SECOND LANGUAGE TEACHING & CURRICULUM

Newsletter

Vol. 1, No. 1

Distributed courtesy of
THE SECOND LANGUAGE TEACHING
& CURRICULUM CENTER
Webster Hall 203; 2528 The Ma
University of Hawaii at Mano
Honolulu, Hawaii 9682
Tel. (808) 948-893

DIRECTOR: Teresita Ramo

CALENDAR

—**March 17, 1990** Conference: Hawaii Association of Language Teachers (HALT) Fifth Annual International Conference Imin Conference Center, EWC 1777 East-West Road, Honolulu, Hawaii

—**April 15-21, 1990** Conference: International Association of Applied Linguistics (AILA) Thessaloniki, Greece

—**April 21-25, 1990** Conference: National Association for Bilingual Education (NABE) Tucson, Arizona

—**TESOL Summer Institute 1990 (TSI'90)** TSI'90 combines the interests of TESOL and the teaching of foreign languages. The institute consists of two 3 week sessions, a TESOL Summer Meeting, workshops, colloquia, and social events. East Lansing, Michigan

June 24-July 25 Summer Session I

July 13-August 3 Summer Session II

July 13-July 15 TESOL Summer Meeting

Contact T. Ramos ext. 8933 for further information regarding accommodations, registration fees, and tuition.

—**November 17-19, 1990** Convention: American Council on the Teaching of Foreign Languages (ACTFL) Nashville, Tennessee

Workshop: November 16, 19, and 20 Oral Proficiency Testing Workshop: November 13-16

SECOND LANGUAGE TEACHING AND CURRICULUM CENTER

The Second Language Teaching and Curriculum Center (SLTCC) was initiated last year by Dean Richard Seymour of the College of Languages, Linguistics, and Literature to assist in a formalized manner LLL departments and faculty in their planning of new courses and programs, and in their maintenance of capabilities to provide effective education in and about second language learning, as well as to identify new areas for faculty development and research. The Center was created in response to proposals originating from the Department of English as a Second Language.

The mission statement of the Center includes providing curriculum development services and expertise, supporting faculty in their second language research and teaching, sharing information regarding other faculty's activities, and disseminating current news and research on language teaching.

The SLTCC is an academic support unit located administratively in the office of the Dean of the College of Languages, Linguistics, and Literature, and supporting the programs and activities of second language departments within the College. It facilitate cooperative ventures in second language curriculum development, evaluation, researc and outreach activities. Technical suppo facilities associated with the project a housed in the Language Telecommunic tions Resource and Learning Center.

The Center is headed by a Director a pointed by the Dean of LLL, with the co sensus of an advisory committee compris of professors who are active in langua teaching and curriculum development.

Last year, the primary activity of the Cent was the planning and construction of a ge eral faculty survey instrument and mo specialized interview questions for facul with greater duties or involvement in secor language curriculum. The summary of un versity and local assessment needs base upon the survey and the interviews w completed last summer and it is now avai able at the Center (Webster 203). Its recon mendations were carefully studied for in plementation by the Center this year. F more information call Teresita Ramos, D rector, SLTCC, ext. 8933.

INQUIRY GROUP MEETING

Inquiry groups are designed to facilitate mutually supportive faculty interaction around instructional topics. Inquiry groups provide a forum to share information and ideas with colleagues, develop common curricular or research projects, and get funding for instructional development. Experts in certain areas may be invited to either present, or facilitate discussion concerning particular pedagogical issues and topics.

The SLTCC Methodology Inquiry Grou will hold its first meeting on March 19, 11:30-1:15 pm at Moore Hall 423. the fi topic will be "READING; advanced orga izers; developing reading skills; getting aw from translation."

Interest in both the process of reading a the teaching of reading has increased r

Continued on page 2

THE USE OF HIGH TECHNOLOGY IN LANGUAGE TEACHING

By now it must be clear to language instructors, and indeed to instructors in general, that the use of high technology in education is growing increasingly accessible. Language faculty must keep abreast of the current developments and work to integrate the high technological resources already available into their language practices. "The 90's will bring a massive expansion of the power of instructional technology, with particular benefits accruing to language learners through the integration of video, audio, and computer media.

Whether we can fully exploit these opportunities will depend to a very small degree on the capabilities to muster resources, develop expertise, and engage in large-scale projects involving staff and faculty specialists from many areas" (Pusack and Otto, "Applying Instructional Technologies," 1990 American Council on the Teaching of Foreign Languages).

The following is a list of some of the resources available on the UH campus. While media resources are not centralized at UH, the following persons and facilities are able to provide the direct information, or guide faculty to more appropriate sources of expertise.

—*Center for Instructional Support* Michael Albright, Director ext. 8075

—*Computing Center* Walter S. Yee, Director ext. 7375

—*Wong Audio-Visual Center, Sinclair Library* Linda Engelberg, Head Librarian ext. 8298

—*Language Telecommunications Resource and Learning Center* Jerry Chang, Director ext. 8047

Probably the largest and most fully equipped facility on the UH campus available to language faculty is the Language Telecommunications Resource and Learning Center. The center's Language Laboratory complex, located in Moore Hall on the Manoa campus, exists "to provide highly specialized intensive support to the audio-lingual language programs."

The lab consists of 6 labs with a total of 234 level III (audio-active-record) carrels, a 10,000 cassette library, a master reel-to-reel tape library and a professional recording studio complex. One of the 30-position laboratories is equipped with Plato terminals, IBM PCs, and Fujitsu Japanese word processors. In addition, this lab is in the process of being connected to the mainframe computers located in Keller Hall via the campus fiber optic network.

A further development in high tech facilities is the establishment of the Satellite Tracking Station. Language Telecom, in a cooperative venture with Hawaii Interactive Television System (HITS), is working to provide microwave links to the other islands. Although still being developed, the system is already in place between Oahu and Kauai. the system allows for two way video programs, making distance education possible between Oahu and the other islands. Students are now able to take courses offered at the Manoa campus via satellite broadcasts from classrooms equipped with video cameras. Similar cameras on Kauai enable students to participate in the Oahu classes.

Phase II of the satellite earth station is an up-link facility which will allow transmission of microwave signals to selected satellites. This will allow worldwide broadcasting of courses and programs from the University of Hawaii. In addition, a video studio at the Center for Interpretation and Translation conference training facility will allow video teleconferencing on an international basis with simultaneous interpretation.

Faculty should also find the following High Tech Familiarization seminars, which target the developing satellite system, a useful starting place for educating themselves about the resources available in high tech language teaching:

—*April 2, 12:00-2:00 pm*, Moore Hall 162 "A Presentation of Hawaii Interactive Television System." Moderated by H. Okimoto and J. Chang.

—*April 9, 12:00-2:00 pm*, Moore Hall 162 "Ideas on How to Integrate High Tech with Language Teaching; Satellite Earth Station Capabilities." D. Ashworth, J.D. Brown, and J. Chang.

INQUIRY GROUP...

Continued from page 1

cently. Current research indicates that reading involves the interaction of "top down" and "bottom up" processing. All those interested in the current developments in reading theory and their implications for pedagogical application are encouraged to attend.

James Collins (Center for South-East Asian Studies) and Cindy Ning (Center for East Asian Studies), who have been conferring closely with David Hiple, Project Director on Proficiency Testing for the American Council on the Teaching of Foreign Languages, will share some ideas on readings in testing and curriculum development. Graham Thurgood, of the Department of English as a Second Language, will also contribute to the discussion. Topics for subsequent meetings will be determined at the Inquiry Group meeting.

The Inquiry Group Network, organized by the Center for Teaching Excellence, as well as Inquiry Groups organized through individual departments, focus on other areas related to second language teaching. Other Faculty Inquiry Groups which may be of interest to second language faculty include:

—*Evaluation and Curriculum Development* J.D. Brown and Thom Hudson (ESL) ext. 8610

—*Phonology* Martha Pennington (ESL) ext. 8610

—*Technology in Language Teaching* David Ashworth (EALL) ext. 7113

— *Learning Styles and Personality Types* Ray Moody (SPAN) ext. 8520

Faculty interested in joining the SLTCC Methodology Inquiry Group should contact T. Ramos at ext. 8933 if they plan to attend.

FREE MATERIALS

CHECK, CUT, AND SEND TO T. RAMOS, SLTCC DIRECTOR, DEPT. OF INDO-PACIFIC LANGUAGES, SPALDING 459 WITH YOUR ADDRESS AND PHONE NUMBER. COPIES WILL BE SENT TO YOU WHEN AVAILABLE.

—1. "FROM INTERMEDIATE-HIGH TO ADVANCED: REFLECTIONS OF THE THIRD-YEAR CURRICULUM" (PAPER READ AT THE ACTFL 1989 CONFERENCE)

—2. "TOWARD A MORE COMMUNICATIVE GRAMMAR"

—3. "GUIDELINES FOR PAIR AND SMALL GROUPS"

—4. "FILL IN THE BLANK VERSUS FILL IN THE MEANING: TESTING TECHNIQUES TO REINFORCE COMMUNICATIVE GOALS" (PLUS SELECTED BIBLIOGRAPHIES)

—5. "DEVELOPING ORAL PROFICIENCY" CH. 5 (FROM OMAGGIO's TEACHING LANGUAGE IN CONTEXT)

—6. "TOWARD A MORE PERSONALIZED VOCABULARY"

—7. "THE TEXTBOOK AS CURRICULUM" (FROM HIGG's CURRICULUM COMPETENCE AND THE FOREIGN LANGUAGE LEARNER)

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Vol. 1, No. 2 April 1990 DIRECTOR: Teresita Ram

FROM THE DIRECTOR'S DESK

When the SLTCC Center was established last year, Craig Chaudron of the Department of ESL became its first director. Dr. Chaudron spent the main part of the year working on an assessment of instructional and curriculum needs of the College of LLL. He came up with a comprehensive report which makes a summary assessment of the current state and future needs of language teaching and curriculum at the university, based on faculty survey forms and personal interviews. His main recommendations are as follows:

1) the development of better information dissemination and sharing by means of a newsletter, workshops, seminars, etc.;
2) support for and possible coordination of faculty research and development teams;
3) support for and possible coordination of GA and in-service faculty training;
4) coordination of cross-departmental courses in SLT methodology, curriculum and acquisition, to encourage greater cross-language research.

Teresita Ramos from the Department of Indo-Pacific Languages took over the second year as director and carefully studied Dr. Chaudron's recommendations. As the Center's priorities this year, with the support and advice of the SLTCC Advisory Committee, she has chosen to implement: 1) information dissemination as a source of faculty development, and 2) support for and attempts at coordination of GA and TA orientation and training.

As this academic year is about to close, we would like to summarize the Center's services this year relative to academic support and faculty professional development.

Information dissemination through workshops, seminars and panels covering a range of current issues in second language teaching.

—Initiated a series of workshops and seminars on teaching second languages, which included: using authentic materials; adapting materials to the proficiency-oriented classroom; reading; and content-based instruction. National and local experts on foreign/second language teaching were invited to lead the workshops and seminars.
—Established an inquiry group on methodology, where faculty shared and discussed ideas on the teaching of reading and strategies for developing and testing listening comprehension.
—Started a high-tech familiarization series on distance education and the applications of technology to second language teaching.
—Organized brown-bag panels to acquaint the faculty on what's new in ESL and in foreign language teaching as gleaned from the 1989 ACTFL and 1990 TESOL conferences.

Information dissemination through the creation of the Second Language Teaching and Curriculum Newsletter.

—Synthesized issues and trends in second language teaching, listed important language-related events and recommended new books.

Planned a coordinated program of orientation and training for GAs/TAs in the College of LLL.

—Gathered goals and objectives, syllabi and sample exams for the first two years language instruction.
—Interviewed key faculty and langua coordinators on how GAs/TAs are trainec their program.

Information such as mentioned above w be used to clarify language program obj tives. This is seen as an important preli nary step before SLTCC can offer traini and advice tailored to the LLL langua programs' varied needs. The ultimate g of this project is that experience in traini and supervision by each department can shared across language divisions.

Started a collection of references on Sl and language-specific books which ho fully will bring teachers up-to-date what is going on in the field.

All this would not have been possible wi out the help and support of Dean Richa Seymour; the SLTCC Advisory Commit whom the Director met with once or twic month; the department chairs; and the co eration of many individual faculty memb who participated in the program and sha their expertise. We owe each of these peo a personal debt of gratitude.

CALENDAR

—April 15-21, 1990 Conference: International Association of Applied Linguistics (AILA); Thessaloniki, Greece

—April 17 Seminars on Teaching with Writing: How College Students and Their Instructors Approach Writing Tasks in Different Disciplines. Sponsored by Manoa Writing Program. 3:00—4:40 pm UH Manoa, Campus Center 310.

—April 17 SLTCC Inquiry Group Meeting on Methodology: Strategies for Developing and Testing Listening Comprehension. 3—5 pm, UH Manoa, Moore Hall 319.

—April 20 ESL Friday Colloquium Series: Dictionaries and Language Users, with Dr. Peter Robinson. Moore Hall 119.

—April 21-25 Conference: National Association for Bilingual Education (NABE); Tucson, Arizona

—April 27 ESL Friday Colloquium Series: Is Hawaii Creole English Decreolizing? with Dr. Charlene Sato. Moore Hall 119.

—May 3-5 Pacific Northwest Council on Foreign Languages' 41st Annual Meeting. Portland, Ore.

—June 3-7 ACTFL Workshop: Using Authentic Texts to Develop Cultural Understanding. Indiana Univ., Bloomington IN (no tuition charge; accepted applicants notified by April 30). Contact: ACTFL, 6 Executive Plaza, PO Box 1077, Yonkers NY 10701-6801.

—June 6-9 ACTFL Workshop: Oral Proficiency Tester's Training. UH Manoa. Call 948-8895 or come to Moore Hall, room 315, for information.

—June 22—July 2 Calico Summer Institute: Vision of the Future—Foreign Language Materials. Univ. of Michigan. Contact: Ms. Ayala Lord-Taylor, 3081 Frieze Bldg., U of MI, Ann Arbor MI 48109; tel. (313) 763-4671.

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Workshop: November 16, 19 and 20
Oral Proficency Testing Workshop: November 13-16.

ESKEY Lectures on Reading

Guest speaker David Eskey, of the University of Southern California concluded the presentations sponsored by the SLTCC with two lectures on the topic of second language reading. Although primarily concerned with reading as it relates to English as a Second Language, his concerns are relevant to second language learning in general. The focus of the first talk, "Toward a Framework for Instruction in Second-Language Reading," centered on program design. In his view, programs exist on a continuum which demand higher and lesser degrees of teacher intervention in the reading process. While one would clearly wish their students to be able to cope with reading with the least amount of teacher intervention possible, when designing a program, it is probably more useful to think that low intervention represents the goal of any given program, and is thus not necessarily an appropriate place to start. Eskey outlined both the questions one should ask when trying to design a program that is relevant for any particular group of students, and the methods of intervention available to a teacher in terms of providing strategies for successful reading. The talk culminated with some examples of "content based" programs, in which students learn to read effectively through the study of other academic areas. Such programs have the advantage of being more individualized, they better represent authentic reading purposes (for example, reading for meaning, not as a series of exercises or skills in formal analysis of language), and they better help provide for the second language reader's problems with language proficiency.

Eskey's second talk, "Teaching Second Language Reading," focused more on the theoretical findings in current reading research. He gave examples of the pedagogical implications of such research as it relates to notions of "top down" and "bottom up" processing in reading, and to the interaction of these two (known as the "interactive approach"), as this last is now thought to better address what really goes on when we read. Discussion of these and other models led to some suggestions for methods of improving reading rate, and to a discussion of some of the potential problems with and methods for testing reading comprehension.

Dr. Eskey is an associate professor of education at the University of Southern California. He has taught extensively abroad and here in the U.S., including the University of Pittsburgh, the American University of Beirut and Thammasat University in Bangkok. He has served as a consultant on second-language teaching to the Educational Testing Service and is currently one of four national consultants for the National Association for Foreign Student Affairs. He has represented TESOL on several occasions at the national conference of the International Reading Association. He is both co-author and co-editor of **Teaching Second Language Reading for Academic Purposes** (1986) and **Interactive Approaches to Second Language Reading** (1988). His handouts are available at the SLTCC Office (Spalding 461).

Teaching Materials for Less-Commonly-Taught Languages

ACTFL is making available for a limited only the following proficiency-oriented materials for novice-, intermediate- and advar level students. These items have been developed under a grant from the U.S. partment of Education.
Reading: Chinese, 217 pages, $70; Russi vols., $110 ($55/vol.).
Listening: Chinese, with tape, $30; Japa with tapes, $100; Russian, with videotape,
Writing: Japanese, 93 pages, $35.
Send check or money order to the attentic Isabelle Kaplan, ACTFL Project Director, ecutive Plaza, Yonkers NY 10701-6801.
(Information from the Fall 1989 ACTFL N letter)

High-Tech Familiarization Seminars

The recent April 2nd seminar, organized through SLTCC and the Hawaii Interactive Television System (HITS), was designed to help second language faculty become more involved in and knowledgeable about the current distance education program available at the University of Hawaii. The HITS program uses a 4-channel interactive inter-island closed-circuit television network designed as an electronic communication service for use by the University of Hawaii and other state and county agencies. HITS provides an opportunity for learners at locations both at other colleges on Oahu and on other islands to partcipate in classes at the university through the use of a two-way video hookup (downlink) system. Further video, computer, or telephone links from remote classrooms enable distant learners to interact with the instructor to be an active part of classes held at the University of Hawaii. At the University of Hawaii, the Office of Information Technology (OIT) has sytemwide mangagement and programming responsibilities of HITS.

A number of questions were raised in the seminar about how faculty can be involved in administering a HITS class. Okimoto explained that the normal procedure is three-fold: Faculty must demonstrate that there is a need for the class, must get the support from his/her department, and must undergo training in instructional design strategies for on-camera instruction.The estimated lead time for teachers wishing to teach a HITS Class is one semester. While no current second language classes are offered, faculty are encouraged to seek out the support of second language departments to this end.

In addition to a general introduction to the HITS program, attending faculty were given instruction in the various components of distance teaching. The workshop included instruction in auxilary equipment, such as the Amil slide presenter used for graphic display, the importance of font size for visual aides, how the fax machine can aid in the collection and distribution of lessons, or exams, and how after class contact with students can be maintained through computer mail. In addition, classes taught through HITS are kept on record through the duration of the semester, and are available as reference for both students and teachers alike. Some provision for keeping tapes longer than the duration of the semester is allowable in certain situations. Faculty interested in participating in the HITS distance education program can contact the Office of Information Technology at ext. 5023.

While the content of the seminar mainly focused on the HITS program, and included a lecture demonstration conducted by Hae Okimoto, Coodinator of the Office of Information Technology (OIT), other technologies available and their relation to the current downlink system were also discussed. Included were: the projected 1990 expansion of the current satellite downlink facilities to include an uplink satelite sytem which wou provide the capability for worldwide tel conferencing; the role of Cable T.V. and potential for reaching a broader range schools, businesses, and residences; t provision for accessing a large video libra centrally located at Synclair library on Oal and projected throughout the islands; and t role of computer communication such as mail, which facilitates out of class commu cation between teacher and students witl the HITS classroom .

Learning by Satellite Conference

David Ashworth, EALL

I had the opportunity to attend the Fifth Annual Learning by Satellite Conference in Tulsa, Oklahoma, March 21-23, 1990. The main emphasis was on distance learning, since many states lack adequate staff and facilities to offer courses in various subjects, including languages in public schools and at the college level (the emphasis was on K-12 education, most of it produced and broadcast by universities, including the University of Oklahoma and the University of Alabama). Just as HITS addresses the educational outreach needs of our state, most of the conference addressed similar needs on the mainland.

Language learning and teaching formed a rather small part of the overall agenda of the conference, so I concentrated on reports on assessment of quality and effectiveness of distance learning technology and methodology and the kinds of financial support that might be available for work in this area. (Reports from the University of Kansas a of Colorado will be made available in t SLTCC Library).

The most significant language progra demonstrated included Japanese from t University of Alabama and German a Russian from the University of Oklahon These courses are run in a "show" form (music, opening video screens, special fur ture for the instructor) and feature inter tion via telephone to individual viewe Some students participate from as far aw as Washington State. The liveliness (at le of the German program) created a kind "interactivity" which holds the attention the viewers so that they do not feel left even if they don't get a chance to call in. T only immediately obvious drawback was the Japanese program: with 250 parti pants, who send in cassette tapes weekly evaluation, when does the instructor ge chance to eat or sleep?

Learning how to learn languages

The Language Learning Disc (1 hour videodisc)—for adult use before beginning a introductory-level foreign language course. Designed to help students take charge o their own learning. Benefits include: gain insights into their own learning; decide o strategies appropriate to a task and to their own learning purpose; use these strategies i a classroom, self-study or on a job; improve memory for language learning; learn t transfer knowledge from one language to another; and learn to use resources wisely Instructional material covers a wide range of topics and languages, presented in an in tegrated fashion to allow exposure to the same strategy in several different lessons (if on presentation doesn't promote individual learning, another one will). Coaching provide through inductive inferencing; learners provided with clues to most appropriate re sponses. This level-3 disc is programmed to run on a Pioneer LD-V 1000, a Sony PVM monitor, a Sony View 3000 and an IBM PC and a Microkey interface card. With Microkey 1125 card, other equipment can be substituted. For further information, writ to Joan Rubin, P.O. Box 13112, Philiadelphia, PA 19101 (215-896-8365).

SLTCC Library: Video Collection

The following videotapes are available for borrowing from the Resource Center, by contacting T. Ramos at UH Manoa, Spalding Hall 461; tel. 948-8933.

Classroom Vignettes: Teaching Language with Video (30 mins.)—a practical guide to the use of videos in the classroom. The 17 short clips show 2 language teachers using different methods of presenting authentic foreign language materials in an actual classroom. Lessons based on 7 segments from the French morning show Telematin, and includes health and human-interest features, weather forecast, a household hint, a music video and 2 commercials. Although the video program demonstrated is in French, English subtitles of both the instructors' questions and the students' answers facilitate comprehension by any language teacher. Explanatory manual included.

On y va!—features authors Jeannette Bragger and Donald Rice demonstrating teaching techniques for **On y va!** in your proficiency-oriented classroom. This teacher-training video, designed especially for adopters of the On y va! program, is an invaluable tool that provides state-of-the-art, hands-on training in various areas of proficiency-oriented pedagogy. Video includes a fully articulated, 3-level series which includes the following: textbooks and student workbooks, teacher's annotated edition, teaching guides, teacher's methods manual and tapes, testing program, lab tape program, software and color transparencies.

Teaching Foreign Language Reading and Listening (3 videotapes, 45-50 mins. each for a viewing total of 2-1/2 hrs.)—features Renee Meyer of the National Cryptologic School. Part I consists of the theory and rationale behind the textual communicative approach; Part II illustrates its application to reading; Part III, to listening. The approach is basically a "top down" sequence in teaching and focuses on the importance of presenting language in context (situation, then texts, then elements) and emphasizes the value of natural or authentic texts. There are ample examples of the interpersonal, textual and ideational functions of such texts. Ms. Meyer's presentation is clear and concise, offering a variety of exercises. The tapes are useful for teachers and are designed to "soften" the authentic text, making it accessible to students.

Inquiry Group Report on Listening Comprehensio

The second SLTCC Inquiry Group meeting, held on April 17th, centered its discussion on " strategies for developing and testing listening comprehension". The issues discussed were as follows: the importance of schema/background knowledge in listening comprehension, the importance of establishing a purpose for listening, both as a way to direct listening and as a means to evaluate success; the importance of a clear needs analysis and the setting of goals, the difficulties students may have with non-academic language domains; the incorporation of non-academic language into foreign language classrooms; the use of drama as a method for teaching non-academic language; the control allowed in the different learning situations, for example, two way or one way communication; memory for content; open tasks such as role play vs. scripted dialoq the use of authentic material for dialoqu how to incorporate schema building avti ties into a listening comprehension activi long range proficiency testing vs. short ra achievement testing; student and univers expectations for testing; the question of fi ing ways to test listening comprehension ; not proficiency in production; the use of for testing comprehension of L2 materi and possible research methods to be de oped for testing listening comprehensi The next inquiry group meeting will be h next fall.

The topic for discussion tentatively wil "Individual Variation, Learning Styles Second Language Learning". Call T. Ra at ext. 8933 if you want to be a membe this inquiry group on methodology.

Suggested References For Listening Comprehension

Brown , J. and A. Palmer. **The Listening Approach**: Methods and Materials for Apply Krashen's Input Hypothesis. New York: Longman, 1988.

Byrnes, Heidi. "Teaching Toward Proficiency: The Receptive Skills. **Proficiency, C riculum, Articulation: The Ties that Bind**. Ed. Alice Omaggio. Middlebury, VT: No east Conference, 1985.

Foreign Language Annals. 17:4 (September 1984).

Joiner, Elizabeth. "Listening in the Foreign Language." **Listening, Reading and Writi Analysis and Application**. Ed. Barbara Wing. Middlebury, VT: Northeast Conferen 1986. 43-70.

Morley, J. **Listening and Language Learning in ESL**: Developing Self-study Activi for Listening Comprehension. Center for Applied Linguistics, 1984.

Richards, Jack C. "Listening Comprehension: Approach, Design, Procedure." **TES Quarterly**, 17 (1983): 219-40.

Ur, Penny. **Teaching Listening Comprehension**. New York: Cambridge Univers Press, 1984.

Winitz, Harris. (Ed.) **The Comprehension Approach to Foreign Language Instructi** Rowley, MA: Newbury House, 1981.

Why Did the Student Learn: The Typical Tutorial Session (Beta, 1 hour)—NASILP Productions, Cornell Univ.

The Introduction of Reality in Foreign Language (Japanese Language Learning; Beta, 1 hour)—NASILP Productions, Cornell Univ.

SLTCC Video One-week Loan
Check, cut and send to T. Ramos, Spalding 461
#1 _____ Classroom Vignettes
#2 _____ On y va!
#3 _____ Reading and Listening
#4 _____ Turorial Session
#5 _____ Japanese Language Learnin
Name: _____
Campus Address: _____

SLTCC Library New Aquisitions

Selected Papers:

1990 ACTFL National Priorities for the 90s

1. Articulation: Linkage throughout the Language Continuum. "Addressing Curriculum Articulation in the Nineties: A Proposal" Author: Heidi Byrnes, Georgetown University, Washington, DC.

2. Applying the News Technologies to (in) the Foreign Language Classroom. "Applying Instructional Technologies" Authors: Sue S.K. Otto and James Pusack, University of Iowa, Iowa City

3. Foreign Language in the Elementary School: Examining Effective Models. "Elementary School Foreign Language Instruction: Priorities for the 1990's" Co-authors: Myriam Met, Montgomery Public Schools, Rockville, MD; Nancy Rhodes, Center for Applied Linguistics, Washington, DC

4. Re-emerging Instructional Issues: "The Less-Commonly Taught Language" Author: Galal Walker, the Ohio State University

5. Research: "What Questions Should We be Addressing in the Nineties?" Co-authors: Alice Omaggio Hadley, University of Illinois; Sally Sieloff Magnan, University of Wisconsin, Madison

6. New Directions in Teacher Education: "Pre-service and Inservice Staff Development" Author: Lorraine Strasheim, Indiana University, Bloomington

7. Tests and Testing: Evaluation in the Communicative Classroom. "Priority Issues in the Assessment of Communicative Language Abilities" Author: Grant Henning, Educational Testing Service, Princeton, NJ

New Book:

Scarcella, R. et.al., **Developing Communicative Competence in a Second Language**. New York: Newbury House Publishers, 1990.

Pls. call Ext. 8933 if you want to borrow any of the papers listed above.

INQUIRY GROUP REPORT ON READING

The initial Second Language Methodology Inquiry Group meeting on Reading, held March 19, proved to be both interesting and productive. Among the topics considered were: the question of the use of L1 when teaching reading comprehension; the importance of memorability of texts; the potential dangers of using literature as reading texts; the use of texts translated from L1 into the target language to ensure appropriate schemata; the importance of well-written context and familiar reading materials; the question of simplified versus authentic texts; the transfer of reading strategies from L1 to L2; the notion that comprehension should precede translation of a text; the problems with word-for-word translation of reading texts in L2 classes; the need to develop holistic, as well as low-level, reading skills; the gradation of level of difficulty for authentic reading materials by reading signs, ads, notes, letters, news items, stories, and so on; the use of marginal glossing; the use of materials written by the same author; the reading of a variety of material based on the same topic; and the selection of materials that match the level of reading and language proficiency of the student. The following are selected references on reading generated at the first Inquiry Group meeting.

Recommended References on Reading

General:

Bernhardt, E. "Reading in the Foreign language." **Listening, Reading and Writing: Analysis and Application.** Ed. Barbara Wing. Middlebury, VT: Northeast Conference, 1986. 93-115.

Child, J. "Language Proficiency Levels the Typology of Texts." **Defining Developing Proficiency Guidelines:** pleByrnes and Michael Canale. AC Foreign Language Education Series. Sk IL: NTC, 1987. 97-106

Grellet, F. Developing Reading Skill Practical Guide to Reading Comprehen Exercises. New York: Cambridge Uni sity Press, 1981.

Hosenfeld, C. "Cindy: A Learner in Tod Foreign Language Classroom." The l **eign Language Learner in Today's Cl room Environment.** Ed. Warren G. B Middlebury, VT: Northeast Confere 1979. 53-75.

Phillips, J. "Proficiency-Based Instruc in Reading: A Teacher Education Modu (Introductory Packet, Applications Pa and Sample Materials). Project funded grant from the International Research Studies Program of the U.S. Dept. of Ed tion.

Philips, J. "Practical Implications of Re **Research in Reading." Foreign Langu Annals,** 17 (1984): 285-296.

Swaffar, J. and M. Woodruff, "Langu for Comprehension: A Focus on Readi **Modern Language Journal,** 61 (1978): 32.

Language Specific (Spanish):

Martin, L. Entre Lineas: A Strategy Developing Reading Skills. Boston: He and Heinle Publishers, Inc., 1987.

Young, D. and D. Wolf. Esquemas: Est gias Para Leer. Chicago: Holt, Rinehart Winston, Inc., 1990.

Selected Book Titles from Athelstan

The following book titles on technology and language learning are available from Athelstan, P.O. Box 8025-N, La Jolla CA 92038-8025; tel. (619) 552-9353. (Books returnable within 30 days if not fully satisfied.)

Video in Language Teaching—by Jack Lonergan (1984). A practical book for language teachers interested in using video. Includes chapters on video as a language-teaching aid; active viewing and comprehension; sound only, sound off and sound over; and using authentic broadcast materials. ($9.95, Code 272637)

Modern Technology in Foreign Language Education: Applications and Projects—edited by William Flint Smith (1988). This sive, 370-page text on all aspects of tech ogy in the classroom, including the us language labs, video, video-disc, interac audio, satellite, authoring systems, text p essing and other software. Contains 24 c ters by leading media people. ($14.60, C 293873)

Modern Media in Foreign Langu Education: Theory and Implementatic edited by William Flint Smith (1987). first part of the 2-vol. set on media language learning focuses mainly on CA Includes chapters on integrating CALL video; CALL methodology; research CALL; SLA theory and CALL; AI CALL; teacher training and CALL; and m

Directory of Extramural Grants on the Teaching of Second Languages

The following is a partial listing of extramural grants available to second language faculty:

	Source	Amount	Priority
1.	Higher Ed. Act, U.S. Dept. of Ed #84.016 Title VI: Undergraduate Studies & Foreign Language Program Tentative Deadline: 11/6/90 (Award: 7/1/910) Applications Available: 8/31/90 Contact: Ralph Hines (202) 732-3283 or C. Corey 732-3293	$48,000 (aver.) Range: $30,000 - 55,000	Assists institutions of higher education to plan, develop & implement programs to strengthen and improve undergraduate instruction in international studies & foreig languages Development & testing of new curricular materials Develop ways to use media or develop projects to improve effectiveness of sharing resources & materials Develop standards to identify successful strategies for incorporating international aspects into the curriculum
2.	Title VI: International Research & Studies Program #84.017 Tentative Deadline: 10/30/90; Exp: 6/30/92 Applications Avail: 8/31/90 Contact Ralph Hines (202) 732-3283 or C. Corey (202) 732-3293 U.S. Dept. of Education 400 Maryland Ave.S.E. Room 3052, ROB-3 Washington D.C. 20202-5332	$66,000 (Aver) Range: 23,000-156,000	Preference for research on more effective methods of providing competency based instruction & evaluating proficiency in the languages of Middle East, South Asia, SEA Eastern Europe, USSR, Inner Asia, East Asia, & languages indigenous to Africa and Latin America
3.	Title VI: Business & International Education Program #84.153 Tentative Deadline: 11/8/90; Appl:8/31/90 Contact: Susanna Easton (202) 732-3302	$75,000 (aver) Range: $40,000-100,000	Research for, and development of teaching relating to international education, includin language materials, and facilities appropriat to business-oriented students
4.	National Endowment for the Humanities: Education in the Humanities Tentative Deadline: 10/1/90		Supports projects to broaden & improve undergraduate humanities programs & materials
5.	The Fulbright Hayes Faculty Research Abroad Grants #84.019	$25,563 (aver)	Not available for Western Europe, or in countries without U.S. diplomatic relations
	Deadline: last week in Oct., or first week in Nov. of year preceding study/research Contact: Merion Cane, Center for International Education (202) 732-3301 Dept. of Education		
6.	The Fund for the Improvement of Post Secondary Education (FIPSE) Tentative Deadlines: 10/17/90 (pre-applications) 3/2/90 (final application)		Comprehensive program

Please note that the deadlines given above are approximate deadlines only. If interested call Paul Kakugawa, ORA, (x8658).

National Council Receives Major Grant To Support Less Commonly Taught Languages

The National Council of the Less Commonly Taught Languages, based at the National Foreign Language Center at the John Hopkins University in Washington, D.C., announces the receipt of a major grant from the Ford Foundation to strengthen the position of those languages which often fall outside the attention of most Americans: the Less Commonly Taught Languages (LCTLs).

The grant, of approximately $270,000 for a two year period, will enable the Council to focus on the common problems of languages studied by thousands of American students (such as Chinese, Japanese, and Russian), as well as languages whose students number only in the dozens (such as Lao or Slovak). The grant will make it possible to unite the efforts of established language teaching organizations and specialists from widely scattered institutions. The intent is to ensure the formulation of national strategy for establishing priorities and addressing problems common to the instruction in these increasingly important world languages. The formation of the new National Council grew out of three annual conferences, beginning in 1987, with support from the United States Department of Education and the National Foreign Language Center (NFLC). The council is comprised of the major organizations representing the languages of Africa; East, Southeast and South Asia; Eastern and Central Europe; and the Middle East. Earlier meetings of the Council established such policy priorities as the need for better organizational structures, a stronger voice in setting a national agenda for the LCTLs, and the regular collection of data on needs and resources in these languages. In the instructional domain, the Council identified improved teacher training, standardized curriculum design, new and improved instructional materials, and the effective use of new technologies as priorities.

The Ford grand provides for four major activities which are designed to plan and test a coordinated systemic effort to effect a transformation of the LCTL profession: 1) the strengthening of the organizational structures of teachers' associations and of the Council itself; 2) the development of workshops for the training of teacher-trainers; 3) the design of more standardized and innovative curricula appropriate for learning small enrollment languages in geographically diverse and dispersed settings; and 4) the systematic collection of comparable data which can inform policy decisions and program design.

According to Council Vice-Chair Ron Walton, Professor of Chinese at the University of Maryland, College Park, and Deputy Director of the NFLC, historically there has been little joint effort among the LCTLs in solving long-standing problems related to curriculum design and the development of instructional materials: "As a rule, these languages are much more difficult for native English speakers to learn since their linguistic structure and cultural context differ so dramatically from the languages and culture of the Western tradition." Walton notes that the instructional time required for learning some of the LCTLs is as much as three times greater than that for the commonly taught European languages.

Steering Committee member Erika Gilson, Executive Secretary-Treasurer of the American Association of Teachers of Turkish, characterizes the teacher associations as organizational structures that have never really been utilized to their full potential. "We tend to try to resolve many of our field-wide concerns within our own language programs on our own campuses and use the teachers associations as a place to exchange views and report activities. We are now asking our teacher associations to play a more dynamic role, undertake the setting of field-wide priorities, and implement more broadly-based efforts at strengthening language instructions."

The teacher training portion of the grant received particular praise from Steering Committee member Teresita Ramos, Director of the Second Language Teaching and Curriculum Center and Professor of Tagalog at the University of Hawaii at Manoa. "Attracting and training qualified teachers is a particularly acute problem in the LCTLs given the difficulty of mastering the languages and the scarcity of training programs for non-native as well as native speakers." Dr. Ramos is also the immediate past President of the Consortium of Teachers of Southeast Asian Languages.

The question of needs and priorities these languages in the United States addressed by other members of the Steering Committee. Eyamba G. Bokamba, Professor of Linguistics and African languages, Director of the Program of African Languages, and Acting Director of the Center for African Studies of the University of Illinois at Champaign Urbana, said: "languages of over ninety percent of world's population are studied by approximately two percent of Americans. Few the 1100 African Languages are taught this country, and practically no teaching materials exist for the few, like Swahili, Arabic, Hausa, and Zulu, which are taught

Richard Brecht, the Chair of the Steering Committee, Director of Research and Development of the American Council Teachers of Russian, and Professor of Russian at the University of Maryland, stressed the need for more information: "We need the consistent collection of comparable data on the resources available in these languages and the demands they are all called upon to fulfill. Also needed are empirical data for a broad range of languages on the effectiveness of domestic and study abroad programs."

Audio Collection

Continued from page 4

Practical Classroom Strategies—Rob Z. Lavine, Rebecca Oxford, David Croo This presentation acquaints educators with classroom techniques to deal with affective issues of language learning. The session provides hands-on experience in using teaching and learning strategies to reduce anxiety and promote positive environments.

#49: Translating - But How? The Neglected Skill In Proficiency Movement
— Brigitte Olson, Defense Language Institute, Monterey, CA

This presentation teaches translating at levels by using a student-centered approach in which content, style, and communicative equivalence are considered. Theory is followed by practical application guided by overhead-projections and hand-outs.

#51: Literature In The Foreign Language Classroom
— Jacob Erhardt, Westminister College

Individual Grants: Center for International Education (CI

For the information and benefit of UH language faculty and students, CIE programs are described below and contact persons are listed right after each program. Deadlines for the programs can be obtained from the UH Office of Research Administration (x8658).

Description of Programs

1. **Doctoral Dissertation Research Abroad** (CFDA #84.022)program provides assistance for graduate students to engage in full-time Ph.D dissertation research abroad in modern foreign language and area studies. This program is designed to aid teachers and prospective teachers and scholars in their goal to improve their research knowledge and capability in world areas, and enhance understanding of those areas, cultures, and language(s).

Contact Persons: John Paul (202) 708-9298
Vida Moatar (202) 708-9291

2. **Faculty Research Abroad** (CFDA # 84.019) program is designed to contribute to the development and improvement of modern foreign language training and area studies in the United States by providing opportunities for scholars to maintain and improve their skills through the conduct of research abroad on topics related to modern foreign languages or area studies not commonly taught in institutions of higher education. The program provides fellowship of not less than three nor more than twelve months.

Contact: Merion D. Kane (202) 708-8763

3. **Seminars Abroad Program/Special Bilateral Projects** (CFDA #84.018) provides short-term (3-8 week) summer seminars abroad for:

1) faculty members from colleges, universities, and community colleges whose professional activities primarily include the teaching of undergraduate introductory courses in the social sciences or the humanities;

2) administrators and curriculum specialists of state and local education agencies at elementary or secondary school level;

3) secondary school teachers in social studies subjects; and

4) teachers of foreign languages at all levels.

This program provides opportunities for qualified American educators working in the fields of the humanities, the social sciences, or the social studies to improve their knowledge and understanding of the people and cultures of another country through study abroad. Upon their return, participants are expected to share their broadened knowledge and experiences with students, colleagues, members of civic, professional organizations, and the public in their home communities. The terms of award include tuition and fees, room and board, round-trip economy airfare from the airport nearest the awardee's home and program-related travel within the host country.

Contact Persons: Lungching Chiao (202) 708-7292
Nancy K. Craig (202) 708-8765

4. **Research Program** (CFDA #84.017) provides grants to institutions of higher education, public and private organizations, and individuals to support surveys, studies and the development of specialized instructional materials for foreign language, foreign area, and related studies. The program is designed to improve and strengthen the status of foreign language, area, and related studies in American education. Increased attention is being given to research in testing foreign language proficiency, teaching methodologies, and the development of materials for language instruction in the uncommonly taught modern foreign guages.

Contact: Jose L. Martinez (202) 708-9

5. **Foreign Language and Area Stu Fellowships** (FLAS) program offers demic-year and summer awards for advar students in foreign language and either or international studies. Allocations of lowships are made to selected U.S. hi education institutions, which, in turn, av FLAS grants to individual students. majority of the FLAS fellowships awarded through the National Reso Centers. Programs offered by an institu may be interdisciplinary or multi-disci nary, including fields in the humanities, social sciences, or other professional s ies, and must include study of languag of the geographic area of specializatior

Contact: Ann Schneider (202) 708-87
Contact at UHM: School for Asian, Hav ian and Pacific Studies, 948-8818

Requests for guidelines and other infor tion should be sent to:

Center for International Education (CI
U.S. Department of Education
Office of the Director
7th and D Streets
S.W., Washington, D.C. 20202-5247
(202) 708-7283

1990 ACTFL Professional Development Progra at Nashville, Tennessee

During the ACTFL Annual Meeting, post-conference workshops on the use of video teaching foreign languages will be conducted. They are as follows:

Monday, November 19, 1990

Instructional Video Modules In Foreign Language Teacher Education

This workshop will acquaint participants with video and print materials recently dev oped through an ACTFL project on teacher education and self assessment. Materials unrehearsed classroom footage for guided exploration of the following aspects of learni management: use of time, lesson transition, cooperative learning, and learner accountat ity. The workshop will consists of project overview, sample video demonstration a hands-on tasks for observation, analysis and application of video component.

Tuesday, November 20, 1990

Taming Technology: The Practical Use Of Video In Foreign Language Instructi

This experiential workshop demystifies video technology and makes it accessible to p ticipants through a variety of activities designed to acquaint participants with the wide ran of video usage in teaching language skills and cultural awareness. Participants will lea the workshop with a series of practical activities that they can use to supplement any t and adapt any commercial language video. Both the video camera and the VCR will featured in this workshop.

If interested in attending these workshops, write to ACTFL Workshops, 6 Executive Pla Yonkers, NY 10701-6801.

SECOND LANGUAGE TEACHING & CURRICULUM

Newsletter

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THE SECOND LANGUAGE TEACHIN
& CURRICULUM CENTI
Webster Hall 203; 2528 The M
University of Hawaii at Man
Honolulu, Hawaii 968
Tel. (808) 948-89

DIRECTOR: Teresita Ran

Calendar of Events

1990

— June 14-16, The 5th Biennial Conference on Literature and Hawaii's Children, featuring Jose Aruego (Illustrator) and Patricia Wrightson (Author). U.H. Manoa, Campus Center. June 18-19, Hawaii Preparatory Academy, Kamuela.

— October 12-14, National Consurtium for Language Teaching and Learning Conference: "Text and Context: Cross-disciplinary and Cross-Cultural Perspective on Language Study." Cornell University. Contact: Claire Kramsch, Dept. of Modern Langauges and Linguistics, 314 Morrill Hall, Cornell University, Ithaca, NY 14853.

1991

— January 7-11, Translation East and West: A Cross-Cultural Approach. Call for papers deadline: July 1, 1990. Abstracts, inquiries: College of Languages, Linguistics and Literature, Webster 203

— May 9-11, First Annual SEA Linguistics Conference, sponsored by the Southeast Asian Linguistics Society, Wayne State University, Detroit, MI 48202. Call for papers deadline: January 15, 1991. Abstracts, inquiries: Martha Ratliff, Linguistics Program, English Department, Wayne State University, Detroit, MI 48202.

Former SLTCC Director Receives MLA Book Award

Craig Chaudron of the University of Hawaii was awarded the Kenneth W. Mildenber Prize for his book *Second Language Classrooms* (Cambridge University Press, 1988) at December 1989 meeting of the Modern Language Association held in Washington, D This prize is awarded annually by the MLA for an outstanding research publication in field of teaching foreign languages and literatures.

Second Language Classrooms is a volume in the Cambridge Applied Linguistics se (Michael H. Long and Jack C. Richards, series editors). The book provides a criti overview of recent classroom-centered research and its implications for the teaching learning of languages. It was written for classroom teachers interested in research findin as well as curriculum specialists, applied linguists, educational researchers, and gradu students in teacher training programs. On presenting the award to Chaudron, the M representative made this statement:

Craig Chaudron's much-needed compendium of research on classroom teaching pr tices emphasizes the influence of instruction and classroom interaction on foreign langu learning. An invaluable guide for classroom research and classroom application, sophisticated, well-written, meticulous, and stimulating book will set the standard for fut work in the area.

(Reprinted from the TESOL Newsletter, Vol XXIV, No. 2)

UHM Awarded ESL/Bilingual Fellowships

The University of Hawaii at Manoa, the College of Education and the Department of ESL will be (if not already) awarded graduate fellowships for ESL/Bilingual Personnel Training by the U.S. Dept. of Education, Office of Bilingual Education and Minority Languages Affairs. Priority will be given to candidates for the M.Ed. and Ed.D. in the College of Education with related area or cognate field in ESL/Bilingual education and to candidates for the Department of ESL (M.A. in ESL and Ph.D. in Second Language Acquisition). Full time fellowship is $5,400 (prorated) plus $250 book allowance (prorated) and up to $250 travel to field-study sites per complete year.

Fellowship application forms and information package may be obtained by writing to:

Dr. Lawrence F.H. Zane
or Mr. Paul Hisada
University of Hawaii at Manoa
College of Education
Wist Hall 216
1776 University Avenue
Honolulu, Hawaii 96844-0001
Tels: 948-7834 or 7989

QR

Dr. Richard W. Schmidt
Chair, Dept. of English as a Second Language
University of Hawaii at Manoa
1890 East-West Road
Honolulu, Hawaii 96822
Tels: 948-8610 or 8479

Call Drs. Zane or Schmidt for application deadline.

SLTCC Library: Audio Collection

The following audiotapes are available for one-week borrowing from the Second Language Teaching and Curriculum Resource Center by contacting T. Ramos at UH Manoa, Spalding Hall 461; tel. 948-8933. These audiotapes are tapes of several presentations at the Northeast Conference on the Teaching of Foreign Languages, April 1990. Dean Richard Seymour, who attended the Conference, made the selection for the library collection.

#1: **General Session** — Byrnes, Beursch, Lauder, Terry

#2: **. . . Y El Texto Se Hizo Imagen** — Fernando Sodevilla, Joaquin Soldevilla, Vincente Ruiz

#3: **Rules For Teachers, Rules For Learners** — Joel C. Walz, University of Georgia
Language rules in French textbooks are written for teachers, not for learners. Books describe an idealized form of the language with which teachers are familiar. A more appropriate alternative is a description that is more functional in scope, thereby leading directly to communicative use. For French teachers and materials writers.

#5: **Creative Adaptations Of 'Paired Activities' To Promote Oral Proficiency** — Barbara H. Dennis, Weaver High School, Hartford, CT
This presentation focuses on techniques for teachers and students to create their own "paired activity" materials as well as adapt textbook exercises.

#8: **Search & Destroy: Avoiding the Use of Inappropriate Strategies in Reading Literary Texts** — Rebecca R. Kline and Michael B. Kline, Dickinson College
The application of reading strategies to literary texts must include a focus on enhancing comprehension rather than demonstrating it. A variety of activities using French literary texts at all levels will demonstrate this approach.

#9: **Adult Learning Styles: What We Need To Know To Develop Strategies That Work** — Carol Strauss Sotiropoulos, Worcester Polytechnic Institute
How can we most effectively apply pertinent findings in the foreign language classroom? The issue of learning styles specific to adults has recently received renewed attention by educational researchers.

#13: **Techniques For Integrating The Traditional & Non-Traditional Learner in the Foreign Language Classroom** — (Panel) Toby Tamarkin, Gerard F. Melito, Marina V. Smith, Charlotte Gifford, Edna Chansky
This presentation shows how community colleges routinely integrate and retain traditional and non-traditional students in one foreign language classroom. Learn how they achieve success through a demonstration of four noteworthy techniques focusing on acting, evaluation, pairing, and the use of video.

#14: **Learner-Driven Lessons Using Hypermedia** — Robert J. Blake, University of Rochester
This audiotape describes how to design learner directed CALL lessons from the Macintosh using Hyper-Card. The point of departure is a 12-part computer adventure entitled "Recuerdos de Madrid" currently in use in the language laboratory at the University of Rochester.

#25: **Writing & Correcting Strategies For Learners With Different Cognitive Styles** — Jose Ruiz and David N. Taylor
This presentation teaches how to select, develop, write, and correct compositions of students with different learning styles and skills.

#29: **Picture Perfect** — Arlene F. White, Salisbury State University
This presentation describes how to learn to select and incorporate pictures into the foreign language classroom. Applicable for all four skills at all levels.

#30: **Teaching Listening Comprehension Through Video In First-Year College Spanish** — Judith E. Liskin-Gasparro and Roberto A. Veguez, Middlebury College
Listening comprehension in the Spanish program at Middlebury College is taught from Day 1. Unscripted video skits, based on current course material, are prepared by the instructors for the first semester. In the second semester, instructor-created activities, based on June Phillips' five stage method for teaching comprehension, accompany segments of authentic Spanish-language television programs. Collaborative learning techniques are employed.

#35: **Shifting The Focus In Reading Instruction** — Michael Danahy, University of Wisconsin
Techniques to teach reading to unprepared students in lower level courses. Training students to use the dictionary and using writing to read class activities.

#39: **The Impact Of Computer Networking On Foreign Language Learning Teaching: The Harvard-Stanford Communicative Collaborative** - Judith F mer and John Barson
A description of the Harvard-Stanford ect in which French classes on diff campuses engaged in collaborative a ties, communicating via networked puters. This session includes a vide showing students students involve computer communication and illustr specially designed software. The audi will offer information on computer-n ated exchanges, even to those with lir computer knowledge and access to f ties.

#40: **The Learning Of Language: Ke Complex** -- Maureen Regan, SU Potsdam College
This audiotape describes the ways and m to capitalize on the complexity of lang so as to maximize the interaction bet learner, language, and language acquis research. It critiques traditional attemp simplify instruction which defy cu research and are antithetical to the natu language. Includes thumbnail sketc related research plus explanation of t techniques, and activities needed to a theory to practice.

#42: **Developing Cultural Understa ing Through The Use Of Authentic T** — Richard C. Williamson, Vicki Gallo Marie-Christine Koop, Barbara Wr Angela Labarca
How are authentic texts invaluable ir teaching of culture? A brief theore overview introduces the important conc Specific examples in French, German, Spanish follow, thus giving participant ability to answer this question for th selves.

#45: **Language Immersion & Tech ogy** — Kathleen James, Univ. of Mary The Language House, a new academic ing/learning program, opened at the Uni sity of Maryland at College Park in the of 1989. The students are immerse French, German, Hebrew, Italian, Japan Russian and Spanish. The facility incl live-in graduate mentors, a state-of-the multipurpose room, an international c an international satellite receiving stat and a computer-based language learn center.

#47: **Addressing The Affective Dom**

Continued on page 2