Creating Online Language Activities: Putting Task-Based Language Teaching to Use (Part 1)

With the upgrading and expansion of school Internet infrastructures, using technology in the language classroom has become ever more popular. Student and teacher communication through E-mail is becoming more common, better Internet-based lesson plans are being designed, and teachers now have more access to networked labs, where they can create interesting in-class activities and possibly develop distance learning environments.

Even though more teachers are using the Internet, teachers attending recent CLEAR workshops have expressed dissatisfaction with the quality and type of Internet based activities on the Web, and with their own lack of skills and knowledge regarding current task-based methodologies. They have also expressed dissatisfaction with the use of the "networked-based" components of the Internet to create online lessons. (i.e., those using E-mail, chat, discussion boards, multi-media and integrated web site management programs). Many of our teachers have found that the majority of web pages for language learning are nothing more than simple "drill and kill" activities with fill in the blank and multiple choice activities. These activities may be useful for assisting students, giving them additional vocabulary and grammar practice, but teachers seem to be looking for a little more, particularly now that audio and video have become more accessible through the Internet. Teachers want to take advantage of these multimedia, and perhaps even more importantly, teachers also want to create interactive materials that have a sound pedagogical base that incorporate communicative, task-based language teaching (TBLT), an area of language research that is recently getting more attention.

In order to create such materials, it is important to have a better understanding of: 1) what TBLT is; 2) the difference between the two basic categories of tasks; and 3) some teaching principles that support TBLT. This article will explore the first two concepts, and the fall issue of *CLEAR News* will continue with an illustration of an online lesson that incorporates the use of tasks, clarifying some of the TBLT teaching principles.

What is TBLT?
There is some confusion about the word "task" in general, as it seems to mean almost anything these days. Many publishers use the word in describing books; for example, a "task-based" teaching approach. Sometimes you hear teachers say,

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U N I V E R S I T Y

EDITORS' MESSAGE

Dear Readers,

We hope that you enjoy this issue of *CLEAR News*. We had a lot of very good articles and announcements submitted for this issue. Unfortunately, not all of them were able to fit into this issue.

The main article this spring is Part I of a two-part look at how to create online language learning activities. It is based on CLEAR's summer workshop "Materials Development Marathon: Creating Online Communicative Activities from Start to Finish." This coming fall's newsletter will contain Part II which will explore examples of these online activities. We hope that you will find the articles useful.
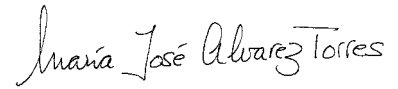
We also are happy to include an Idea Corner Activity from Charlene Polio. Charlene is the presenter for CLEAR's popular "Teaching Writing in the Foreign Language Classroom" workshop and she shares some of the ideas and activities from that workshop in this issue.

Don't forget to check out CLEAR's 2003 summer workshop offerings. The deadline for applications is May 16th. So, there's still time to apply if you haven't already.

Thanks for reading this issue of *CLEAR News*.

Jane Ozanich

María José Alvarez-Torres

CLEAR
CENTER FOR LANGUAGE EDUCATION AND RESEARCH

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 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 the National Middle East Language Resource Center (NMELRC) at Brigham Young University.

(Continued from page 1)

"I have designed tasks for my lesson plan." Task-based teaching and tasks have become such buzz words that many of us find ourselves in a similar situation to those teachers who faced the revolution of communicative teaching: they were left to their own interpretations of what it meant to teach in a communicatively oriented classroom. A task-based approach to language teaching consists of at least two basic concepts in classroom interaction: communication and negotiation.

First let's look at the definition of communication from Lee, "Communication: [It] is not equated with asking and answering questions; rather, communication is defined as the expression, interpretation, and negotiation of meaning" (Lee, 2000, p. 4). An example of an ideal communication exchange in a classroom setting might be one where the teacher asks questions in such a way that the teacher is promoting the learner's production by facilitating an answer. The learner is given an opportunity to answer questions that involve expressing their own opinion or ideas. The teacher in exchange gives feedback to the learner in such a way that it does not stifle production, perhaps in the form of a recast, where the teacher rephrases the student's word or utterance correctly. The student-teacher communication then is not simply a series of yes/no question and answers, but instead, *meaningful conversation* with opportunities to express oneself as in real world communication.

The other important aspect of classroom interaction is negotiation: "[It] refers to communication in which participants' attention is focused on resolving a communication problem […] Negotiated communication includes then, both negotiation of form and negotiation of meaning, although clearly these two are not always easily separable" (Gass, 1997, p. 287). Negotiation refers to those instances in conversation in which learners need to interrupt the flow of the conversation in order to clarify a particular misunderstanding (either in form or meaning). To get a better understanding of negotiation, look at the following exchange between two students.

From Gass, S. and Selinker, L. (1994, p. 217)

Hiroko: A man is uh drinking c-coffee or tea uh with the saucer of the uh uh coffee set is uh in his knee
Izumi: in **him** knee
**Hiroko:** uh on **his** knee
Izumi: yeah
Hiroko: on **his** knee
Izumi: so sorry. On **his** knee.

This exchange appears to indicate that the learners are focusing on the linguistic form and are re-formulating their speech as they attempt to complete their task. Initially, their communication breaks down when Izumi notices there is something wrong with Hiroko's first utterance of "in his knee." Izumi then recasts (although incorrectly) Hiroko's last statement. As a result, Hiroko receives the signal and repeats the correct utterance twice. Finally, Izumi understands what Hiroko was originally trying to say.

There is a need for materials that promote this kind of classroom communication. According to Nunan (1989), two different types of tasks can be designed for the classroom; those which would be considered *real world target tasks*, like being able to give directions to someone lost, or having to order food in a restaurant, and *pedagogical tasks*, those which would be 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. For example, in class, being able to describe the location or color of an item in a picture difference task like the one shown here would not only help students with description or location functions, but having accomplished this task, they would be more able to report lost luggage or items missing from a hotel burglary if they ever encountered such a situation in real life.

A

B
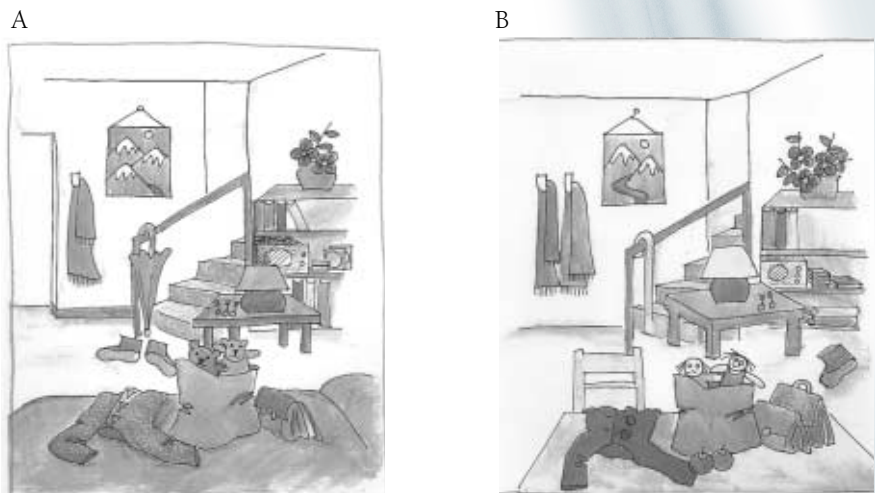
Picture difference task. From CLEAR's "Tasks for communication and grammar"
by A. Mackey & K. McDonough, 1999, CLEAR.

Pedagogical Task: Picture Differences

Students work together by asking questions about their partner's picture and answering questions about their own picture. Suggestions for use: These types of tasks can be done in class, in a lab setting, or even online as homework.

Using Writing to Enhance Oral Language Activities

Some language teachers have been heard to say that the written language should not be used when the primary goal is speaking and listening. This belief may come from the fact that "writing" activities were mostly sentence translation and grammar exercises. While this is no longer true, one belief is that students will rely on writing (and reading) and never learn to speak (or understand) the target language. This, of course, would be true if instruction were limited to only the written language. Having students write can, in fact, be used to support oral language activities if used in conjunction with communicative, meaning-based oral tasks.

These writing activities, which may be done either before or after the oral activity, can take different forms, but the easiest to use are freewriting or journal writing, and dictations or dictocomps. In freewriting, students are given a short time in class to write on a particular topic. Students are told to write without pausing to look up words or to ask the teacher questions.

The goal is to get their thoughts down on paper as quickly as possible. If students want to write a word but don't know it, they can simply draw a blank line. Journal writing, on the other hand is usually done at home where the students may take more time, and where the teacher cannot control the students' use of outside resources. Alternatively, the teacher use a dictation activity to provide beforehand, or reinforce afterward, language used in the speaking activity. A dictocomp (also called dictogloss) is a variation in which the teacher reads a piece of connected discourse at normal speed. The first time, students listen for the meaning without writing anything, and the second and third times, they simply take notes. They then, usually with a partner, try to reconstruct the passage as close to the original as possible.

Specific examples of speaking and writing activities are given in the boxes below. But first, we should consider the rationale for using writing when a lesson's primary

focus is oral. First, when writing is used before a class discussion activity, a teacher can feel more comfortable about calling on all students since they have already been given some time to generate ideas and because the teacher can see that the student has written something. Students who have stronger literacy skills can feel more confident in that they have already produced some language. It is worth mentioning at this point that students should not read what they have written; they should turn their papers over and speak without looking at their freewriting. In essence, writing can help students plan what they want to say. Furthermore, in a large class, students may get minimal speaking time in teacher-led discussions. When writing, all students are producing output and all students are on task.

An additional benefit of freewriting or some form of dictation before a discussion, information-gap, or structure-focused activity is that it provides students with an opportunity to notice gaps in their

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Activity 1

French family tree information gap activity

Purpose: Students will be able to describe their families; students will be able to use vocabulary about the family; students will be able to use possessive determiners with appropriate gender and number as well as the "noun de noun" construction.

Original activity: Students receive copies of a family tree. Version A has half of the tree filled in with names and version B has the remaining half of the names. Together, without looking at each other's version, the students must fill out the entire tree only by speaking to one another.

Possible ways to incorporate writing:

• Before doing the activity, the teacher describes his or her family or a fictitious family while drawing a family tree on the board. The students then have to write a paragraph describing the teacher's family.

• Before or after doing the activity, the students do a freewriting describing their family or a family from a television show.

• Before doing the activity, the teacher reads a passage about his or her family or a fictitious family, and then the students have to complete a dictocomp reconstructing the passage.

Possible source for example activity: These types of information gap activities are easy for a teacher to construct. One good source of such activities including a family tree information gap activity is: Neu, H. & Reeser, T. (1997). *Parle-moi un peu: Information Gap Activities for Beginning French Classes*. Boston: Heinle & Heinle.

language. In other words, in the information gap activity below, for example, students may notice while freewriting that they don't know the word for sister. The student is then primed to learn during the speaking/listening activity. Furthermore, the teacher can use the writing activity to diagnose learners' problems and better prepare them for the speaking activity.

And finally, when writing is used after a speaking lesson, not only does it serve to reinforce the vocabulary and grammar learned in the speaking activity, but it can also give the learner a chance to focus on form, particularly if he or she did not have an opportunity to speak much in class. When the student is writing, he or she may come to a new form or lexical item that was learned. The student can take the time to stop and pay attention to the form of the language and not only the meaning, something that would result in dysfluency in speaking. Furthermore, when speaking is used as a postwriting activity, the teacher can check the comprehension and language of all students, not only those who spoke in class or those from groups that the teacher had a chance to listen to. This written work can be shared with the class as a follow up to explicitly focus on grammar and vocabulary the next day.

The following are examples of some common types of speaking activities with suggestions on how to incorporate writing. The examples in the boxes are language-specific but can easily be adapted to any language.

Activity 2
Spanish find-someone-who activity

Purpose: Students will be able to ask their classmates about their likes, dislikes, habits, activities, or other things. Depending on how the activity is set up, the teacher can target certain structures, such as "gustar," in addition to questions and the simple present.

Original activity: Students are given an instruction sheet telling them to find a classmate who does certain activities or has certain characteristics. For example, they are told to "Indentica a una estudiante que no le gusta la música clásica" or "que habla francés." The students must walk around the room asking their classmates if they have that characteristic until they have filled in the list.

Possible ways to incorporate writing:
• Before the activity, ask students to freewrite an introductory paragraph describing things about themselves that may distinguish them from their classmates.

• Before the activity, the teacher reads a brief prepared talk about him or herself using the target structures. The students then complete a dictation or dictocomp.

Possible source for example activity: Activities of this type can be easily created and examples can be found in several textbooks and teacher reference books. One example of this type of activity can be found in: Skaife, L. & Rodriguez, V. (1994). *Creative Communicative Activities for the Spanish Class*. Lincolnwood, IL: National Textbook Company.

Activity 3
German role-play about the family

Purpose: Students will be able to talk about family life and the problems faced by young couples.

Original activity: In a second year German text, student read a short passage about young German couples followed by two excerpts from a German magazine reporting on surveys from young couples. Students are then asked to do a role play in which they discuss with their potential mate what their future life should be like including where they would live, whether or not they would have children, and whether or they should both work. The students must come to the conclusion that they don't want the same things.

Possible ways to incorporate writing:

• Before the role-play, students do a freewrite talking about how they see their life five or ten years from now.

• After the role-play, the students assume their role and write a letter to a fictitious friend explaining the disagreement between themselves and their partner.

Possible source for example activity: Many textbooks have examples of role-play activities. This particular one was taken from: Moellar, J., Adolph, W., Mabee, B., & Berger, S. (2002). *Kaleidoskop*. Boston: Houghton Mifflin.

Charlene Polio is an associate professor in MSU's Department of Linguistics & Languages. She is a regular workshop presenter for CLEAR and will be leading the 2003 CLEAR summer workshop "Teaching Writing in the Foreign Language Classroom."

FEATURED TEACHER

I attended two CALL workshops in the summer of 2001. These were technology related workshops, so I was nervous about attending. Dennie Hoopingarner (CLEAR's assistant director for technology implementation) was our instructor and he taught me much more than I had signed up to learn. Before these classes I didn't know how to make a folder on the desktop. I was one of those people who was scared to touch the computer and do something wrong. I left the class with tons of basic skills and could even make a web page and do some basic programming. Dennie was an extremely effective and organized instructor. He made us feel like we could do anything, we were all very much at ease despite our limited abilities. I was amazed at what I could do when I left. What I learned has helped me have the confidence to work with computers and do all that I am doing today.

Today, I still teach at Handy Middle School in Bay City. I am one of the coordinators for our Klick! club. This is an after school technology club we run with a grant written by MSU. The students create web pages, write and edit movies, program robots, do Clay Animation movies, make TABS communities, and use programs such as Flash, Dreamweaver, iMovie, Image Blender, and PowerPoint. We are in charge of our school's web site and we work hard to keep it updated. Many teachers use the students and coordinators as resources for their computer questions.

The workshops at CLEAR/MSU were a wonderful experience for me. I plan to attend more after I finish my Masters in Educational Technology.

Penny Hildinger teaches French and is the coordinator for "Kids Learning in Computer Klubhouses" (Klick!) at T.L. Handy Middle School in Bay City, Michigan.

Putting It All Together

Having briefly reflected on the notions of communication, negotiation, and the different types of tasks, it is time to take a quick look at how to develop interactive online language activities. Generally, when we begin creating online activities, we first look critically at the objectives to see which, if any, would best be delivered using technology. The next steps are to identify the real world target task(s), develop the appropriate pedagogical tasks that will assist the learner in being able to accomplish the target task, and sequence these pedagogical tasks accordingly, keeping in mind the idea of true communication as described by Lee and opportunities for negotiation, like that shown in our earlier example. Additionally, careful consideration should be given to how the lesson flows and how it is delivered. Which parts should be done in class, in the lab, or online as homework? In our next issue, we will take an online lesson plan to task and examine it and the teaching principles behind it.

Part II of this article will appear in the Fall 2003 issue of *CLEAR News.*

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Carol Wilson-Duffy is the instructional technology coordinator at CLEAR. She is also an instructor at MSU's English Language Center. Carol will co-lead the 2003 CLEAR summer workshop "Materials Development Marathon: Creating Online Communicative Activities from Start to Finish."

IALLT 2003: Connecting with a Diverse World–The 8th Biennial Conference of the International Association for Language Learning Technology,
June 17-21
at The University of Michigan

Language teachers, lab professionals, and technology experts from all over the world will explore and discuss innovations in language teaching technology, trends in teaching, and the ways in which students of languages and cultures connect with a diverse world. The three day conference and two days of workshops will allow participants the opportunity to learn new computer skills, try new software, consider new teaching methods, explore technology, learn from what other institutions have done, and meet lots of people who work with technology every day as it specifically relates to language teaching and learning.

Pre-conference workshops will take place on Tuesday June 17th and Wednesday June 18th. Workshop topics include multimedia development, web site creation and design, delivery of video and audio to the web, video production, lab design, choosing a language lab system, interactive web activities and games, survey tools, management techniques, tours of language labs and computer classrooms, and more.

Regular conference sessions will take place from Thursday, June 19th through Saturday, June 21st. Over 80 conference sessions will cover a wide range of topics from distance learning methods and tools to study abroad opportunities to integrating culture into the curriculum. There will be something for everyone: teachers, administrators, IT staff, and lab professionals!

There will also be a foreign language learning and instructional technology showcase with demonstrations and time for exploration, a large exhibit hall with numerous vendors, and opportunities built into the schedule for participants to network and discuss common issues.

Online registration can be accessed at http://www.lsa.umich.edu/lrc/iallt/ Participants are able to choose how they wish to register — for a single day, just the conference, or all 5 days of workshops and conference sessions.

Please note: the Early Bird Registration deadline [which means big savings off the registration fee] is April 15th!

For more information, visit: http://www.lsa.umich.edu/lrc/iallt/

Or, contact us at:

IALLT 2003 Conference—
Language Resource Center
2018 Modern Languages Building
812 E. Washington
The University of Michigan
Ann Arbor, MI 48109-1275

E-mail: iallt-2003@umich.edu
Phone: 734.764.0424

More information about the International Association for Language Learning Technology (IALLT) is available at: http://www.iallt.org

2003 Chinese, Japanese, and Korean Teachers' Workshop

For the third year in a row, MSU's Asian Studies Center along with CLEAR and MSU's Department of Linguistics & Languages are hosting a one-day workshop on the campus of MSU. This year's workshop will take place on Saturday, June 21st. All teachers of Chinese, Japanese, and Korean are welcome to attend this free-of-charge workshop.

For more details on the schedule and to register for this workshop, contact Khanh-Van Nguyen at:

Asian Studies Center
108 International Center
Michigan State University
East Lansing, MI 48824
Phone: 517.353.1680
Fax: 517.432.2659

Web: http://www.isp.msu.edu/AsianStudies/

Camtasia Studio

For those instructors who attempt to implement technology into their curricula, one more-or-less constant problem is the creation of good content for students who wish to learn on their own time, either in the lab or at home. Authoring tools are plentiful and range in price from free to more than $1,000. The biggest problem with using such is tools is the time involved in actually creating the content, from tackling the learning curve of the program itself, to collecting whatever media you will need, to actually assembling the project. Most teachers simply do not have that kind of time.

Enter Camtasia Studio by TechSmith, which is a screen recorder tool that exactly captures all the action on your computer screen and saves it in industry-standard formats. While specific to computer content, Camtasia Studio sports a number of uses for the tech-savvy language professional, allowing for the creation of first-class content with a minimum of perspiration. I will tackle each of these uses in turn.

Instruction

Does your lab offer language-specific software programs with which you would like your students to become familiar? Rather than making routine trips to the lab or (even worse) training your students on a one-on-one basis in the use of these programs, simply use Camtasia Studio to record a tutorial...

— Create a movie-based orientation of your language lab and its programs.

— Take your students on a virtual tour of your favorite language-specific web sites, complete with your narration.

— Build a multimedia demonstration in the target language for your students to view over and over.

Presentation

For those who present at workshops or conferences, Camtasia Studio allows for engaging demonstrations of software or web sites. Best of all, no internet connection is necessary, so worries about networking issues will not compound your stagefright.

Research

If your work focuses on CALL or second language research, Camtasia Studio can be a valuable tool. Simply start up the Recorder to capture the full screen before your participants begin their computer-based task. Camtasia Studio makes a perfect-quality visual record of everything they did while working on the task.

Vital Statistics

Camtasia Studio is actually a suite of five individual applications. The Recorder tool picks up every action you make. You can even add text annotations and voice narration to your videos. The Producer is a tool that allows you to edit your videos and string smaller clips into an overall presentation, even adding screen transitions between clips. It also enables the exporting of the final video into a number of formats, including AVI, RealPlayer, Quicktime, and Flash. The After Effects tool provides a means of adding shapes and text annotations (such as item labels or subtitles) to your movies after their initial creation. The Menu Maker tool lets you utilize attractive templates to create a menu front-end of your videos, ready for burning to CD-ROM. The Camtasia Player is also included, which is a no-frills AVI player optimized for playing back Camtasia content (though it will play any AVI file).

Camtasia Studio retails for $349 per copy, but the academic discount brings the price down to $119 for educators and students. Multi-user and site licenses are also available. A 30-day trial version is available from TechSmith's web site: http://www.techsmith.com.

María José Alvarez-Torres is a graduate assistant for CLEAR, and co-editor of CLEAR News. She will co-lead the 2003 CLEAR summer workshop "Materials Development Marathon: Creating Online Communicative Activities from Start to Finish."

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 Fall 2003 *CLEAR News* is July 11, 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

CLEAR WORKSHOPS

THE 2003 WORKSHOPS ARE:

Teaching Speaking and Listening in the Foreign Language Classroom
June 16-18
Presenter: Anne Violin-Wigent

Teaching Reading in the Foreign Language Classroom
June 19-21
Presenter: Margo Glew

Teaching Writing in the Foreign Language Classroom
June 23-25
Presenter: Charlene Polio

Putting Flash into Your Course
July 14-18
Presenter: Dennie Hoopingarner

Developing a Learning Scenario to Bring Out the Best in Your Foreign Language Class
July 23-25
Presenters: Emily Spinelli, Anne Nerenz, Tom Lovik, and Cindy Kendall

Materials Development Marathon: Creating Online Communicative Activities from Start to Finish
July 28-August 1
Presenters: Carol Wilson-Duffy and María José Alvarez-Torres

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

APPLY ONLINE AT:
http://clear.msu.edu/training/03institutes/index.html

Early Application Deadline:
March 28, 2003
($15 application fee is waived)

Regular Application Deadline:
May 16, 2003
($15 application fee)

Stipends are available for the *Developing a Learning Scenario to Bring Out the Best in Your Foreign Language Class* workshop only. See the application form for further details.

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

2002 Summer Workshop
Materials Development Marathon: Creating Online Communicative Activities from Start to Finish

NEW CENTER

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

Project-based Learning
June 16-18

This workshop will focus on the integration of project-based learning into advanced-level proficiency language instruction. It will address the rationale, design, development, and implementation of project-based learning and offer hands-on experience in which participants will construct project-based learning activities for their own instructional contexts.

Peer-to-Peer Technologies and Foreign Language Education
June 19-20

This workshop addresses the use of peer-to-peer Internet communication tools to support the development and maintenance of advanced foreign language proficiency. Participants will develop activities that encourage an array of linguistic, cultural, pragmatic, interpersonal, and self-reflective communicative activity. Additionally, participants will explore a critical compilation of pedagogically robust uses of synchronous and asynchronous communication tools ranging from international "key pal" interaction to inter- and intra-class communication.

Discourse Analysis for Teachers of Advanced Level Korean
June 19-20

This workshop will offer teachers of advanced level Korean pedagogical materials and activities to aid their students in developing a keener sensitivity towards particular features of Korean grammar and pragmatics. It will be demonstrated how natural discourse, as a source for materials and activities, can be incorporated into advanced level grammar lessons. The language examples presented are based on excerpts of a large corpus of oral and written Korean.

Advanced Language Proficiency Assessment
June 23-25

This workshop will train teachers of advanced language learners in designing, assessing, administering, rating and evaluating a variety of alternative assessment procedures such as projects, group assessment and self-assessment. Among the topics to be addressed are: achievement and proficiency, items and tasks, rating scales, the use of tests.

Using Corpora in Advanced Level Language Teaching
June 23-26

This workshop will take participants through the basics of building language corpora and how to analyze them. There will be opportunities to work with spoken and written corpora, and learner corpora. As well as providing a theoretical outline, the workshop will offer hands-on experience with the output from corpora (frequency lists for vocabulary and grammar, contextual concordances, keyword lists, lists of collocations and phrases, etc.). Participants will be given help to build their own corpora for their own teaching context, and useful resources will be indicated.

Advanced Spoken Chinese Proficiency
June 28-29 [this workshop will be held at UCLA]
Taking advantage of authentic, naturalistic data and computer technology, this workshop will explore some new ways to improve advanced spoken Chinese proficiency. In particular, it will address the following three themes: a) relevant features of spoken and written Chinese for advanced learners, b) conversational and narrative language data as a source for teaching materials and c) use of computer tools to analyze Chinese.

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

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

Creating Teacher Community: Third International Conference on Language Teacher Education
May 29-31, 2003
Radisson-Metrodome Hotel
Minneapolis, MN

Featured speakers at the conference will include:
Claire Kramsch, as keynote speaker;
Michèle de Courcy, Lily Wong Fillmore, and Bonny Norton

The Third International Conference on Language Teacher Education will be held May 29-31, 2003 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. 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 conference promises to be a wonderful success again this year. Over 160 proposals for papers, discussion sessions, and symposia were received by the planning committee from language teacher educators and researchers from all over the world. Pre-conference workshops will include: So Where's the Language in Content-based Instruction?; Teachers' Awareness of Style Preferences, Strategy, and Motivation; Teacher Development for Integrating Technology in Second Language Classrooms; Advocacy in Language Teacher Education; CoBaLTT for Language Teacher Education; Moral and Ethical Dilemmas in Language Teacher Education; Genre-based Approaches to the Teaching of Text; Preparing Teachers to Teach FLES; Classroom Interactive Activities and SLA; and Models for Developing Assessment Tasks and Rubrics.

For more information:
http://carla.acad.umn.edu/conferences.html.

CARLA's 2003 Summer Institutes
Visit CARLA's web site:
http://carla.acad.umn.edu/summerinst.html.

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 Applied Second Language Studies (CASLS), University of Oregon

A test that grades itself? Custom-made materials tied to the Standards? The Center for Applied Second Language Studies (CASLS) has developed an integrated online system that saves time and money while helping students meet high standards. The Standards-Based Measurement of Proficiency (STAMP) assesses students' reading and writing proficiency quickly and efficiently, providing teachers with clear feedback. STAMP is available in Spanish, French, German, and Japanese. CASLS is currently developing STAMP in Chinese and

Turkish and is looking for pilot sites. If you are interested in learning more about STAMP or piloting it in Chinese or Turkish, please contact CASLS at jendicot@uoregon.edu. Online oral proficiency assessments in Spanish and Japanese are on the horizon!

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

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

2003 Summer Workshops
CLEAR is offering a variety of workshops on the campus of Michigan State University again this summer. Please see the announcement in this issue of *CLEAR News*. Apply before the early application deadline of March 28th and the $15 application fee is waived. The regular application deadline is May 16th.

For more information, or to apply online, visit http://clear.msu.edu/training/03institutes/index.html/.

Tutorial Guides
It's official! CLEAR's *Thai Tutorial Guide* is available. Based on the successful *African Language Tutorial Guide*, the guide for Thai is written for native speakers of Thai who are teaching in a tutorial or a classroom setting who may or may not have language teaching experience. The guide begins with basic language teaching guidelines and then moves into lesson units for beginners, intermediate learners, and advanced learners.

Download your free copy from CLEAR's web site at:
http://clear.msu.edu/teaching/thaiguide/index.html/.

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 Ohio State University

The National East Asian Languages Resource Center at The Ohio State University would like to bring your attention to the following projects:

1) Part Two of the serial report on the survey of East Asian Language Programs was published in December 2002. Anyone interested in the reports can find them on our web site http://nealrc.osu.edu.

2) NEALRC recently published a CD *Chinese Computerized Adaptive Listening Comprehension Test* (CCALT), developed by Chuanren Ke and Zizi Zhang of the University of Iowa. CCALT, which has a bank of 400 calibrated items covering ACTFL proficiency levels from Novice to Superior, allows examinees to answer questions that correspond to their levels of listening comprehension. CCALT can be used as a placement/proficiency test and for students' self-evaluation of their progress in Mandarin. For information on ordering please see the next item.

3) Recent publications from NEALRC include *Difficult Characters* by Mary Erbaugh, ed., a collection of interdisciplinary studies of the Chinese and Japanese writing systems; and *Advances in Japanese Language Pedagogy*, by Hiroshi Nara, ed., a collection of pedagogical and second language acquisition studies on learning and teaching Japanese. Persons interested in the pedagogical principles on which underlie SPEAC teacher training can find them explicated in Matthew Christensen and Mari Noda's *A Performance–based Pedagogy for Communicating in Cultures: training teachers for East Asian Languages*. The toll-free number for ordering these materials is 800.678.6999, fax: 614.688.3355. You may view our catalog and download an order form on our web site, http://flc.ohio-state.edu/flpubs.

SPEAC (Summer Programs East Asian Concentration): Chinese and Japanese language will be held from June 23 to August 26, and SPEAC: Training Programs in Teaching Chinese/Japanese will be from June 23 to August 7, 2003. The final application deadline is March 31, 2003. Please contact SPEAC Coordinator by E-mail at speac@osu.edu, by phone at 614.688.3426, or by fax at 614.292.2682.

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

NFLRC Hawai`i has recently added two new technical reports to their publications catalog. The first, "An investigation of second language task-based performance assessments" (Brown, Hudson, Norris, & Bonk), describes the creation and validation of performance assessment instruments; the second, "New technologies and language learning: Cases in the less commonly taught languages" (Spreen, Ed.), is a collection of case studies presenting technology-based options for language programming that will help universities make more informed decisions about teaching less commonly taught languages. All technical reports can be purchased online through University of Hawai`i Press (http://www.uhpress.hawaii.edu). Check out other NFLRC publications, including CD-ROMs, videos, free online downloadable publications, and more at http://nflrc.hawaii.edu.

NFLRC 2003 Summer Workshops
Southeast Asian Pedagogy Workshops

A series of teacher training workshops will be conducted for faculty teaching at advanced study abroad programs in Southeast Asia. Workshops are being planned for Filipino, Indonesian, Khmer, Thai, and Vietnamese. Training may also be conducted at the Southeast Asian Studies Summer Institute at the University of Wisconsin. Visit this web site for more information and updates: http://nflrc.hawaii.edu/prodev/SEAPed/

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://www.nflrc.hawaii.edu

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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.