

Processing Instruction: New Perspectives on Input and Grammar

Whether they know it or not, students who are studying a second language today find themselves in a fortunate position. While high school and university students are exposed to a number of fields such as biology, anthropology, and music, little is known about how students best learn about ecosystems, ancient cultures, and melody. However, much is known about how people acquire a second language. Indeed, scholars have been studying in earnest the manner in which people acquire a second-language for more than twenty-five years. While there is much that we do not know about second-language acquisition, researchers have been able to identify the most important cognitive, classroom, and social conditions that facilitate the learning process.

Much of second language research today is reflective of a tradition that equated second language study with the study of grammar. When communicative methodologies such as the Natural Approach became popular in the 1980s, teachers felt that researchers were encouraging them to pay little (if any) attention to grammar. It was thought that, with the right amount and type of input (e.g., reading and listening tasks), grammatical abilities would emerge naturally. Subsequently, it became clear that instruction needed to “intervene” to some extent. Research has shown that, even after students have studied a grammatical rule and used it in speaking tasks, they still consistently process sentences they read and hear as if they were almost oblivious to that rule’s existence. The focus-on-form movement arose out of this dilemma (see Long, 1997). Tasks involving focus-on-form somehow direct students’ attention to the formal properties of the second language while prompting them to comprehend or produce the message conveyed by those forms.

VanPatten (1996, 2000) as well as a number of other researchers recognize both that input is the primary means through which learners obtain “data” about how the second language works and that grammatical knowledge and abilities will not necessarily develop on their own even in the presence of so-called “comprehensible” input. With that in mind, VanPatten and others have investigated the cognitive and linguistic mechanisms that interfere with students’ abilities to incorporate the grammatical structures that they read or hear into structures that they produce and use to parse complex sentences. For example, a common characteristic of conversational Spanish is that subject pronouns are omitted and that direct-and indirect-object pronouns precede conjugated verbs.

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EDITORS' MESSAGE

Dear Readers,

This August marked the end of CLEAR's second funding cycle and the beginning of its third. Due to a successful Title VI Language Resource Center (LRC) grant application,

CLEAR will be here to support and promote foreign language teaching and learning for the next four years.

Happily, all of the existing nine LRCs were re-funded as well. On top of that, we are welcoming five brand

new centers to the group, making a total of fourteen LRCs around the country. Be on the look out for

more information in the future from Pennsylvania State University's Center for Advanced Language

Proficiency Education and Research (CALPER),

the University of Oregon's Center for Applied

Second Language Studies (CASLS), Indiana

University's Center for Languages of the

Central Asian Region (CeLCAR), and the

two newest LRCs at the University of

Chicago and Brigham Young University.

For more information on all fourteen LRCs, check the common LRC website that is

hosted by CLEAR at <http://nflrc.msu.edu/>.

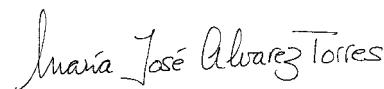
A new funding cycle means new projects, and CLEAR has many new projects planned for the next four years. Some of them will be offshoots and expansions from past and current projects like the tutorial guides for less commonly taught languages (LCTLs) and the computer modules for assessing socio-cultural competence. The majority of our new projects, however, will be covering different areas, and many of them will focus on LCTLs.

In this issue of *CLEAR News*, we are pleased to offer you a main article from a special guest contributor as well as an overview of the 2002 Summer Workshops. New in this issue is a section called the "Featured Teacher." The idea for this section sprung up from hearing the success stories from some of our returning summer workshop participants. Their stories are motivating to us, so we would like to share them with you.

We hope that you enjoy this issue of *CLEAR News*.



Jane Ozanich



María José Álvarez-Torres



CENTER FOR LANGUAGE EDUCATION AND RESEARCH

Michigan State University

A712 Wells Hall

East Lansing, MI 48824-1027

Phone: 517/432-2286

Fax: 517/432-0473

E-mail: clear@msu.edu

Web site: <http://clear.msu.edu/>

Susan M. Gass & Patricia R. Paulsell
Co-Directors

Jane R. Ozanich
Associate Director

Dennie Hoopingarner
Assistant Director for Technology Implementation

Carol Wilson-Duffy
Instructional Technology Coordinator

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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 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 Slavic and East European Language Resource Center (SEELRC), a consortium of Duke University and the University of North Carolina at Chapel Hill, the South Asia Language Resource Center (SALRC) at the University of Chicago, and Brigham Young University's LRC.

(Continued from page 1)

La cantas.

It-direct object sings-you

'You sing it.'

Te llaman esta noche.

You-direct object call-they this evening

'They will call you this evening.'

VanPatten has shown that when native speakers of English hear sentences such as *La cantas* and *Te llaman esta noche*, they are very likely to interpret them as *She sings* and *You'll call this evening*. The reason for this is that native speakers of English tend to interpret the first nouns of sentences as subjects. VanPatten has shown that if an instructor can (1) raise students' awareness about this erroneous strategy and, (2) provide activities that prompt learners to notice the meaning conveyed by *La* and *Te*, they will change how they process the input that they receive and construct more accurate grammatical representations of the target language. VanPatten calls the instructional approach stemming from this research *Processing Instruction*.

Empirical investigations into the efficacy of *Processing Instruction* indicate that it is a highly effective input-oriented teaching strategy with long-term effects on the development of grammatical knowledge. Cadierno (1995) showed that *Processing Instruction* is effective at helping learners of Spanish to acquire preterit (i.e., simple-past) forms. Additionally, Cheng (2002) has demonstrated that *Processing Instruction* has certain advantages over output-based tasks (i.e., oral and writing activities) when it comes to helping learners of Spanish to distinguish between the uses of Spanish's two copulas (i.e., *ser* and *estar*). Interestingly, in experiments comparing the benefits of *Processing Instruction* and output-oriented teaching strategies, *Processing Instruction* appears to cause learners to develop both their receptive and productive abilities (for

instance, their abilities to use the preterit in reading, listening, writing, and speaking tasks) while output-oriented tasks tend only to benefit learners' productive abilities.

There is mounting evidence that *Processing Instruction* is beneficial for complex grammatical structures. One of the most challenging structures for students to acquire is the subjunctive. There are two primary reasons: (1) the information that it conveys is quite abstract and it is low in communicative value; (2) the subjunctive is a structure that learners must largely confront in syntactically complex utterances, namely, in dependent clauses (Collentine 1998, in press). Notice the following:

Quiero que me traigas agua.

'I want you to bring [subjunctive] me some water.'

Dudo que estén todavía.

'I doubt that they are [subjunctive] still there.'

No hay nadie que nos pueda ayudar.

'There's no one who can [subjunctive] help us.'

In all of these sentences the subjunctive suffix (i.e., morphology) really does not add any new semantic information that is not contained in the main clauses of these sentences (e.g., the fact that someone is trying to essentially coerce someone else to bring some water is already present in the meaning of the verb *querer* 'to want'). Notice also that each use of the subjunctive here is in an embedded clause. Collentine (1998) and Farley (2001) have demonstrated that subjunctive *Processing Instruction* is an effective means of promoting subjunctive abilities. Farley (2001) has shown that the benefits of subjunctive *Processing Instruction* last well beyond the experimental conditions where his tasks were used.

Processing Instruction is unique in that it recognizes the importance of input in the acquisition of grammatical knowledge. Yet, it is important to note that this teaching strategy is also testimony to the long-time marriage between second-language acquisition research and psychology, as it ultimately attempts to change how students process the grammatical information that they see and hear. This dialogue between psychology and linguistics provide second language teachers with some of the most powerful learning tools available to educators today. 🌐

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- Joseph Collentine, Ph.D. is an Associate Professor of Spanish and the Chair of the Department of Modern Languages at Northern Arizona University in Flagstaff, Arizona.



Using Authentic Materials with Beginning and Intermediate Foreign Language Students

Most language teachers today recognize the value of using authentic, target-language materials in the foreign language classroom. At the upper levels, television and film clips as well as newspaper and magazine articles can provide a window into the target culture, expose students to “real” language as it is used by native speakers of the target language, and provide an impetus for class discussion, debate, or projects. Many teachers, however, express a greater reluctance to use authentic target-language materials with lower-level language learners or find it more difficult to do so. While it may be

true that selecting suitable materials for lower-level learners may be more challenging and may require more careful planning, it is important to expose students to authentic materials from the very beginning of their language study. In addition to providing students with unmodified language input and cultural insight, the use of authentic materials in activities designed for use at the lower levels can help students to develop confidence, interest, and good language learning strategies. As students encounter authentic language materials that may initially seem too difficult for them, they can begin to

see how much they are in fact able to understand based on their prior knowledge of the topic or format (this is especially true of many foreign language web sites), visual clues and other context clues, and in many cases, cognates. They can begin to learn how to make informed guesses and test hypotheses. Moreover, they can begin to recognize early in their language study careers that it is not essential to understand everything and that a certain amount of tolerance for ambiguity is essential. Below are a few simple activities that incorporate authentic materials and can be used with lower-level students.

Activity: Tell Me a Story

Materials: Several copies or photocopies of the same target language picture book

Overview of the Activity

Students work in small groups to recreate a story using illustrations from a well-known or favorite published target language picture book. They then compare their stories with those of their classmates as well as that of the original. Students can then vote on which group’s story is the most similar to the original, most unique, best overall, etc. Students get practice narrating and describing in the target language as well as using visual clues to make guesses about content.

Preparing the Materials

1. Choose a level-appropriate, well-known or favorite picture book written in the target language. If multiple copies are available, cover the words on all the pages with strips of paper. If multiple copies are not available, make photocopies of the book without the words.

2. Make three “help coupons” for each group. The coupons should say *look it up*, *ask a question*, and *take a look* in the target language.

The Activity

1. Divide students into groups of 2-4 and give each group one copy of the book and three “help coupons.” Explain that they will be writing a story and that the class will vote on which story is most similar to the original, the most unique, the best overall story, etc.

2. Give students approximately 15-20 minutes to collaboratively write text for each page of the book.

3. If students get stuck, they can use one of their “help coupons” to get assistance by either looking up a word in a bilingual dictionary, asking the teacher a question in the target language, or looking at the original text of one page from the book. Each group then reads their story to the class.

4. Read the original story to the class and help students. Compare the original with some of the recreations in order to draw students’ attention to key vocabulary, tenses, etc.

5. Have students vote on the award categories mentioned earlier.

Activity: I’ll Take It!

Materials: Chart for students to record answers. Two sets of cards: one set showing pictures of interesting or unusual target language/culture products and another with written descriptions and prices

Overview of the Activity

In this activity, students practice using all of their language skills to predict and then confirm key information about products they see in advertisements. Students are given one or two cards with pictures of various target-language/culture products for sale. In small groups, they discuss each picture and try to guess information about each product. Students are then given one or two cards at random containing descriptions of one of the items pictured (but not their own). Students circulate around the room trying to find the matching descriptions for each picture card they have, but they cannot show their cards to anyone else.

Preparing the Materials

1. Cut pictures and the corresponding descriptions of unusual products or gadgets out of catalogues, magazines, or advertisements written in the target language or, copy them from on-line sources. Try to use products that are unique to the target culture, if possible. In some cases, items that are common in both the home and target



cultures, but differ significantly in price can also be of great interest to students.

2. Make two sets of cards – one that contains a picture of the product and one that contains the description and price in the target language.

3. Make a chart for students to record their information. Include the following questions: *What do you think this item is? How much do you think it costs? Would you want this product? Why or why not?*

The Activity

1. Introduce the activity by explaining that students will be looking at some products from the target culture and making some guesses about the products.

2. Put students in groups of 2-4 and give each student one or two picture cards. Students discuss each item and fill in their ideas for each question on the chart.

3. Explain that students will get some new cards that describe the various products and that their task will be to try to find the description(s) matching the picture(s) that they have, but that they cannot show their pictures to anyone else. They must use their language skills to inquire about the products they are looking for.

4. Pass out the price/description cards randomly to all students and give them time to circulate around the room trying to find matching descriptions for their pictures.

5. When students have found all of the matching descriptions for their pictures, they should return to their original groups to compare their guesses with the actual information they found in the description.

6. Put OHPs of the products up and discuss them with the entire class, or have each small group present and explain a few of their products to the rest of the class. Point out key vocabulary or errors in understanding.

Activity: Go Shopping! Card Game

Materials: Several decks of cards consisting of pairs of matching pictures

Overview of the Activity

This activity is a matching card game similar to the traditional game of *Go Fish*.

Students try to collect as many pairs of cards as possible by asking their classmates if they have the items pictured on the cards.

The game makes use of pictures of authentic items and products from the target culture to stimulate interest in the culture and recognition of common everyday items.

The game can be used to reinforce concrete vocabulary items or to practice grammatical features such as question formation, singular/plural, agreement, counting, etc. For example, several similar items that differ only by color, size, style can be used to give students practice using adjectives (*Do you have a striped shirt?* or *Do you have a blue chair?*) or pictures of different items can be used to practice quantity/container words (*Do you have a can of Coke? a bottle of Coke? a glass of Coke?*).

Preparing the Materials

1. Make a grid and add images of target vocabulary or cut pictures out of advertisements or catalogues. Put one picture in each box. Pictures of household items and food items in the target culture can usually be found on websites of stores from the target culture.

2. If you are cutting pictures out of print ads, scan the grid or make photocopies so that you will be able to produce multiple copies easily. Each deck of cards should contain two of each item. Use heavy or colored cardstock so that the images cannot be seen through the backs of the cards.

The number of decks and number of cards per deck depends on the class size and the length of the activity, but in general, one deck per 5-8 students works well.

Similarly, a deck that contains about ten cards per student is ideal.

The Activity

1. Explain the rules of the game as follows:

a) The object of the game is to get as many pairs as possible.

b) In each group, the dealer should deal out 5-6 cards and put the remaining cards in the center. Players should look at their cards but not show them to anyone.

c) If anyone has two identical cards before the first turn, he/she should show the other players and put those cards down in front of him/her.


d) The first player should ask one of the other players if he/she has a particular item. Obviously, this should be done in the target language.

e) If the player asked has the card requested, he/she must give it to the other player and that player should show it to everyone and put the pair down in front of him/her. If the player asked does not have the card requested, the first player should draw a card from the center.

f) Players should listen carefully to what items other players ask for so that they can ask for cards from the players who they believe have the items they need.

g) When one player runs out of cards in his/her hand, the game is over and the person with the most pairs wins.

2. Divide students into groups of 5-8 and give each group a deck of cards. While students play, circulate around the room observing and making notes of language issues to address when the game is over (key vocabulary for expressing certain ideas, relevant grammar structures such as relative clauses that might need to be reviewed, etc.).

3. After the game is over, reinforce key vocabulary or grammatical structures that you noticed were problematic. It helps to make OHPs of the cards so that you can show them while you are talking about various points. 

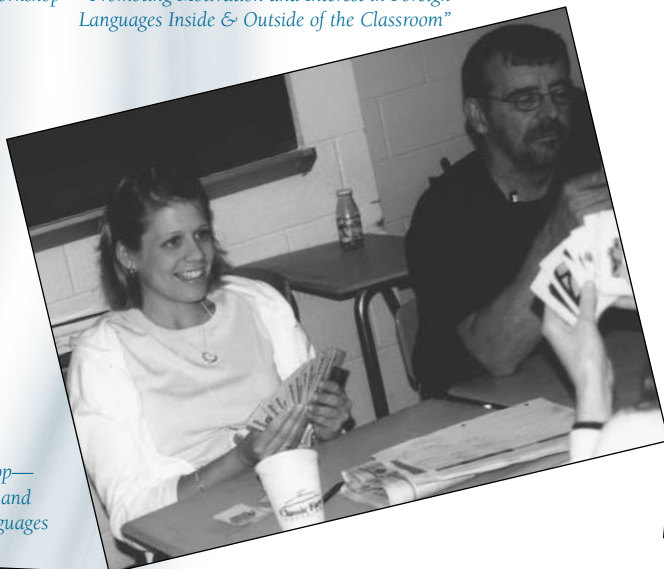
FEATURED TEACHER



"CLEAR workshops are great! I attended three in 2001 to learn how to make interactive computer-based activities. My students and the school administrators reacted so well to my skills that the school purchased a new I-Mac for me to replace my old, slow computer. In addition, the school gave me a key to the computer lab which is something that not every teacher at my school has. I returned to CLEAR in 2002 for two more workshops to learn even more."

Evelyn Ayres teaches German (Introduction-IV) and AP U.S. History at Biglerville High School in Biglerville, PA.

2002 Summer Workshop—"Promoting Motivation and Interest in Foreign Languages Inside & Outside of the Classroom"



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SCOLT/FLAG Joint Conference 2003

The Southern Conference on Language Teaching and the Foreign Language Association of Georgia invite you to participate in the 2003 Joint Conference in Atlanta.

Date: February 27-March 1, 2003

Location: Sheraton Atlanta at Colony Square

Conference Theme: *Models for Excellence in Second Language Education*

Experience models for success...Performance Guidelines for K-12 Learners, Standard-based Curriculum / Lesson Planning, Technology Assisted Learning, Task-based Learning, Content-based Lessons and Activities, Community-based Learning Opportunities, Using and Honing Language Skills via Abroad Study Programs, Lessons Designed with Multiple Intelligence Opportunities, Successful Teacher Mentoring Program, Foreign Language Teacher Education Programs for the 21st Century, FLAP Grant Programs, etc.

Thursday, 2/27/03...Workshop Sessions, Exhibitors Sneak Preview, Special Sessions

Friday, 2/28/03...Concurrent Sessions, Exhibits, SCOLT Awards Luncheon, Special Language Sessions, Atlanta sights Saturday, 3/1/03...Affiliate Breakfast Sessions Concurrent Sessions, Exhibits, FLAG Luncheon, Atlanta sites...

Contact Lynne McClendon, Executive Director (lynemcc@mindspring.com)

www.valdosta.edu/scolt

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 web site 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 submissions 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 2003 *CLEAR News* is Dec. 20, 2002. Send submissions to Jane Ozanich at:

E-mail: ozanichj@msu.edu
 Fax: 517/432-0473
 Mail: Jane Ozanich c/o CLEAR
 Michigan State University
 A712 Wells Hall
 East Lansing, MI 48824-1027



Business Language Materials and Resources



Business Language Packets for High School Classrooms are a series of packets on business-related topics for use with advanced high school language learners.

CLEAR and MSU's Center for International Business Education and Research (CIBER) <http://ciber.bus.msu.edu/> have identified business language materials development for the secondary level as a national need and have, therefore, devoted time and attention to developing these packets.



Download your free copies of the business language packets today!
<http://clear.msu.edu/buslang/packets/index.html>

CLEAR Workshops

Take advantage of CLEAR's professional development opportunities by attending one of CLEAR's 2003 Summer Workshops on the campus of Michigan State University. Are you interested in hosting a workshop for foreign language teachers at your institution? Contact CLEAR.

To find out more, contact the CLEAR office, or visit CLEAR's web site.

Phone: 517/432-2286
 E-mail: clear@msu.edu
 Web: <http://clear.msu.edu>



2002 Summer Workshop—"Using Communicative Activities in a Grammar-Based Curriculum"

“EXCELLENT RESOURCES! I WAS OVERWHELMED WITH THE AMOUNT OF MATERIAL AND RESOURCES PROVIDED TO US. ALL WAS TOP NOTCH!”

— Promoting Motivation and Interest in Foreign Languages Inside and Outside of the Classroom

CLEAR's 2002 SUMMER WORKSHOP REVIEW

This year, CLEAR offered seven summer workshops for foreign language teachers—the largest number of workshops CLEAR has ever offered. Nearly 100 participants from across the country, Brazil, and Japan came to Michigan State University to take part in the 3-5 day long workshops.

Teaching Writing in the Foreign Language Classroom

June 17-19, 2002

This three-day workshop received the largest number of applications than any of the other workshops this summer. Charlene Polio (Associate Professor in Linguistics at MSU and Director of MSU's MA TESOL program), the workshop leader, last presented this workshop in 2000. This year, twenty-two foreign language teachers from around the country and Brazil met to discuss how writing fits into a foreign language classroom and to share writing activity ideas. Included in the discussions were topics such as how to construct writing assignments, create prewriting activities, give feedback, and assess writing. Due to the positive response for this workshop, CLEAR will offer it again in 2003.

Using Communicative Activities in a Grammar-Based Curriculum

June 20-22, 2002

For the second year in a row, Charlene Polio presented this well-received workshop. The seventeen participants gained research-driven insight into the effects of teaching grammar through communicative activities. Drawing on that, the participants discussed ways to teach grammar using the target language and authentic materials, and how to approach error correction.

Promoting Motivation and Interest in Foreign Languages Inside and Outside of the Classroom

June 25-28, 2002

Last summer, CLEAR offered a successful workshop on how to promote foreign languages to students, parents, and the educational community. This summer, CLEAR and MSU's Center for International Business Education and Research (CIBER) co-sponsored an expanded version of this workshop based on comments from the 2001 participants. Days One and Two focused on how to strengthen foreign language programs by working with various constituencies. Patricia Paulsell, CLEAR's Co-Director and CIBER's Director of Business Language Initiatives, led the discussions in these days. Reading assignments, group discussions, and a panel discussion breakfast featuring members of the international business community were just some of the topics covered. Days Three and Four focused on what teachers can do in their classrooms to motivate their students. Workshop leaders, Alissa Cohen (instructor at MSU's English Language Center) and Jane Ozanich (CLEAR's Associate Director), presented various extended and short-term activities.

Basic Web Pages for Late Bloomers

July 9-12, 2002

After a short break for the 4th of July week, CLEAR's technology-based workshops started with this one that focused on creating basic web pages. This four-day workshop, led by Dennie Hoopingarner (CLEAR's Assistant Director for Technology Implementation) and facilitated by Su MacDonald (a Spanish teacher in Negaunee, MI) led the twelve participants through the process in an easy-to-follow format using the software program,

Dreamweaver. By the end of the workshop, the participants were able to format text, make hyperlinks, digitize photos, and insert graphics into web pages.

Beyond Web Pages

July 15-19, 2002

Many language teachers want to learn how to create more interactivity in their web pages and incorporate higher-level technical skills into their language learning web sites. Therefore, Dennie Hoopingarner, offered this new workshop for language teachers with these goals. During five of the hottest days of the year, the ten participants in this workshop spent 35+ productive hours in an air-conditioned computer lab learning, sharing, and fine tuning their skills. As one participant stated after the week was over, "It is a truly wonderful professional development opportunity! I hope to be able to come back for other workshops in the future, and I plan to encourage the TAs I supervise to apply to CLEAR workshops as well."

“THIS WORKSHOP WENT BEYOND MY EXPECTATIONS, AND I FEEL MORE EMPOWERED AS A TECHNOLOGY USER. FINALLY, I'M ON PAR WITH MY STUDENTS!”

—Basic Web Pages for Late Bloomers


Putting Flash into Your Course

July 22-26, 2002

Eight, brave, language teachers came to MSU this summer to take part in this brand new workshop led by Dennie Hoopingarner. The participants learned the basics of Macromedia Flash and applied their knowledge to create interactive language learning multimedia. The response to this workshop was great so plans are being made to offer this workshop again in 2003.

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

July 29-August 2, 2002

Another new offering, this part technology – part methodology workshop attracted more applicants than could be accepted. Designed over many long hours and months by Carol Wilson-Duffy (CLEAR's Instructional Technology Coordinator) and Maria José Alvarez-Torres (Ph.D. candidate, CLEAR's SLA Graduate Assistant, and Co-Editor of *CLEAR News*), this workshop brought twelve participants from around the country and Japan together to learn how to create and use language-learning activities that utilize Web-based resources. 

*Teaching Writing
in the Foreign
Language Classroom*

“I ALREADY HAVE A COMPLETELY NEW OUTLOOK ON HOW TO INCORPORATE AUTHENTIC MATERIALS IN MY CLASSES. I'VE SPENT YEARS COLLECTING REALIA, BUT HAVE PUT LITTLE OF IT TO USE. THIS WORKSHOP GAVE ME MANY IDEAS ON HOW TO USE AUTHENTIC MATERIALS AND STILL COVER THE GRAMMAR IN THE CURRICULUM.”

—Using Communicative Activities in a Grammar-Based Curriculum



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



Beyond Web Pages



Basic Web Pages for Late Bloomers



Putting Flash into Your Course



Promoting Motivation and Interest in Foreign Languages Inside and Outside of the Classroom



Using Communicative Activities in a Grammar-Based Curriculum

LANGUAGE RESOURCE CENTERS' UPDATES

NEW CENTER

The Center for Advanced Language Proficiency Education and Research (CALPER), Pennsylvania State University

The Center for Advanced Language Proficiency Education and Research is a new member in the network of National Language Resource Centers in the U.S. Congruent with the charge of all Title VI Centers, CALPER will conduct research that will inform foreign language pedagogy, develop materials and assessment procedures, and provide educational opportunities for language professionals. CALPER's focus is to improve the environment of advanced-level foreign language teaching and learning. Within that concentration, the Center has identified ten projects to be carried out over the next four years. Several of them deal with specific languages (Chinese, Japanese, Korean, and Russian) while others are more general in nature; moreover all projects have components that inform the broader FL teaching community. CALPER will conduct a series of Institutes during Summer 2003 and hold its first annual symposium on "Advanced Language Proficiency" the following year.

CALPER's project directors are faculty members from the Pennsylvania State University, Temple University, University of California-Los Angeles, and the University of Washington. Elana Shohamy (Tel-Aviv University) and Michael McCarthy (University of Nottingham), both affiliate professors in the Program of Linguistics and Applied Language Studies at Penn State, will serve as directors of the Center's assessment and corpus projects respectively. James P. Lantolf and Karen E. Johnson, Co-Directors of the NLRC, head its Steering Committee.

For more information, please contact:
Gabriela Appel, Coordinator

Center for Advanced Language Proficiency Education and Research (CALPER)
The Pennsylvania State University
5 Sparks Building
University Park, PA 16802
Phone: 814/863-3360
E-mail: calper@psu.edu
Web site: <http://calper.la.psu.edu>

NEW CENTER

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

The Center for Applied Second Language Studies (CASLS) focuses on K-16 articulation and improving language learning opportunities for rural learners. Initial projects will include:

1) *The Critical Languages Assessment and Materials Project*, which will develop online

assessments of Chinese and Turkish built on the successful model of French, German, Japanese, and Spanish assessments already created.

2) *The Rural Learners Initiative*, providing rural teachers with world-class materials, assessments, and professional development through appropriate technology.

3) *Connecting Languages and Other Disciplines*, which will create content-based interdisciplinary units, integrating languages with other academic content areas.

4) *Articulation through Standards*, conducting and disseminating empirical research on performance-based articulation.

5) *The Diverse Learners Research Initiative*, conducting and disseminating research on the relative effectiveness of various program models.

Center for Applied Second Language Studies (CASLS)

1246 University of Oregon
110 Gerlinger Hall
Eugene, OR 97403-1246

Phone: 541/346-5699

Fax: 541/346-0802

E-mail: oberkey@oregon.uoregon.edu

Web site: <http://casls.uoregon.edu>



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

CALL FOR PAPERS

Creating Teacher Community:
Third International Conference on Language Teacher Education

May 29-31, 2003

Radisson-Metrodome Hotel
Minneapolis, Minnesota

The Center for Advanced Research on Language Acquisition and conference planning committee members are seeking proposals for papers and symposia on all aspects of the education and professional development of language teachers for the Third International Conference on Language Teacher Education to be held May 29-31, 2003 in Minneapolis, Minnesota. Papers and symposia may report on data based research, theoretical and conceptual analyses, or best practices in language teacher education.

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 place, 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. The conference will bring together teacher educators from these many contexts to discuss and share research, theory, and best practices and to initiate and sustain meaningful professional dialogue across languages, levels, and settings. The conference will focus on the following four broad themes: The Knowledge Base of Language Teacher Education; Social, Cultural, and Political Contexts of Language Teacher Education; Collaborations in Language Teacher Education; and Processes of Language Teacher Education.

The priority deadline for submission of proposals for papers and symposia is November 1, 2002. Submission guidelines are available on the CARLA website at:
<http://carla.acad.umn.edu/conference2003/CALLFORPAPERS.html>

For further information, email the conference planning committee at: lteconf@tc.umn.edu

Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota
617 Heller Hall
271 19th Ave. South
Minneapolis, MN 55455

Phone: 612/626-8600

Fax: 612/624-7514

E-mail: carla@tc.umn.edu

Web site: <http://carla.acad.umn.edu/>

NEW CENTER

Center for Languages of the Central Asian Region (CeLCAR), Indiana University

For years, Indiana University (IU) has focused on Central Asia, with its unique Department of Central Eurasian Studies where students may study the civilizations and languages of a vast region known for its art, epic literature, and fabled empires. With Central Asia now taking center stage nationally and globally, a new Title VI LRC is established at IU for the years 2002-06.

IU's Center for Languages of the Central Asian Region (CeLCAR) within the College of Arts and Sciences, began operations on August 15, 2002. CeLCAR's initial mission is to develop proficiency-oriented language and culture curricular materials for five languages, Pashto (Afghanistan), Tajik (Tajikistan), Turkmen (Turkmenistan), Uyghur (Uyghur Autonomous Region, Xinjiang Province, northwestern China), and Uzbek (Uzbekistan), at introductory and intermediate levels. Although IU teaches several languages of Central Eurasia, the availability and quality of instructional materials for these LCTLs are either inadequate, unsuited to modern approaches to language

learning, or almost non-existent. CeLCAR will concentrate on Pashto and Uyghur for the first year and begin work on the three other languages in the second year.

The materials development projects draw on the interdepartmental collaborative efforts of Central Eurasian Studies, IAUNRC, the TESOL program and Applied Linguistics, and the departments of Language Education and Instructional Systems Technology in the School of Education. For each language, CeLCAR will produce a language textbook, a teacher's guide, and interactive CD-ROMs for communicative language activities. During the summers, developers will teach their languages and test their materials at an annual language institute.

The director of CeLCAR is William Fierman, associate professor of Central Eurasian Studies who also directs the IAUNRC. Other core project members include curriculum development specialist Betty Lou Leaver; Martha Nyikos, chair of language education with interests in learners' strategies; Bill Johnston, assistant professor of applied linguistics specializing in LCTL curriculum development; Roxana Ma Newman, assistant dean for International Programs and adjunct associate professor in linguistics with experience in LCTLs; Talant Mawkanuli, visiting assistant professor of Central Eurasian Studies who is a Uyghur and Kazakh specialist; and Anna Jacobson, doctoral candidate in language education with a specialization in CALL. Recruitment for a Pashto specialist is under way to complete the center's personnel during its first year.

Center for Languages of the Central Asian Region (CeLCAR)
Indiana University
Ashton Center-Coulter Hall
1800 E 10th St.
Bloomington, IN 47406-7511
E-mail: CeLCAR@indiana.edu

 **The Center for Language Education And Research (CLEAR), Michigan State University**

New and Updated CD-ROMs:

New! CLEAR's *Modules for Assessing Socio-Cultural Competence: Russian* CD-ROM developed by Zarema Kumakouva and David Prestel, is now available. This easy-to-use program can be used as an instructional or assessment tool to check the users' socio-cultural knowledge of Russian. It runs on both Windows and Mac. Contact the CLEAR office for your complimentary copy.

Updated! Version 2.1 of CLEAR's popular CD-ROM, *Pronunciación y fonética*, is now available for purchase from MSU's Instructional Media Center (IMC).

Contact the IMC at:
Instructional Media Center
Michigan State University
Marketing Division
P.O. Box 710
East Lansing, MI 48826-0710
Voice: 517/353-9229
Fax: 517/432-2650
Or, order online at:
<http://msuvmall.msu.edu/imc/>

2003 Summer Workshops

Visit CLEAR's website at <http://clear.msu.edu> for more information about the 2003 workshops and how to apply for them!

Center for Language Education And Research (CLEAR)
Michigan State University
A712 Wells Hall
East Lansing, MI 48824-1027
Phone: 517/432-2286
Fax: 517/432-0473
E-mail: clear@msu.edu
Web site: <http://clear.msu.edu>



National East Asian Languages Resource Center (NEALRC), The University of Hawai'i at Mānoa

The National East Asian Languages Resource Center is pleased to highlight the following projects. We invite your comments and suggestions on these and other projects.

1) The online survey of East Asian Language Programs, which brings together field-wide groups of individuals involved in East Asian language study, is nearing the first stage of analysis. The first report will be distributed in the near future. Anyone interested in the report can contact our center by email at walker.17@osu.edu, or by phone at: 614/688-3080.

2) NEALRC has recently published three books on crucial topics in East Asian language study:

I) *Difficult Characters: Interdisciplinary Studies of Chinese and Japanese Writing*, Mary Erbaugh, editor. This volume addresses the basic nature of the writing systems that originated in China. Scholars from several disciplines contribute articles that clear up myths and misunderstandings about Chinese characters.

II) *Advances in Japanese Language Pedagogy*, Hiroshi Nara, editor. Research on Japanese language study is detailed in extensive reports. This volume shows the scope of present day scholarship on the study of Japanese as a foreign language.

III) *A Performance-based Pedagogy for Communicating in Cultures*, by Matthew Christensen and Mari Noda. This short volume explains the rationale and design of teacher training in East Asian languages conducted in SPEAC, the summer institute at Ohio State.

The toll-free number for ordering these and other books on East Asian language pedagogy is 1-800/678-6999.

3) A demo of the "electronic textbook" for *Korean Individualized Instruction* has been published on our website. It consists of audio and text, available to anyone who is interested in learning Korean language. Please visit our website: <http://nealrc.osu.edu>

National East Asian Language Resource Center (NEALRC)
The Ohio State University
276 Cunz Hall
1841 Millikin Road
Columbus, OH 43210
Phone: 614/292-4361
Fax: 614/292-2682
E-mail: li.28@osu.edu
Web site: <http://nealrc.osu.edu>



National Foreign Language Resource Center (NFLRC), University of Hawai'i at Mānoa

Two additions to the NFLRC- Hawai'i's Technical Report Series come available in September:

New technologies and language learning: Cases in the less commonly taught languages, Spreen (editor) is a collection of articles outlining how different types of technologies are used to support language programs (i.e., Web, ITV, and audio- or video-based materials), discussing identifiable trends in e-language learning, and exploring how technology addresses issues of equity, diversity, and opportunity.

An investigation of second language task-based performance assessments by Brown, Hudson, Norris, & Bonk describes the creation of performance assessment instruments and their validation.

National Foreign Language Resource Center (NFLRC)
University of Hawai'i at Mānoa
1859 East-West Road #106
Honolulu, HI 96822
Phone: 808/956-9424
Fax: 808/956-5983
E-mail: nflrc@hawaii.edu
Web site: <http://nflrc.hawaii.edu> 

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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UNIVERSITY

A712 Wells Hall
East Lansing, MI 48824-1027

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