

## NEWS FROM SPONSORING ORGANIZATIONS

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



The University of Hawai'i National Foreign Language Resource Center engages in research and materials development projects and conducts Summer Institutes for language professionals among its many activities.

#### CALL FOR PROPOSALS

[Distance Education, Distributed Learning & Language Instruction: Reports from the Field](#) (July 27-30, 2004, University of Hawai'i at Manoa)

The NFLRC invites language educators with significant experience using distance and distributed learning models to propose presentations for the Symposium. Presentation proposals should address new technologies, innovative software, research projects, or new uses for old software. Possible topics could include but are not limited to

- Issues in distance/distributed learning administration, infrastructure, or delivery
- Instructional design or development of Web courses/materials
- Online interactions and community
- Electronic resources for educators

Proposals can be for 45-minute sessions, 75-minute sessions, or electronic poster sessions (e.g., class Web site tours, multimedia instructional materials demos, etc.). Financial support is available for presenters of 45-minute and 75-minute sessions only -- up to \$800 per session to help defray travel expenses, with the possibility of supplementary support if there are multiple presenters in a session. **The deadline for online proposal submissions is March 1, 2004.** For more information, visit our symposium Web site.

[Cultural Diversity and Language Education Conference](#) (September 24-26, 2004, University of Hawai'i at Manoa)

This conference, co-sponsored and organized by the NFLRC and the UH Center for Second Language Research, will focus on theories, policies, and practices associated with cultural and language diversity in educational contexts and will provide a forum for examining a broad range of issues concerned with the potential and challenges of education that builds on diversity. The primary strands for exploring diversity in language education at the conference are

- Foreign/Heritage Language Education
- Bilingual/Immersion Education
- English Language Education
- Language Education Planning and Policy
- Literacy Education

Proposals for individual papers, colloquia, or workshops related to theory, research, practice, and policy in these strand areas are welcome and can be submitted online -- **deadline March 31, 2004**. For more information, please visit our conference Web site.

### **NFLRC Publications**

[Task-Based Language Teaching: A Demonstration Module](#) (text, video, CD). This Research Note illustrates Task-Based Language Teaching (TBLT) as developed by Michael H. Long. The set consists of a demonstration video, audio CD, and an explanatory text. The introduction in the text describes TBLT, the task-based needs analysis and materials development underlying pedagogic tasks, and teaching procedures. In addition, the text contains a demonstration lesson including a Teacher's Manual and Student Workbook (in both Korean, the demonstration language, and in English, as a template for other languages), color maps, scripts, Korean language audio files on CD, transcripts of the audio files, and two sample tests.

[Group Dynamics in the Language Classroom](#) (video). Group dynamics is one of the most, if not the most, important areas for teachers who wish to create a well functioning, interactively supportive classroom for language learning. The presentation in this video looks briefly at the recent research and theory in the area and the practical aspects of dealing with forming, transition, performing, and closing with groups. The cohesive group, shifting leadership styles, student roles, and the contribution of the environment, and how we can adjust it, are demonstrated and discussed.

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



CLEAR's mission is to promote the teaching and learning of foreign languages in the United States. To meet its goals, projects focus on foreign language research, materials development, and professional development training.

### **FOREIGN LANGUAGE RESEARCH**

- Feedback to Learners: The Case of Heritage Language Learners

### **MATERIALS DEVELOPMENT**

#### **Products**

- [Business Chinese](#) (CD-ROM)
- [Modules for Assessing Socio-Cultural Competence for German](#) (CD-ROM)
- [Modules for Assessing Socio-Cultural Competence: Russian](#) (CD-ROM)
- [Pronunciación y Fonética](#) (CD-ROM)
- [African Language Tutorial Guide](#) (guide and video)
- [Thai Tutorial Guide](#) (guide)
- [Foreign Languages: Doors to Opportunity](#) (video and discussion guide)
- [Task-based Communicative Grammar Activities for Japanese and Thai](#) (workbook)
- [Test Development](#) (workbook and video)
- [The Internet Sourcebook for Business French](#) (Web links)
- [The Internet Sourcebook for Business German](#) (Web links)

- [The Internet Sourcebook for Business Spanish](#) (Web links)
- [Business Language Packets for High School Classrooms](#) (French, German, & Spanish; PDF files)

### Coming Soon!

- Introductory Business German (CD-ROM)
- French Pronunciation and Phonetics (CD-ROM)

### 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/newsletter/>.

## PROFESSIONAL DEVELOPMENT

### Summer Workshops

Each summer, CLEAR offers professional development workshops for foreign language teachers on the campus of Michigan State University. For more information, go to <http://clear.msu.edu/training/>.

### Onsite Workshops

CLEAR offers foreign language teachers at K-13+ institutions around the country the opportunity to host a CLEAR workshop. These 1-3 day workshops are led by CLEAR's professional development staff members. For more information, visit <http://clear.msu.edu/training/onsite/about.html>.

For more information about CLEAR, contact

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## Australian Technology Enhanced Language Learning Consortium (ATELL)

Contacts: Assoc. Prof. Mike Levy, Griffith University ([michael.levy@mailbox.gu.edu.au](mailto:michael.levy@mailbox.gu.edu.au))  
Dr. Robert Debski, The University of Melbourne ([r.debski@hlc.unimelb.edu.au](mailto:r.debski@hlc.unimelb.edu.au))

ATELL is pleased to announce the availability of the CALL Catalogue:

<http://www.callcatalogue.com.au/>

The **CALL Catalogue** has been designed as a resource for researchers, designers, and teachers interested in Computer Assisted Language Learning (CALL).

The **CALL Catalogue** is essentially a searchable bibliographic database. It consists of a large set of abstracted articles on CALL and an index of specially designed keywords. The **CALL Catalogue** is an ongoing research venture that began with the construction of a large corpus of CALL publications for 1999. As such the **CALL Catalogue** (1999) included all the chapters in four books (Cameron, 1999a, 1999b; Debski & Levy, 1999; Egbert & Hanson-Smith, 1999) and all the articles in four major CALL journals: *Computer Assisted Language Learning*, *CALICO*, *ReCALL*, and the online journal, *Language Learning and Technology*. This amounted to 177 journal articles and book chapters for the year. Each item was then abstracted and indexed to form the original **CALL Catalogue** (1999). So far the **CALL Catalogue** has been completed for 1999 and 2000.

The **CALL Catalogue** is an ongoing project and we are keen to have your contributions (see Abstracting & Indexing Guidelines on the Web site). Our immediate goal is to add abstracted and indexed articles on CALL for 2001, and then, subsequently, to work forward to the year prior to the current year of

publication. The **CALL Catalogue** directly relates to published works by Levy (2000, 2002) where more detail about the overarching framework and methods of production are given.

The **CALL Catalogue** is the first resource to be made available by ATELL, the Australasian Technology Enhanced Language Learning network. ATELL is an informal grouping of CALL researchers and practitioners in Australia and New Zealand. More resources for researchers and practitioners are to follow.

#### References

Cameron, K. C. (Ed.). (1999a). *CALL: Media, design and applications*. Lisse, The Netherlands: Swets & Zeitlinger.

Cameron, K. C. (Ed.). (1999b). *CALL and the learning community*. Exeter, England: Elm Bank Publications.

Debski, R., & Levy, M. (Eds.). *WORLDCALL: Global perspectives on computer-assisted language learning*. Lisse, The Netherlands: Swets & Zeitlinger.

Egbert, J., & Hanson-Smith, E. (Eds.). (1999). *CALL environments: Research, practice and critical issues*. Alexandria, VA: TESOL Inc.

Levy, M. (2000). Scope, goals and methods in CALL research: Questions of coherence and autonomy. *ReCALL*, 12(2), 170-195.

Levy, M. (2002). CALL by design: Products, processes and methods. *ReCALL*, 14(1), 129-142.

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



ALSIC (Language Learning and Information and Communication Systems, <http://alsic.org/>) 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: [infos@alsic.org](mailto:infos@alsic.org).

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



CARLA is one of several 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, develop knowledge of second language acquisition, and advance 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, research on pragmatics and speech acts, support for study abroad, 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: an internationally acclaimed 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 two levels on the ACTFL scale. Check out these and other CARLA resources on the CARLA Web site at <http://carla.acad.umn.edu>.

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## The Center for Applied Linguistics (CAL)



The [Center for Applied Linguistics](#) is a private, nonprofit organization that 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 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.

Major CAL projects include the following:

- [ERIC Clearinghouse on Languages and Linguistics](#)
- [National Clearinghouse for ESL Literacy Education](#)
- [The Cultural Orientation Resource Center](#)
- [Pre-K-12 School Services](#)

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 Island Regional Laboratory at Brown University](#)
- [The National Capital Language Resource Center](#)
- [National K-12 Foreign Language Resource Center](#)
- [National Network for Early Language Learning](#)

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

The U.S. Department of Education decided to discontinue the 16 subject-specific ERIC Clearinghouses. As a result of this decision, funding for the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), managed by the Center for Applied Linguistics (CAL), ended on December 31, 2003. For information about the new ERIC database, visit [www.eric.ed.gov](http://www.eric.ed.gov).

Over the years, ERIC/CLL has produced a number of quality publications including digests, online resource guides, print and Web-based newsletters, and books in the Language in Education and Professional Practice series. ERIC/CLL has also maintained a Web site and provided question answering services. Although funding for ERIC/CLL will end, CAL remains committed to providing quality language education materials. To that end, CAL will continue to make free publications available in downloadable format from the CAL Web site, including those that were developed by ERIC/CLL.

- ERIC/CLL [Resource Guides Online](#) provide links to relevant resources on various topics in second language teaching and learning. New Resource Guides include: [Resources for Elementary School Foreign Language Programs](#).

- ERIC/CLL [Digests](#) cover a range of topics in ESL, foreign language, and bilingual education. Our most recent Digests include: [Generation 1.5 Students and College Writing](#), [What Parents Want to Know About Foreign Language Immersion Programs](#), [Professional Development for Language Teachers](#), and [Strategy Training for Second Language Learners](#).
- Upcoming books in the [Professional Practice](#) series include *Creating Access: Language and Academic Programs for Secondary School Newcomers* and *Language by Video: An Overview of Foreign Language Instruction Videos for Children*. *Creating Access* will describe the ins and outs of an exciting new education model – newcomer programs for immigrant students. *Language by Video* will provide useful information about the effectiveness of video-based language programs in the classroom. Both will be available early 2004 from the CALStore (<http://calstore.cal.org/store/>).

#### News from the National Center for ESL Literacy Education

- NCLE's new FAQ [What do beginning adult ESL teachers, tutors, and volunteers need to know?](#) answers that question and offer resources for new practitioners in adult ESL. The FAQ describes four crucial issues related to teaching adult English language learners: Principles of adult learning; second language acquisition; issues related to culture; and instructional approaches that support language development in adults.
- NCLE's new Q&A [Working With Literacy-Level Adult English Language Learners](#) addresses many of the concerns teachers sometimes express concern about being able to effectively teach adult learners in literacy-level classes.. The Q&A describes who literacy-level learners are, examines the skills they need to develop, and discusses the appropriate scope of literacy-level classes, as well as activities and techniques to support them. Two veteran practitioners, MaryAnn Cunningham Florez and Lynda Terrill, wrote this Q&A drawing on years of experience with literacy-level classes. The Q&A includes an extensive bibliography of print and online resources.
- Another new Q&A [Discusses Four Assessment Issues Raised by the National Reporting System \(NRS\)](#). As the field of adult English as a second language (ESL) instruction moves towards content standards, program staff and state and national policy makers need to be able to make informed choices about appropriate assessments for adult English language learners. In NCLE's new Q&A, [Valid, Reliable, and Appropriate Assessments for Adult English Language Learners](#), Dorry Kenyon, Director of Language Testing at CAL, and Carol Van Duzer, Adult ESL Assessment Specialist at NCLE, examine these concepts from a language testing perspective as they apply to the NRS.

The current edition of NCLE's newsletter, [NCLEnotes](#), focuses on assessment and accountability for adult English learners.

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## 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

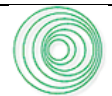
EUROCALL's journal, *ReCALL*, published by Cambridge University Press, is one of the leading academic journals covering research into computer-assisted and technology-enhanced language learning. The association organises special interest meetings and annual conferences and works towards the exploitation of electronic communications systems for language learning. For those involved in education and training, EUROCALL provides information and advice on all aspects of the use of technology for language learning.

EUROCALL 2004 will be at the University of Vienna, Austria, 1-4 September 2004.

For full details, contact us at <http://www.eurocall-languages.org/>

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## International Association for Language Learning Technology (IALLT)



Established in 1965, IALLT (formerly IALL) is a professional organization whose members provide leadership in the development, integration, evaluation, and management of instructional technology for the teaching and learning of language, literature, and culture. Its strong sense of community promotes the sharing of expertise in a variety of educational contexts. Members include directors and staff of language labs, resource or media centers, language teachers at all levels, developers and vendors of hardware and software, grant project developers, and others. IALLT offers biennial conferences, regional groups and meetings, the LLTI listserv (Language Learning Technology International), and key publications such as the IALLT Journal, the IALLT Language Center Design Kit, and the IALLT Lab Management Manual. It also offers guidance on defining career goals and expectations through the new "IALLT Statement of Professional Responsibilities" (see under "About IALLT" > "Important Documents" on the Web site). For information, visit the IALLT Web site at [www.iallt.org/](http://www.iallt.org/).