

## NEWS FROM SPONSORING ORGANIZATIONS

This page includes announcements from the organizations sponsoring LLT. More complete listings of announcements can be found at the [Applied Linguistics Virtual Library](#), the [Agora Language Marketplace](#), and the Centre for Language Teaching and Research's [International Conference Schedule](#).

### University of Hawai'i National Foreign Language Resource Center (NFLRC)



Less commonly taught languages, particularly those of Asia and the Pacific, are the focus of the University of Hawai'i National Foreign Language Resource Center, which engages in research and materials development projects and conducts Summer Institutes for language professionals among its many activities.

**NEW ON THE HORIZON** - The NFLRC is proud to announce that, starting Fall 2000, new courses in Chinese and Korean language at the third-year level will be offered by the University of Hawai'i to institutions nationwide via the World Wide Web.

Universities and colleges in need of third-year Chinese and Korean language education resources can contract with the University of Hawai'i to receive Web-based, asynchronous instruction for their Chinese and Korean language students. The students will pay tuition to, and receive credit from, their home institution; the home institution will in turn pay a course delivery fee to UH.

Last semester, one Web-based course, CHN 399a, ran at the University of Hawai'i. The course was very successful: 14 students formed a lively on-line community and cooperated in the completion of a series of rigorous learning activities week by week. The activities are a mix of on-line interaction (including interaction with and feedback from the instructors), on-line independent learning activities, and off-line independent assignments using a CD-ROM for advanced study which was developed previously at the University of Hawai'i.

For more information about our web courses, please visit: <http://www.LLL.hawaii.edu/nflrc/399info.html>

Among recent new publications from the UH NFLRC:

- [\*Studies on Korean in Community Schools\*](#)

The papers in this volume focus on language teaching and learning in Korean community schools. Topics covered include childhood bilingualism, Korean grammar, language acquisition, children's literature, and language teaching methodology. *[in KOREAN]*

- [\*A Communicative Framework for Introductory Japanese Language Curricula\*](#)

This publication, intended primarily for individual teachers and professional associations throughout the United States, proposes guidelines for designing Japanese language curricula and provides a framework for teachers who wish to enhance and strengthen the quality of their Japanese language instruction.

- [\*Integration of National Standards in a Japanese Language Classroom\*](#) [video]

This 20-minute video plus guidebook familiarizes pre-service and in-service teachers of Japanese with the "five C" goals of the Japanese National Standards and illustrates the concept of learning scenarios with classroom examples. The guidebook assists the viewers as well as

supplements the video with additional examples and tips.

- [LSEV: Learner Self-Evaluated Videos](#) [video]

Regularly videotaping students' conversations for them to analyze gives them more holistic data from which they can learn and improve. This video shows teachers an innovative use of technology that enhances classroom interaction, increases students' ability to observe and control their learning, and provides teachers with rich data so they can teach to their students' needs and levels.

- [Shadowing and Summarizing](#) [video]

Shadowing and summarizing are deceptively simple tasks that can greatly enhance learning. This video shows a real class going through shadowing and summarizing activities and also gives explanations of the rationale and background to help teachers grasp the value inherent in shadowing and summarizing.

Check out our many other publications at <http://www.LLL.hawaii.edu/nflrc/publication.html>

You may contact the NFLRC at [nflrc@hawaii.edu](mailto:nflrc@hawaii.edu).

## Michigan State University Center for Language Education and Research (CLEAR)



CLEAR's mission is to promote foreign language education in the United States. To meet its goals, CLEAR's projects focus on foreign language research, materials development, and teacher training.

### FOREIGN LANGUAGE RESEARCH

- Acquisition of Prosody by English-Speaking Learners of French
- Feedback and Interaction
- Longitudinal Analysis of Foreign Language Writing
- Longitudinal Analysis of the Acquisition of German

### MATERIALS DEVELOPMENT

#### Products

- *Business Chinese* (CD-ROM)
- *Foreign Languages: Doors to Opportunity* (video and discussion guide)
- *Pronunciación y fonética* (CD-ROM)
- *Task-based Communicative Grammar Activities for Japanese and Thai* (workbook)
- *Test Development* (workbook and video)

#### Coming Soon!

- Business Language Packets for High School Classrooms (French, German and Spanish)
- Extended Oral Proficiency Assessment Modules (German and Russian)

- Portuguese Pronunciation and Phonetics CD-ROM
- Tutorial Manuals (African Languages and Thai)

### Newsletter

- *CLEAR News* is a biyearly publication covering FL teaching techniques, research and materials. Contact the CLEAR office to join the mailing list or see it on the Web at <http://clear.msu.edu/clearnews/index.html>.

## TEACHER TRAINING

### Summer Institutes

Every summer, CLEAR offers institutes for foreign language educators to help strengthen and expand their teaching skills. CLEAR offers stipends to help defray the institute fees and travel/accommodation expenses. For more information about these institutes, see CLEAR's Web site at <http://clear.msu.edu>.

#### 2001 Summer Institutes

- Using Communicative Activities in a Grammar-Based Curriculum (June 20-23)
- Putting Your Course Online (June 26-30)
- Making a Language-Learning CD-ROM: Introductory Techniques (July 10-14)
- Making a Language-Learning CD-ROM: Advanced Techniques (July 17-21)
- Promoting Student Motivation and Interest in Foreign Languages (July 22-24)
- Using Authentic Materials in the Foreign Language Classroom (July 25-28)

### On-Site Technology Training Workshops

Last year, CLEAR began offering technology training workshops to foreign language educators at their home institutions. The workshops are tailored to fit the needs of the participants and the technology available at their institutions. Once again this year, CLEAR is offering these workshops. For more information, contact Jane Ozanich at [ozanichj@msu.edu](mailto:ozanichj@msu.edu).

Visit CLEAR's Web site (<http://clear.msu.edu>) or contact the office (517-432-2286 / [clear@msu.edu](mailto:clear@msu.edu)) for more information.

## Apprentissage des Langues et Systèmes d'Information et de Communication (ALSIC)



ALSIC (Language Learning and Information and Communication Systems) is an electronic journal in French for researchers and practitioners in fields related to applied linguistics, didactics, psycholinguistics, educational sciences, computational linguistics, and computer science.

The journal gives priority to papers from the French-speaking community and/or in French, but it also regularly invites papers in other languages so as to strengthen scientific and technical exchanges between linguistic communities that too often remain separate. The editorial board of ALSIC invites you to contact them for any prospective contributions at the following electronic address: [alsic@lfc.univ-fcomte.fr](mailto:alsic@lfc.univ-fcomte.fr).

## **The Australian Technology Enhanced Language Learning Consortium (ATELL)**

**Contacts:** Dr Mike Levy, The University of Queensland ([mlevy@lingua.arts.uq.edu.au](mailto:mlevy@lingua.arts.uq.edu.au))  
Prof. Roly Sussex, The University of Queensland ([sussex@lingua.arts.uq.edu.au](mailto:sussex@lingua.arts.uq.edu.au))

ATELL is an informal collaboration of Australian language teachers involved in technology-enhanced language learning and teaching.

It has recently been moved to The University of Queensland, where Dr. Mike Levy and Professor Roly Sussex are developing the concept in collaboration with Mr. Greg Dabelstein, coordinator of the CALL special interest group of the Association of Modern Language Teachers' Associations of Australia (AFMTLA). We intend to establish a network of complementary and collaborating resources for teachers and learners in the TELL domain in schools and tertiary institutions.

There will be a Web site, which will include information, collaboration and resources such as:

- a register of Australian TELL experts
- links to other sites with TELL-related information and materials
- links to reviews of hardware, software, courseware
- a section for FAQs (Frequently Asked Questions)
- what's new — ideas, research, materials
- a register of projects, current and past, in TELL research, development, implementation
- software modules, libraries and related resources for developers
- audio and video files for language learning support
- policies and discussion
- special interest groups

In addition, we are reviving the ATELL mailing list, whose e-mail location is [atell@lingua.arts.uq.edu.au](mailto:atell@lingua.arts.uq.edu.au).

ATELL is supported by the Language Laboratory at the University of Queensland.

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

CARLA is one of nine National Language Resource Centers whose role is to improve the nation's capacity to teach and learn foreign languages effectively. Launched in 1993 with funding from the national Title VI Language Resource Center program of the U.S. Department of Education, CARLA's mission is to study multilingualism and multiculturalism, to develop knowledge of second language acquisition, and to advanced the quality of second language teaching, learning, and assessment by conducting research and action projects sharing research-based and other forms of knowledge across disciplines and education systems extending, exchanging, and applying this knowledge in the wider society.

CARLA's research and action initiatives include a focus on: the articulation of language instruction, content-based language teaching through technology, culture and language studies, less commonly taught languages, language immersion education, second language assessment, second language learning strategies, and technology and second language learning.

To share its latest research and program opportunities with language teachers around the country, CARLA offers the following resources: a summer institute program for teachers; a database which lists

where less commonly taught languages are taught throughout the country; listservs for teachers of less commonly taught languages and immersion educators; a working paper series; conferences and workshops; and a battery of instruments in French, German, and Spanish for assessing learners' proficiency in reading, writing, speaking, and listening at the Intermediate-Low level on the ACTFL scale.

On May 17-19, 2001, CARLA will sponsor the [Second International Conference on Language Teacher Education](#) which will bring together teacher educators from a variety of language teaching contexts to discuss and share research, theory, and best practices and to initiate and sustain meaningful professional dialogue across languages, levels, and settings.

Check out these and other CARLA resources on the CARLA website at <http://carla.acad.umn.edu>.

## **The Center for Applied Linguistics (CAL)**



[News from the ERIC Clearinghouse on Languages and Linguistics:](#)

Visit the new "Directory of Resources for Foreign Language Programs" at <http://www.cal.org/ericcll/nce/fldirectory>. An online, searchable database, the directory includes national associations, professional organizations, state foreign language offices, funders, publishers of language learning materials, centers, clearinghouses, instructional materials Web sites, online publications, databases, regional conferences, and listservs. Also new on ERIC/CLL's Web site is "What Teachers Need to Know about Language" by Lily Wong Fillmore and Catherine E. Snow. The paper outlines the reasons educators need to know about language, the kinds of knowledge about language that they need, and an inventory of courses and course topics. Read the paper on the Web at <http://www.cal.org/ericcll/teachers.pdf>.

News from NCLE:

"[NCLE Resource Collections: Learning Disabilities and Adult ESL](#)" is the first in a series of resource collections that will be developed and published on the NCLE Web site. These collections will act as gateways to information on specific topics in adult ESL. NCLE has also published three new FAQs and two new digests on adult ESL. Visit the "What's New" section of NCLE's site at <http://www.cal.org/ncl/whatnew.htm> for links to these and other publications.

ESL Standards Project News:

"[Training Others to Use the ESL Standards: A Professional Development Manual](#)" is a manual created for staff developers, teacher trainers, teacher education faculty, and others who deliver pre- and in-service programs to practicing teachers. The book is one in a series of publications on CAL's ESL standards work in collaboration with the Teachers of English to Speakers of Other Languages (TESOL). Contact TESOL at <http://www.tesol.org> to order.

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The Center for Applied Linguistics promotes and improves the teaching and learning of languages, identifies and solves problems related to language and culture, and serves as a resource for information about language and culture. CAL is a private, nonprofit organization that carries out a wide range of activities in the fields of English as a second language, foreign languages, cultural education, and linguistics. These activities include research, teacher education, information dissemination, instructional design, conference planning, technical assistance, program evaluation, and policy analysis. Publications

include books on language education, online databases of language programs and assessments, curricula, research reports, teacher training materials, and print and online newsletters.

CAL builds knowledge and applies it to real world issues through publications, a World Wide Web site at <http://www.cal.org>, "Language and Literacy in Public Life" events, and in many other ways. CAL responds to current needs in language education with accurate, accessible, and timely language resources.

Major CAL projects include the following:

- [ERIC Clearinghouse on Languages and Linguistics](#)
- [National Clearinghouse for ESL Literacy Education](#)
- [Refugee Service Center](#)
- PreK-12 School Services Center (contact <http://www.cal.org/schoolservices> for information).

CAL collaborates with other language education organizations on the following projects:

- [Center for Research on Education, Diversity, & Excellence](#)
- [Improving Foreign Languages in the Schools Project of the Northeast and Islands Regional Laboratory](#) at Brown University
- [National Capital Language Resource Center](#)
- [National K-12 Foreign Language Resource Center](#)
- [National Network for Early Language Learning](#)

For more information about CAL projects and services, visit <http://www.cal.org>.

## **Computer Assisted Language Instruction Consortium (CALICO)**



Since its inception in 1983, CALICO has served as an international forum for language teachers who want to develop and utilize the potential of advanced technology to support their teaching and research needs. Through its Annual Symposia, Special Interest Groups (SIGs), CALICO Journal, CALICO Monograph Series, CALICO Resource Guide, and numerous other publications, CALICO provides both leadership and perspective in the ever-changing field of computer-assisted instruction.

The strength of CALICO derives from the enthusiasm, creativity, and diversity of its members. It comprises language teachers and researchers from universities, military academies, community colleges, K-12 schools, government agencies, and commercial enterprises. To learn more about CALICO activities and how to participate in them, visit the CALICO homepage at <http://www.calico.org>.

## **European Association for Computer Assisted Language Learning (EUROCALL)**



EUROCALL is an association of language teaching professionals from Europe and worldwide aiming to

- Promote the use of foreign languages within Europe
- Provide a European focus for all aspects of the use of technology for language learning
- Enhance the quality, dissemination, and efficiency of CALL materials

We also disseminate information via the ReCALL Journal and other publications, organise special

interest meetings and annual conferences, and work towards the exploitation of electronic communications systems. For those involved in education and training, EUROCALL provides information and advice on all aspects of the use of technology for language learning.

Forthcoming EUROCALL conferences:

- EUROCALL 2001, University of Nijmegen, The Netherlands, 30 August to 1 September 2001

For full details, contact us at <http://www.hull.ac.uk/cti/eurocall.htm>.

## **International Association for Language Learning Technology (IALL)**



Established in 1965, IALL is an organization of professionals in a variety of fields who are committed to supporting and extending language learning, teaching, and research through the use of technology. Its members include directors and staff of language labs, resource or media centers and grant projects, language teachers at all levels, developers and vendors of hardware and software, and interested others.

IALL offers biennial conferences, regional groups and meetings, the LLTI listserv (Language Learning and Technology International), publications such as IALL Journal, IALL Lab Design Kit, and IALL Lab Management Manual, and a Foreign Language Software Database.

The 2001 meeting of IALL will be held at Rice University (Houston, TX) on May 23-26. For membership, meeting, publication, or listserv information, including contact people, visit the IALL Web site at <http://iall.net>.