a highly interactive classroom, and to model an innovative approach in which students use Arabic in an effective and sociolinguistically authentic manner. Online support includes lesson plans and supplemental activities based on video clips. For purchase information, contact Mary Jo Tansy at (801) 422-7634 or at [catalog@byu.edu](mailto:catalog@byu.edu).

### Turkish Classroom Video materials

The first of several DVDs resulting from this summer's video shoot in Turkey will be shipped to over 20 institutions nationwide for use in Turkish classes during the fall. Free to institutions offering Turkish.

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# CLEAR N e w s

*CLEAR News is a publication of the Center for Language Education And Research and is intended to inform foreign language educators of the Center's on-going research projects and professional development workshops, to report on current foreign language research and publications and their applicability to the classroom, and to provide a forum for educators to discuss foreign language teaching and learning topics.*



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