Creating Online Language Activities: Putting Task-Based Language Teaching to Use (Part 2) (Continued from Vol. 7, Issue 1)

In the previous issue, I discussed the necessity of creating online materials that are more than just drill-based vocabulary and grammar activities. I suggested developing more task-based lessons supported by current methodological principals of language teaching that can utilize the online format in such a way that it increases the opportunities for meaningful language learning, interaction and negotiation. Therefore, I explained briefly the notions of communication and negotiation, and the different types of tasks (i.e., instructional tasks and real world tasks; instructional, or pedagogical tasks being more similar to scaffolding tasks that would build upon each other and, if completed, would give learners practice at skills that could help them accomplish the real world task or target tasks). Now, I will look at some current methodological principals and apply a few of them to a lesson plan that utilizes the Internet and Computer Mediated Communication (CMC).

Language Teaching Methodological Principles in TBLT:

For those not familiar with methodological principles, they are simply informed and updated guidelines that assist us in shaping our teaching practice. An example of one of those methodological principles that has guided teachers throughout decades of Communicative Language Teaching is to 'provide comprehensible input.' This is still a widely accepted principle in current teaching.

As language research continues and new tools for teaching develop, so do methodological principals. Recently, Doughty & Long reported on research in the area of task-based learning and the optimal psycholinguistic environment for distance education; and although this article only addresses one aspect of distance education, online activities, many of these principals are useful in helping to put into perspective the necessary considerations that should be addressed when designing task-based online lessons for traditional language classes. The 10 principals are listed below, and for sake of space they are briefly listed. Please see the online journal *Language Learning & Technology* Volume 7, No. 3 at http://llt.msu.edu/vol7num3/ doughty/default.html to read about them in more detail.

(Continued on page 3)

MICHIGAN STATE
U N I V E R S I T Y

EDITORS' MESSAGE

Thank you for reading this issue of *CLEAR News*. We have had another busy summer here at CLEAR where we hosted six workshops, attended conferences, and continued to work on our various projects.

We have undergone a change at *CLEAR News* over the summer. Our co-editor, María José Alvarez-Torres, moved back to Spain with her husband and her one-year old son. We were all very sad to see María leave, but we know that she will continue to visit and keep in touch with us. We wish María and her family the best of luck as they settle into their new lives. Taking over María's role as the co-editor is Margo Glew. Margo has been closely linked to CLEAR for a while now since she received her Ph.D. in Second Language Acquisition at Michigan State University, Margo is also the Coordinator of the Less Commonly Taught Languages Program at MSU and supervises many of CLEAR's LCTL projects. Margo is also the leader of CLEAR's "Teaching Reading in the Foreign Language Classroom" summer workshop. She brings a great deal of knowledge and insight to us and we are happy to have her with us in this capacity.

This issue of *CLEAR News* includes the conclusion of Carol Wilson-Duffy's article on Creating Online Language Activities. If you find these kinds of activities interesting, we hope that you will consider attending Carol's summer workshop "Materials Development Marathon: Creating Online Communicative Activities from Start to Finish." We also have an Idea Corner submitted by Margo Glew on the topic of teaching reading. Again, if you are intrigued by this topic, please think about attending Margo's 2004 workshop entitled "Teaching Reading in the Foreign Language Classroom." Along with these two regular articles, this issue includes an overview of the 2003 summer workshops and LRC updates.

We hope that you enjoy this issue. We also hope to meet some of you at upcoming conferences and/or one of our workshops!

Jane Ozanich   Margo Glew

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 nation-wide: 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 Bringham 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, the South Asia Language Resource Center (SALRC) at the University of Chicago.

(Continued from page 1)

Lesson Procedure

📖 Planning the Lesson

Here is an example of a real-world target task where the language students plan to "get together" over the weekend at a time which fits into each others' schedules and see a movie that everyone will enjoy.

✓ **Step 1: Decide what the appropriate pedagogical/instructional tasks are**

As mentioned in Volume 7, Issue 1, in order to do this real-world task there are a number of pedagogical/instructional tasks (sub-tasks) students must be able to do in order to accomplish the task—some of them being:

1. ask questions in order to understand and express their schedule – days, times, habits;
2. become familiar with how to read a movie theater website in the target language;
3. express likes and dislikes; and
4. persuade classmates to see the movie they are interested in seeing.

Of course, these are only a short list of the tasks and they could certainly be broken down into numerous sub-tasks depending on the students' levels and needs.

✓ **Step 2: Sequence these tasks accordingly**

After analyzing the necessary pedagogical tasks, sequence activities in order based on task complexity and task difficulty. Again, this should be done according to the students' skill levels.

✓ **Step 3: Develop the tasks so that there is opportunity for communication and negotiation and interaction.**

Ask, "Are there opportunities for students to react to each others language? Will they really have to negotiate?"

✓ **Step 4: Consider which activities should be done in class, in the lab, and for homework**

Ask, "Do the students even need to use technology? Which activities need teacher intervention, error correction by the instructor, further explanation, or comprehension checks?"

Basic TBLT guidelines as Suggested by Doughty & Long:

MP1 Use Task, Not Text, as the Unit of Analysis

MP2 Promote Learning by Doing

MP3 Provide Elaborate Input

MP4 Provide Rich Input

MP5 Encourage Inductive ("Chunk") Learning

MP6 Focus on Form

MP7 Provide Negative Feedback

MP8 Respect Developmental Processes and "Learner Syllabuses"

MP9 Promote Co-Operative/Collaborative Learning

MP10 Individualize Instruction

Pedagogical Task 1: Ask and answer questions regarding your schedule in order to decide on a day and time to see a movie.

To do this part of the task, each student is given a different weekend schedule, one either created by the teacher or one the students created themselves listing their appointments/plans for the weekend. While students are asking each other questions about their schedules, teachers can circulate, explaining, and reinforcing the use of the target language and form. Holding this class in a lab setting and integrating a computer mediated communication (CMC) technology such as iVisit (http:///www.ivisit.info) which has text, audio, and video chat would be ideal as it would prevent students from showing their schedules to each other, and just as important, text and audio could be saved by the instructor to be evaluated closer at a later time.

Many of the basic task-based teaching principals are represented in this part of the lesson plan, for example; **MP1 Use Task, Not Text, as the Unit of Analysis**, is illustrated in that the ultimate goal is task completion rather than the learning of isolated structures of the language. The task has a purpose: in this case, the students must decide on a time they are all free; therefore, when this goal is achieved, the task has been successfully accomplished.

Two other MPs, **MP6 Focus on Form**, and **MP7 Provide Negative Feedback**, are also represented in this portion of the lesson. First, though, there is a quick clarification between the traditional focus on form and focus on formS [Doughty and Williams (1998)]. The main difference is the fact that "the traditional notion of forms always entails isolation or extraction of linguistic features from context or from communicative activity" (p.3). Examples of focus of formS approaches to language instruction are structural syllabi in which the language becomes an object of study per se, and there is an underlying

assumption that acquisition is a process of accumulative learning ranging from easy to more difficult language rules [Long and Robinson (1998)]. On the other hand, focus on form focuses attention on the formal aspects of language, but it is purposely rooted within a meaningful communicative framework. In Long's own words, focus on form is "to attend to language as object during a generally meaning-oriented activity" (1996, p.429). An example of how focus on form can be done in a classroom is precisely when the teacher or another learner provides negative feedback either in the form of a recast or in clarification of what the speaker said or wrote. The focus is still on the content, and yet how that content is displayed is also given attention.

Pedagogical Task 2: Using a movie theater website in the target language, find a movie that you would like to see that fits into your schedule.

After introducing students to the overall layout of a movie theater webpage, and necessary vocabulary such as time, location, rating, and genres (i.e., comedy, romance, action), divide students into groups and give each of them handouts information to collect from each website. Since most of these websites have trailers, students could also view them online to get a better idea of the type of movie it is. (Keep in mind that more sub-tasks could be developed for each pedagogical task, depending on the level and needs of the students.) For example, this jigsaw could be done as a class with one computer, the teacher leading the activity, or as a self-discovery activity in small groups in the lab. In the lab, the teacher would be able to facilitate, and give error correction. To make the activity even more challenging, the teacher could also record an audio file with the "movie line" scheduling information on it and upload it to the Internet. If done this way, students could go online, listen as many times as they like, and fill out their schedules. If students were given a choice depending on their ability

3

Rate Building for Readers

Teachers who are interested in helping their students become lifelong readers of a foreign language often have similar concerns about their students' reading. Teachers frequently notice that students have difficulty enjoying large pieces of authentic literature, stories, or other types of text. Students find it difficult to rely on context and other discourse clues to help them with the reading process. Finally, teachers frequently remark that students seem "word bound," focusing on the sound and meanings of individual words rather than the text as a whole.

In order to help students tackle longer pieces of text, make the best use of discourse clues, and get "unstuck" from processing the text word-by-word, teachers can introduce rate-building exercises to help students develop the ability to recognize words rapidly and, thus, read better. When students are able to process text more quickly, their attention is freed up to focus on the meaning of the text as a whole rather than on identifying each word in the passage.

There are several techniques for helping students build their reading rate.

Recognition Activity
Help students practice moving across the text rapidly by giving them frequent opportunities to practice recognizing words and phrases rapidly. In this activity, students scan the rows to find a number, letter, word or phrase that matches the example. Time the activity and encourage students to increase their speed.

As students get more proficient at this activity, have them scan a series of phrases and circle each occurrence of the phrase:

bake bread			
(bake bread)	make bread	bake brownies	bring bread
bring bread	take bread	(bake bread)	fresh bread
bake buns	bake a cake	make bread	(bake bread)

Rate Building
Give students a short passage and have them put it on their desks face down. When you say "go!" have students flip the passage over and begin reading. Give students a minute to read the passage as far as they can. When you say "stop!" have students mark the place in the text where they stopped. Have them read the passage several more times, marking the place where they stopped each time. Encourage students to read farther each time.

Repeated Reading
The next time you give students a passage to read, have them read the text several times in a row. Rather than spending 10 minutes reading the passage once through slowly and thoroughly, have students read the passage three times quickly during the same period of time.

Students may not like this. Sometimes students feel that by reading more quickly they will not understand the material as well as if they went slowly. Ask them to bear with you and try the activity. Give students a comprehension test at the end of the activity and they will be surprised!

In addition to these exercises, you can encourage students to keep track of their reading rate by calculating the number of words per minute they can read and monitoring their progress. Finally, the most enjoyable way to improve reading rate and word recognition skills is to read, read, read! By giving students frequent opportunities to work on their reading speed, however, teachers can help students move beyond word-by-word processing and begin to truly enjoy reading the foreign language.

Anderson, N. 1999. *Exploring Second Language Reading: Issues and Strategies.* Boston, MA: Heinle & Heinle.

Interested in learning more about how to teach reading? Apply to attend CLEAR's 2004 summer workshop, "Teaching Reading in the Foreign Language Classroom" (June 17-19, 2004).

where		there	hare	(where)
lunch		much	(lunch)	brunch
home		(home)	bone	from

Recognition Activity

Margo Glew is the Coordinator of the Less Commonly Taught Languages Program at Michigan State University and is also a CLEAR project leader and the new co-editor of CLEAR News.

CLEAR

Come to Michigan State University this coming summer to attend one (or more) of CLEAR's summer workshop(s)! The offerings include four new workshops and a sequence of four technology workshops designed to give participants the opportunity to take part in an intensive CALL experience.

THE WORKSHOPS BEING OFFERED ARE:

Teaching Speaking and Listening in the Foreign Language Classroom

June 14-16

Presenter: Anne Violin-Wigent

Teaching Reading in the Foreign Language Classroom

June 17-19

Presenter: Margo Glew

Improving the Teaching of Foreign Languages with Learning Scenarios

June 21-24

Presenters: Emily Spinelli, Anne Nerenz, Tom Lovik, and Cindy Kendall

Basic Web Pages

July 12-16

Presenter: Carol Wilson-Duffy

Putting Flash into Your Course

July 19-23

Presenter: Dennie Hoopingarner

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

July 26-30

Presenter: Carol Wilson-Duffy

Digital Video Projects

August 3-6

Presenter: Dennie Hoopingarner

Creating Communicative Grammar Activities

August 9-11

Presenter: Charlene Polio

The $15 application fee is waived for all applications received on or before the early application deadline of **April 19, 2004**.

Regular application deadline is **May 21, 2004**.

Apply online at: **http://clear.msu.edu/training/ 04institutes/index.html**

Or, contact the CLEAR office to receive an application in the mail:
E-mail: clear@msu.edu
Phone: 517.432.2286

State Board Continuing Education Units (SB-CEUs) are offered for the workshops gratis.

I first went to Japan on the Associated Kyoto Program (A.K.P.) while a student at Carleton College in Minnesota, and had such a wonderful experience that I decided to change my major to Asian Studies. Later I pursued an M.A. in Asian (Japanese) Studies at the University of Michigan, and then returned to Japan to teach ESL and write freelance articles for various publications in Japan and the U.S. Upon moving to San Francisco in 1991, I first taught ESL, and then worked for several years in a Japanese company. However, I missed teaching, and decided to get my teaching certificate at San Francisco State University. After teaching Japanese at the secondary school level in the Bay Area for three years, I moved to the Lansing area to take a Japanese teaching position in the Lansing School District.

In summer 2002 I had the opportunity to take two very useful CLEAR workshops at MSU, one designed to help promote one's language program and motivate students, and the other a web page design class. I found both classes very helpful for my teaching, so I again took two workshops this past summer (2003). One workshop, entitled "Developing a Learning Scenario to Bring Out the Best in Your Foreign Language Class" focused on making a whole unit based on the national foreign language standards. The other, "Materials Development Marathon," consisted of five days of making a web page and creating online materials. Again, both classes were outstanding, and I am planning to use everything I learned during the upcoming school year.

I would recommend CLEAR's workshops to all foreign language teachers, both novice and veteran. The staff members are extremely talented and helpful, and the other classmates are great resources as well.

Thank you, CLEAR!

Bridget Cooper teaches Japanese at Sexton High School in Lansing, Michigan. She is also the Vice President of the Japanese Teachers' Association of Michigan.

levels to either read the website and get the information or to listen to a recorded message, the teacher would be allowing for **MP8 Respect Developmental Processes and "Learner Syllabuses."** Although it is more time consuming for the teacher, the teacher would be creating an environment that takes into consideration learner differences as well as **MP10, Individualize Instruction.** Doughty & Long say this occurs in the selection of syllabus content, in respect for individual internal syllabuses, and in modifications of the pace at which and manner in which instruction is delivered, as suggested by diagnostic information gathered on individual differences" (Doughty and Long, 2002). This is a highly difficult methodological principle to achieve even when we recognize the importance of 'customized learning.' There are a number of difficulties, mainly time for preparing adapted materials and number of students. Technology however, may help to develop individualized instruction in a few years.

Additionally, this would be an excellent way to practice "hands on learning," or **MP2: Promote Learning by Doing.** As language teachers, we want learners to be able to experience language by themselves, and this can be done by promoting action and involvement. By actually having to go to the movie websites in the target language and read what is available, watch the trailers, and find a movie that fits their schedules, students are developing real world skills that can be applied to other learning tasks. Visiting webpages and searching for information is a common activity in classrooms and it is also an excellent way to provide students with **Rich Input, MP4**, the need to expose the learner to a variety of discourse that is relevant, and genuine. Yet, one problem with reading a movie theater website which is authentic

and has rich input is that it could be too difficult or seem overwhelming for students initially because there is so much information being pushed at them from either the pop up advertisements or the confusing website layout. Therefore, it would be helpful to provide pre-reading/listening activities to assist in the scaffolding of such lessons. For example, when the teacher introduces the lesson, he/she can modify the language for better comprehension through repetition, paraphrasing, lexical switch, comprehension checks, clarification requests, etc. —all techniques associated with **MP3: Providing Elaborate Input**.

Pedagogical Task 3: Convince your classmates to attend the movie you like.

Next, students must log on to a chat program which is approved by the instructor, and discuss which movies are available, and what kind of movie they would prefer to see and why. In order to accomplish the task, they should finally agree on one movie. For the teacher, there are many different and creative ways to execute this part of the lesson plan. It could be done through a written or oral chat, as homework, or in the lab depending on available time. Additionally, written chats could be printed out and analyzed for politeness and grammar. The oral chats could also be saved and used for another listening activity or even used as part of a graded portfolio. The list seems endless. There are also many advantages to working together in pairs and in small groups like this when the lesson is well planned. It **Promotes Co-operative/Collaborative Learning, MP9**, which has been well documented in foreign and second language teaching and it is an excellent way to enhance your students' language skills, better preparing them for real life situations!

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.

Español Curso de Español para Negocios para (la clase de)Secundaria: La Vida Empresarial en Michigan *(4.1 MB pdf file) Click here to preview!*

Deutsch Bewerbung und Jobsuche: Wie man sich auf dem Arbeitsmarkt präsentiert *by Marc Rathmann and Patricia R. Paulsell*

Français Le Jeune Consommateur Les Français des Affaires Niveau Secondaire: La Vie Du Économique Du Michigan *(6.3MB pdf file) Click here to preview!*

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

New packets for French and German are coming soon!

This was just a short introduction of the possible ways to integrate technology into a lesson with tasks as the focus. The Internet and other technologies seem to be growing daily. If you are interested in learning more about using technology, please consider attending one of CLEAR's summer workshops in 2004.

Detailed lesson plan can be viewed at: **http://clear.msu.edu/newsletter/vol7num2/taskbased_handout.pdf)**

Lee, J. (2000). *Tasks and communicating in language classrooms*.
New York: McGraw-Hill.

Nunan, D. (1989). *Designing tasks for the communicative classroom*.
Cambridge: Cambridge University Press.

For the past six years Carol Wilson-Duffy has worked in instructional technology as a CALL specialist in Micronesia and as an Instructional Technology Coordinator at Wayne State University and is now at CLEAR.

CLEAR

2003 SUMMER WORKSHOPS

CLEAR hosted six workshops this past summer that were attended by teachers from all over the U.S. and from Belgium, Guam, and Indonesia. Read more to hear what took place in these workshops.

Teaching Speaking and Listening in the Foreign Language Classroom

This is the first time CLEAR has offered a workshop on this topic. From the amount of applications we received, this is something that teachers want to know more about. First-time CLEAR workshop leader, Anne Violin-Wigent, led this three-day workshop that covered areas such as what teachers can do to facilitate the use of the target language in the classroom as well as how to improve the students' listening skills. Among these topics, pronunciation, lexical, and grammatical accuracy were also discussed. Due to the positive response, this workshop will be offered again in 2004.

Teaching Reading in the Foreign Language Classroom

Another new topic for CLEAR, this intensive three-day workshop was led by the new co-editor of *CLEAR News* and CLEAR project leader, Margo Glew. Margo integrated what is known about foreign language reading with how to use that knowledge to develop students' skills while following the National Standards. For a small sampling of this workshop, see this issue's Idea Corner. This workshop will be offered again in 2004.

Teaching Writing in the Foreign Language Classroom

Charlene Polio offered her ever-popular summer workshop on writing again this year. Charlene's interest and background in foreign and second language writing is evident in the way she presents the latest information about what research says about writing and how to apply that to the writing process. Along with that, participants in this workshop were introduced to how to set up writing tasks and how to give useful feedback.

Teaching Reading in the Foreign Language Classroom
(June 19-21, 2003)

Teaching Speaking and Listening in the Foreign Language Classroom
(June 16-18, 2003)

Teaching Writing in the Foreign Language Classroom
(June 23-25, 2003)

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 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 2004 *CLEAR News* is December 19, 2003. 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

Putting Flash into Your Course

Thanks to workshop participant, Joanna Porvin (French and Spanish teacher in the Grosse Pointe Public School System, Michigan and an instructional technology consultant) for writing the overview of this workshop led by Dennie Hoopingarner.

Macromedia Flash is multimedia authoring software for developing activities for the web. The advantage of Flash is that you can incorporate diverse media, including graphics and audio, into activities that have a high level of interactivity. We were a diverse group of teachers, assorted languages and different technical backgrounds, but Dennie made Flash accessible to all of us.

Dennie started us off with the basic elements of the program and gave us time to create simple animations to practice scripting and creating Flash elements. (Think bouncing balls, whirling text and interactive paint palettes.) Participants were then given five templates designed for language-learning activities. (People familiar with Dennie's Game-O-Matic would remember earlier versions of these activities.) Dennie walked us through how to modify the templates with our own content. Along the way, participants gained additional experience in editing graphics and sound files.

The last part of our workshop was devoted to individual projects. Mine was based on the Picture Match template and used question prompts that I recorded and graphics of the Simpsons to practice family vocabulary. It featured a musical introduction and groovy special effects. Participants were encouraged to stretch and try new things; everyone left the workshop with new skills to build on.

Developing a Learning Scenario to Bring Out the Best in Your Foreign Language Class

Led by a team of well-known language educators, this first-time workshop brought together a diverse group of teachers. Tom Lovik (Michigan State University), Emily Spinelli (University of Michigan-Dearborn), Anne Nerenz (Eastern Michigan University), and Cindy Kendall (Ingham County Intermediate School District) led this intense three-day workshop that resulted in the participants walking away with completed or nearly completed individual learning scenarios for their courses. The overwhelming response from the participants at the end of this workshop was that they were exhausted, but amazed at what they had accomplished in such a short time. Samples of their scenarios are posted on CLEAR's website (http://clear.msu.edu) linked to information on this workshop. An extension of this workshop is being offered in 2004 – "Improving the Teaching of Foreign Languages with Learning Scenarios."

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

This workshop's energetic leader, Carol Wilson-Duffy, was worn out by the end of this workshop, as were the participants. During this five-day workshop, the participants got hands-on experience with various CALL methodologies and developed language-learning activities that they linked to the websites they created. In addition, they created digital videos that they could use in their classes or upload onto their websites. This workshop will be back in 2004 as part of the series of four technology workshops.

Materials Development Marathon: Creating Online Communicative Activities from Start to Finish (July 28-August 1, 2003)

Developing a Learning Scenario to Bring Out the Best in Your Foreign Language Class (July 23-25, 2003)

Putting Flash into Your Course (July 14-18, 2003)

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

2004 Summer Workshops

CLEAR is offering eight workshops in the summer of 2004. Applications can be found online now at: http://clear.msu.edu.

New this year is a sequence of 4 technology workshops that begin with learning how to make basic webpages, move to using Macromedia Flash, to creating online communicative activities, and then ending with making digital video projects. This sequencing was set up to appeal to those interested in taking part in intense CALL training in the summer. But, it is flexible enough for people to pick and choose the topics that interest them.

For more information, see CLEAR's website.

Apply before April 19, 2004 and the $15 application fee is waived. The regular deadline for applications is May 21, 2004.

- Teaching Speaking and Listening in the Foreign Language Classroom
  June 14-16
- Teaching Reading in the Foreign Language Classroom
  June 17-19
- Improving the Teaching of Foreign Languages with Learning Scenarios
  June 21-24
- Basic Webpages
  July 12-16
- Putting Flash into Your Course
  July 19-23
- Materials Development Marathon: Creating Online Communicative Activities from Start to Finish
  July 26-30
- Digital Video Projects
  August 3-6
- Creating Communicative Grammar Activities
  August 9-11

Tutorial Guides

CLEAR's African Languages Tutorial Guide is now available in PDF from CLEAR's website. Go to http://clear.msu.edu/teaching/tutorial/index.html to download your free copy. Interested in a guide for Thai? Go to http://clear.msu.edu/teaching/thaiguide/index.html to download that PDF.

If you haven't visited CLEAR's website in a while, check it out at http://clear.msu.edu to see the various materials and services that are available to you like the high school business language packets and the onsite teacher development workshops.

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

African Language Program Inventory List: A web-based overview of African language programs and course offerings in the United States and abroad. As part of its National Coordination efforts, the NALRC maintains a list of all the African language programs in the U.S. This list is updated on a regular basis.

Mentor List: The NALRC has compiled a list of African language teachers who are interested in mentoring teachers who are new to the field, as well as those who are starting an African Language Program. The specifics of the mentoring will be handled on a case-by-case basis.

Language Resource List: The NALRC has created a list of African language teachers, students, and native speakers who are willing to provide translation and/or interpretation services for interested parties.

NALRC Publications

The NALRC recently published the following materials:

- *African Language Program Development and Administration* by Eyamba Bokamba, 2002
- *Swahili Learners' Reference Grammar* by Katrina Thompson and Antonia Schleicher, 2001
- *Pulaar Learners' Reference Grammar* by Amadou Fofana and Antonia Schleicher, 2002
- *Bamana Learners' Reference Grammar* by Amadou Fofana and Mamery Traore, 2003
- *Twi Learners' Reference Grammar* by David Adu-Amankwah, 2003
- *African Language Role Play Cards* by Antonia Schleicher, 2002

The NALRC has been producing multimedia materials for the learning of different African Languages, particularly Yoruba. The First Year Yoruba online course was recently launched. The Second Year Yoruba online course was also published in the spring of 2003. There is a new ongoing CD-ROM to teach reading and listening skills. We also have First, Second, and Third Year Yoruba CD-ROMs as well as a multimedia CD-ROM Vocabulary Flash Cards in Yoruba, Swahili and Zulu. Other African language versions will be out soon.

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Website: http://african.lass.wisc.edu/nalrc

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

News from NFLRC Hawai`i

New intermediate-advanced Japanese text
Aozora: Intermediate-Advanced Japanese Communication develops intermediate students' oral and written communicative skills and provides insights into Japanese society and culture. These materials encourage students to actively participate in a variety of authentic and intellectually stimulating activities, including discussions of discourse and sociological aspects of the Japanese language. Three hours of natural language samples on CD provide students with examples of language use in multiple social contexts and useful functions and topics. The set includes a student text with three accompanying audio CDs and an Instructor's Guide. A sample chapter and ordering info are available at <nflrc.hawaii.edu/publications/Aozora>

Multimedia Language Learning Software site
http://www.nflrc.hawaii.edu/Networks/NW31/

This recently upgraded website was developed at the University of Hawai`i National Foreign Language Research Center as a follow-up to the 1998 Invitational Symposium on Assessing and Advancing Technology Option in Language Learning. The goal of the Symposium was to develop a database of multimedia language learning programs. The project also resulted in the development of comprehensive criteria for evaluating computer-delivered multimedia language learning systems. The database is periodically updated and now contains language-learning software for over 100 languages. Please visit the site and send us your suggestions and additions.

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National East Asian Languages Resource Center (NEALRC), The Ohio State University

The NEALRC would like to bring your attention to its recent activities:

1) A bilingual book entitled *The Historical Evolution of Chinese Languages and Scripts*, by Youguang Zhou and translated into English by Liqing Zhang, will be out this November. This book gives a brief introduction to various aspects of the historical development of the Chinese languages. The target readers will be scholars and graduate students in the field of linguistics and East Asian studies. This is the first book in a series of bilingual volumes.

2) SPEAC (Summer Programs East Asian Concentration): Chinese and Japanese language was conducted from June 23 to August 26. An intensive ten-week, 15-credit program that is equivalent to a normal academic year. There were 41 students in the Japanese and Chinese programs. SPEAC: Training Programs in Teaching Chinese/Japanese was also held from June 23 to August 7, 2003. Twenty students completed the seven-week, 15 graduate credit program.

3) A Symposium entitled "Beyond Code: Foreign Language Study As Performed Culture" was held from September 5-7, in Columbus, Ohio. Twenty-five scholars from the College of William & Mary, Princeton University, Williams College, Brigham Young University, Monterey Institute of International Studies, The University of Iowa, and The Ohio State University participated.

Professor Galal Walker, Director of NEALRC, has been invited by the Ministry of Education of the Chinese government to Beijing from December 21 to 27, to receive the "China Language and Culture Friendship Award." It is the government of China's highest award to a foreign educator. Professor Walker is one of six recipients this year from around the world.

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NEW CENTER — South Asia Language Resource Center (SALRC), The University of Chicago

The SALRC is one of the three new LRCs funded in 2002.

Activities in Spring 2003 included:

• Hiring SALRC's first Director, Steven Poulos

• Holding two workshops to bring together all instructors of South Asian languages to achieve consensus on priority pedagogical needs in each language. This is perhaps the first such attempt to get all S.A. language teachers together and then assess the requirements.

• First grant competition for awards to American faculty to develop (primarily) web-based language teaching products in conformity with priorities and guidelines established in the workshops mentioned above. Please see http://salrc.uchicago.edu/grants/index.html for summaries of funded projects.

• Support for first joint summer session in South Asia languages sponsored by all South Asia NRCs (South Asia Summer Language Institute, SASLI). SALRC's support enabled the host institution (University of Wisconsin-Madison) to provide administrative and pedagogical support. During this session, SASLI in conjunction with SALRC organized an advanced pedagogy workshop for language instructors.

• Initiated SALRC website with basic information on SALRC projects and mission.

Fall 2003 activities will include:

• Workshop in the use of media and technology in the development of language teaching materials for SALRC grantees.

• A panel of language teachers, whose projects are being funded by SALRC, will participate in the Annual Madison South Asia Conference to demonstrate grantees' projects and proposed work.

• Second pedagogical resources award competition.

• Initiation of a small grant award program primarily to help instructors rapidly put materials on the web outside of the scope of large, organized projects for greater distribution.

• Extensive website development directed at a) easier and more effective grant competition, b) discussion of important technological issues (e.g., web-based fonts, copyrights and intellectual property management), c) pointers to all locations for South Asia language instruction in the United States.

• Planning for Summer 2004 SASLI session at Madison where we hope to initiate a summer workshop aimed at future South Asia language instructors.

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