WEB-BASED APPLICATIONS FOR THE FOREIGN LANGUAGE CLASSROOM: eWEB AND TELE-WEB

With the rapid and growing explosion of the World Wide Web, there is an overwhelming amount of material that provides opportunities for students to submerge themselves in the target language culture and interact with native speakers, and for schools to collaborate with each other in language projects. Coupled with the awareness that the web is an extraordinary tool for language teaching is the fact that searching for adequate materials or developing activities that support language learning in this environment can be extremely time consuming. With the unique situation of each classroom context, even the use of other teachers’ resources may call for adaptation.

However, some partial solutions in the form of multiple functional, content-free, web-based applications have recently emerged on the World Wide Web. They seem to be an attempt to account for the need to design more flexible and effective technology that applies to a variety of teaching situations and practices. eWeb and TELE-Web are examples of this type of application.

One of the many advantages of these two language learning environments is their easy accessibility. Because these applications are web-based, they avoid the potential problems of differences in hardware and software among computers available at the schools. In addition, both eWeb and TELE-Web allow for the integration of multiple functions so that teachers and learners do not have to use various applications to achieve different tasks. For instance, learners can access TELE-Web to work on a reading passage and complete various, integrated reading activities. For the development of all the activities, the teacher only needs to use a single application.

MAIN COMPONENTS

eWeb (http://zhao.educ.msu.edu/eweb/index.wsf) is a web-based application that works with a web server and database applications to offer a variety of functions integrated within the same site. eWeb has four main functions or components—forum, bulletin board, chat, and group management—that provide the teacher with tools to develop, manage, and share materials. It is a truly interactive environment in which learners can collaborate with peers in the same class or other schools.

The forum is an asynchronous mediated communication component where teachers and learners share and discuss ideas and information. Messages become the ongoing building of knowledge developed by a community of learners, easy to search by topic, author, or keywords.

The bulletin board serves for the announcement of events and brief postings, similar to the function that email may have. Postings can be also sorted by author, title, or keywords.

Unlike the asynchronous mode of the forum and the bulletin board, the chat function supports synchronous mediated communication. Learners can create their own chatrooms and invite others to engage in real-time communication using a user-friendly interface. In addition, transcripts of their communication exchanges can be retrieved at any time.

Finally, the group management component is available to the teacher through the administration function. The teacher can enter students’ names and email addresses, and create various work groups with the possibility of making modifications according to daily needs or particular situations.

Technology Enhanced Learning Environments, TELE-Web, (http://tele.educ.msu.edu) is also a web-based environment originally created to support students with the acquisition and development of literacy skills. TELE-Web was primarily designed for students with mild learning disabilities in primary school classrooms in order to emphasize integration across literacy domains, such as reading, writing, speaking, and listening.

TELE-Web provides a bridge where these domains can easily be brought together. It contains four rooms or components—writing, reading, library, and publishing—which have the following unique characteristics:

• Each room contains its own set of activities.
• The rooms are mutually accessible.
• There is a teacher interface and a student interface.
• Students have the option of using a speech synthesizer to assist with difficult words, strengthen word recognition, and develop sound-symbol relationships.
• The correspondence makes sense of ideas and identifies spelling or punctuation errors.

TELE-Web, which is a flexible tool that educators can mold to fit their curriculum, can also shape teachers’ practices. It is precisely the flexibility of the

(continued on page 7)
EDITORS' MESSAGE

We're back! Nearly a year has passed since the last issue of CLEAR NEWS. We apologize for that and thank all of you who contacted us regarding the newsletter. It has been a busy year for us and we hope that it was a good year for all of you.

First of all, we would like to introduce ourselves as the new co-editors of CLEAR NEWS. Jane Ozanich has an M.A. in Teaching English to Speakers of Other Languages (TESOL) from Michigan State University and has spent the past three years in Japan where she wrote an ESL textbook and was the visiting instructor in the education faculty at Me University Upon her return to the United States, Jane took on the position of assistant director of CLEAR and co-editor of CLEAR NEWS. María José Alvarez-Torres has been a research assistant with CLEAR since its inception in 1996 and is now happy to be an integral part of CLEAR NEWS. María has a strong background in language teaching and research in both ESL and Spanish and is currently working toward her Ph.D. in English at Michigan State University.

Apart from the new editorial staff here at CLEAR NEWS, the Language Resource Centers that CLEAR is a part of recently increased by two. The National African Language Resource Center (NALRC) at the University of Wisconsin-Madison and the Slavic and East European Language Resource Center (SEELRC) headed by Duke University and the University of North Carolina at Chapel Hill have joined the existing seven centers across the country. We welcome them and look forward to seeing their work.

As the new co-editors, we would like to resume the biannual, spring and fall issues of CLEAR NEWS. We also feel that the focus of the previous newsletters is right in line with our ideas and would like to continue offering practical and insightful articles that will assist foreign language educators in providing the best education possible.

If you have any comments, suggestions, or questions to share with us, please contact us at CLEAR, Michigan State University, A712 Wells Hall, East Lansing, Michigan 48824-1027. Or email your ideas to clear@msu.edu.

We hope that you will enjoy this issue of CLEAR NEWS.

Jane Ozanich

María José Alvarez-Torres

Q & A:

Q. How can I get my students to use their foreign language skills outside of class?

A. Communicating in the target language should be the ultimate goal of language learning. Unfortunately, this is difficult to do in an English-speaking environment. Exposure to natural usage of the target language is either not available or very limited. One common alternative for setting up communication for the students with native speakers of the target language has been maintaining pen pals between schools. Today, the emergence of new technologies puts foreign language students in the position to interact with native speakers in the virtual world.

Throughout this issue of the CLEAR NEWS, there are extensive reviews of World Wide Web resources that can integrate technology within the classroom and provide opportunities for foreign language students to continue using the target language outside the classroom. Email, web-based chats in the target language, video-conferences, interactive web sites, and the incorporation of video and sound on the web may allow the students to virtually submerge themselves in the target language community.
BUILDING VIRTUAL COMMUNITIES

What is an easy, effective, and fun way to create a virtual community between you and your students? Try an eGroup.

“eGroups.com” (http://www.egroups.com) provides a gathering place on the Internet for your group to send and receive emails, schedule meetings, share files and photos, or have private group chats. Any kind of group—fan clubs, alumni groups, sports teams, families, or friends—can use eGroups.com.

As a classroom teacher you can use eGroups.com to increase communication between you and your students. Anyone can create an eGroup, and the price is right—at its free! There is minimal advertising on the pages, but the advertising is not distracting or inappropriate for student audiences.

Every group features these tools:

**GROUP EMAIL**
- Fast and easy email lists:
  - Send one email to your whole group by typing just one message.
  - Manage your group with complete control and flexibility.
  - Receive email or view a complete history of group messages on a web bulletin board.

**GROUP CALENDAR**
Access your group calendar from any Internet workstation:
- Schedule meetings and events.
- Send automatic email reminders.
- Overlay your personal and group calendars to see everything at once.
- Use the calendar or polling functions to set up an online meeting.
- Post important dates for projects and tests.

You can also arrange for the calendar to send out a reminder email one to seven days in advance of the event or deadline. The polling feature allows your eGroup members to vote on issues important to the group.

**GROUP DOCUMENT VAULT**
Store and share files securely, easily transferring files between your computer and the eGroups server:
- Share photos, MP3s, team rosters, class assignments, or any other group document.
- Add documents to the vault with one click.

Email can be managed in traditional listserv format as well as a graphical interface listserv at the eGroups.com web site, where members can post their messages to the bulletin board for dispersal to the participating eGroup members. A listserv enables you to send one email and have it automatically sent to every member in your eGroup.

Keep or bookmark favorite web sites.
Get anytime, anywhere access to your files.
You can store copies of worksheets and project descriptions or create your own folders containing relevant documents.

**GROUP CHAT AND TALK**
Talk to your group members for free:
- Use talk as a free Internet voice telephone, even for long-distance calls.
- Talk to many people at once with three-way calling or conference calls.
- Schedule a group chat in your private chat room, or just drop in to see who’s there.

You can meet with your students and they can meet with each other in a text chat or talk chat environment.

eGroups offer many ways for communication and sharing for teachers and students, and parents, too, if you choose. It is very easy to start an eGroup, and maintenance is easy with the eGroups interface and the well-written help section of the eGroups web site. Visit the eGroups web site to see how an eGroup can enhance your classroom.

Cindy Kendall has taught Spanish at Williamson High School (Williamston, Michigan) and is currently on leave pursuing a Ph.D. at Michigan State University focusing on foreign languages, technology, and the practicing foreign language teacher. She is also an instructor for the “New Technologies in the Foreign Language Classroom” institute at the National K-12 Foreign Language Resource Center at Iowa State University, Ames, Iowa.

---

**RESOURCES**

**BUSINESS CHINESE - CD-ROM**
Business Chinese is CLEAR’s latest resource material. This interactive, cross-platform CD-ROM teaches elementary business Chinese. It is designed to be an integral part of an elementary business language course or a stand-alone product for self-study. Business Chinese uses multimedia elements (sound, photographs, and text) to engage students in a variety of activities with an emphasis on oral communication.

**PRONUNCIACIÓN Y FONÉTICA - CD-ROM**
This cross-platform multimedia program is composed of interactive lessons that can be used by Spanish teachers to learn how to teach pronunciation or by advanced students working on their own. Its 12 units give an overview of dialectology, exercises for ear training, and oral practice, as well as “hidden” information for advanced learners.

For more information about these two resources, see CLEAR’s web site (http://clear.msu.edu) or email the CLEAR office (clear@msu.edu).
PARADIGMS OF USING THE WEB IN FOREIGN LANGUAGE INSTRUCTION

In a well-known fable, six blind men are introduced to an elephant for the first time. Knowing nothing about elephants, they discover what elephants are by touching the elephant’s body.

The man whose hands make contact with the elephant’s leg forms the opinion that elephants are like the trunk of a tree. The man who touches the broad side of the animal concludes that elephants are broad and flat like a wall.

Each of the six men touches a different part of the elephant and so reaches a very different conclusion about the nature of the object. Each of the men is correct in his conclusion, yet misses the larger picture and so is wrong in his conclusion.

A survey of emails, listserv postings, and conversations at language association sessions could lead one to draw a parallel between the parable of the blind men and the elephant, and teachers’ use of the Internet in their foreign language classrooms. The Internet is so vast and multifaceted that it is difficult to get a grasp on exactly what the technology is. It is not surprising that so many teachers have different ideas about what the Internet is and what its place could or should be in the foreign language curriculum.

A high school French teacher decided to “incorporate” the Internet into her classroom. She decided to have her students create a web page about their school in French. The students wrote the text and formatted the page in HTML, and the school’s web master posted the page on the school web site. Both the students and the parents were proud of the web page and feel that using the Internet in this fashion is an effective use of the technology.

A Spanish teacher in another school had an idea to incorporate the Internet into her curriculum. She initiated a class-to-class dialogue with a high school in a South American country. The two classes surveyed each other about preconceived notions about each other in a project that was very well received by all participants. This project was facilitated by the ability to transmit messages nearly instantaneously over the Internet.

Another school’s German teacher uses the web to support his teaching. He posts homework assignments and test dates on his web page for his students’ reference. Parents also refer to it when they want to keep track of their children’s schoolwork. The teacher reports that parents are glad to have this information available to them.

All of these examples are very different in their use of the Internet, yet they are inarguably supported by the Internet to support their teaching. It may not be farfetched to conclude that language teachers using the Internet are much like the blind men exploring the elephant. Each of these teachers is taking advantage of a useful function of the Internet, and yet it can also be argued that they are all using only a narrow section of the potential of the technology.

It is important to note that these teachers are not using the Internet in an incorrect way and that they are not doing anything wrong. Indeed, since students, parents, and teachers are all benefiting from the Internet in these examples, it is hard to find anything wrong with their solutions.

How, then, can we explain that they are all using the Internet correctly, but in radically different ways? The difference lies in the paradigms of Internet use. There are different ways of looking at the Internet. In addition, both a teacher’s comfort level with the technology, and the task at hand, will affect how a teacher chooses to apply Internet technology in the classroom. The Internet is always changing, but at this point in its development and application, there are three main paradigms of its use in the language classroom.

THE INTERNET AS A RESOURCE

The World Wide Web, accessed through a web browser such as Netscape or Internet Explorer, contains rich language and cultural resources for language classrooms. This electronic realia can then supplement a teacher’s collection of realia gleaned from trips abroad.

Online exhibitions hosted by museums such as the Louvre (http://www.louvre.fr/) and Taiwan’s National Palace Museum (http://www.npm.gov.tw/) offer virtual visitors more than just a glimpse of the artistic treasures they contain. Webcams offer live snapshots of foreign locales, which can make a foreign location feel more real to students. “Allcam” (http://www.allcam.com/) is a web cam portal, from which it is easy to locate a web cam anywhere in the world.

Via the web, students have access to a variety of current information like never before. Without having to subscribe, students can see newspapers like Saudi Arabia’s Asharq Al-Awsat (http://www.asharqalawsat.com), Cuba’s Granma (http://www.granma.cu/), and Belgium’s De Standaard (http://www.standaard.be/). Live radio broadcasts are available from around the world, indexed at “The MIT List of Radio Stations on the Internet” (http://wmbr.mit.edu/stations/ list.html). News broadcasts (audio and video) are available on demand in many languages from the “Voice of America” web site (http://www.voanews.com/).

Along with this information comes the opportunity for reading and listening comprehension practice. SCOLA’s “Insta-class” web site (http://www.scola.org/insta-class/index.html) packages selected programs from overseas into prepared lessons based on the broadcasts. There are also several web sites that provide remedial instruction and language practice.

One site several Spanish teachers use is “Learn Spanish: A free online tutorial” (http://www.studysspanish.com/), which offers explanation of grammar points in Spanish and interactive exercises that can be mailed to the user’s teacher. Teachers have reported using this site for extra credit assignments and to help students prepare for exams.

The “German Grammar and Pronunciation” site at the College of
THE INTERNET AS A MEDIUM FOR COMMUNICATION

The Internet was created for communication, but it was never intended for communicating in any language other than English. For this reason, it was historically difficult to use any "special characters" such as accent marks, and users found a new set of problems trying to communicate over the Internet in languages that use non-roman characters, such as Greek and Arabic. In recent years most of these problems have been overcome, and users can now use the Internet in foreign languages with relative ease.

Email-based communication in foreign languages seems to be easiest using a browser-based email program. "Hotmail" (http://www.hotmail.com) is a free web-based email service that handles extended characters and non-roman characters well. The "Holy Grail" is used for foreign-language email support for non-English characters on both platforms (Windows and Macintosh), something that terminal-style (telnet-based) email cannot do.

Use of email in language instruction can be as simple as communication between teacher and student, or it can be in the form of whole-class activities such as collaborative writing.

Listerves, or mailing lists, provide the ability to send an email to many people at once. Communicating via a mailing list is a way to hold discussions within a class or between two classes. "Egroups" (http://www.egroups.com) provides a free mailing list service, allowing you to create and administer your own mailing list. Teaming up with a class in another country gives the opportunity to explore cross-cultural issues over email.

There are also existing listservs that serve as forums to discuss specific issues. "Liszt" (http://www.liszt.com/) maintains a searchable directory of more than 90,000 active mailing lists. One list is "Heblang," listed as a "Discussion of Hebrew Grammar and Etymology." There are self-study lists for Swahili, Hindi, Swedish, and Danish.

Learners may also "lurk" on mailing lists whose purpose is not language learning, but to discuss specific topics in a language. "Cuba-l" is a list for discussing "Cuba today" in Spanish. "Rigoler" provides two jokes per day in French. "ComChinese" is devoted to computing and communication in Chinese. Students can join these mailing lists as observers ("lurkers") and read how the language is used in real-life conversations.

Another kind of asynchronous communication is through "threaded" discussion groups, also called BBS (bulletin board services/systems). A BBS offers the advantage of not needing an email account to read and write messages. As messages are threaded visually, it is easier to follow a discussion. "EZBoard" (http://www.ezboard.com) offers host message boards for free. Teachers can create their own boards, monitor the activity, and enforce security so that only authorized people can access the board.

One Italian program at a Big Ten university uses a BBS for the course's writing requirement. Instead of paper journals, students are required to post two messages a week: one original message and one response to another person's posting. This had the effect of creating a virtual community outside of the classroom, with students communicating in the online forum.

Another use for a BBS is communicating with another class on a topic or project. Teachers can also use BBSs for in-class communication and management.

Web pages are a more static way of communicating. Teachers have used web pages to publish student work. One Spanish class interviewed various Hispanic groups in the area and wrote up a summary of each group's function, and the teacher published the summaries on a web page.

A researcher published his work-in-progress on his web page and called for comments from the academic community. Comments are sent via a link to the researcher's email address. A German teacher publishes his syllabus, homework assignments, test dates, and updates on a page on his web site so that students and parents can keep informed. Another teacher posts homework assignments exclusively on a web page, where she also gives additional instructions and information. She does this to make sure students get important information.

THE INTERNET AS A PLATFORM TO DELIVER INSTRUCTION

Distance learning is a hot topic in postsecondary education. Administrators are encouraging teachers to "put courses online," a phrase that can mean many different things to different people.

For some, it means teaching an entire course online, with no physical contact ("face time") between the teacher and the students. All communication and interaction is via web pages, email, and message boards. For others, it means providing a substantial amount of material via the web, making the web the textbook for the course, but maintaining the traditional class structure of meeting in a classroom. For others, it means putting the "drudge" work of grammar, vocabulary, and reading instruction onto the computer and using class time for communicative activities.

Web browsers support a scripting language called "javascript." Programming languages allow interactivity with the user, and Javascript programs can be embedded into a web page, making an (continued on page 6)
this kind of web page.

A program that provides more sophisticated feedback and interactivity, "Webpractest" (http://www.wm.edu/CAS/modlang/gasmnt/webpractest/instruc-
tions.html), allows for more options. An example of a page created with Web-
practest can be seen on the College of William & Mary's German website
(http://www.wm.edu/CAS/modlang/gasmnt/webpractest/verbsou/cm1mpast.html).

Using the same technology, games can also be created on-the-fly. CLEAR's
"Game-O-Matic" (http://clear.msu.edu/
dennie/matic) creates timed matching, drag-and-drop matching, and concentra-
tion activities with content that the cre-
ator types into a form. The activities, which consist of a single web page con-
taining the web page and the program, are then saved onto the teacher's web
site.

Another kind of web-based exercise is a so-called "mail-in" exercise. This kind
of page consists of a fill-in web form into which students type their answers and
chick a button, and then the answers are mailed to the teacher. CLEAR's "Form
Mailer" (http://clear.msu.edu/mailer/) is

one such program, which has the added
feature of creating the form automatically.

The web has evolved and developed
to a level where it is not just a novelty or
an add-on to other language instruc-
tion. It can be a tool to supplement and
enhance language learning by providing
new access to materials and instruction,
opening channels to new kinds of com-
munication, and increasing the amount and kinds of instruction and practice.
Investing the time to explore and apply
the new technologies and paradigms can
pay off in increased satisfaction on the
part of both students and instructors.

Dennie Hoopingarner is the assistant direc-
tor for technology implementation at
CLEAR. He is also the instructor for the
technology-based summer institutes at
CLEAR and is working on his Ph.D. in
applied linguistics at MSU.

(continued from page 5)

interactive web page. Combined with
input fields and push buttons, exercises
can be created that allow students to
practice language skills and get imme-
diate feedback.

The prospect of programming is
daunting to many, and so there are many
"wizards" that will do the programming
automatically. "Hot Potatoes" (http://web.
uvic.ca/hrd/halfbaked) helps to create
multiple-choice, short-answer, jumbled-
sentence, crossword, matching/ordering,
and fill-in-the-gap exercises that are
embedded into a web page. The pro-
gram is free.

Swarthmore College's Mellon
Grant project has created "Interactive
Exercise Makers" (http://lang.
swarthmore.edu/makers/) that creates a
variety of exercises based on the
student's input. These exercises are then
downloaded onto a teacher's web site for
students to use. What makes these ex-
cises attractive is that they offer feed-
back but do not require the web server
that they reside on to provide any spe-
cial services. Any web server can host

ANNUAL CONFERENCES

CLEAR would like to welcome the two
newest Language Resource Centers: the
National African Language Resource Center
(NALRC) and the Slavic and East European
Language Resource Center (SEELRC). With
their addition, there are now nine
Language Resource Centers nationwide.

The National African Language Resource
Center at the University of Wisconsin-

Madinon, strives to promote the teaching and learning of African languages through
out the United States. In order to achieve
this goal, the NALRC focuses on six are:

• Materials development and dissemination
• Teacher education
• Learner support
• National coordination.
• Program development and evaluation
• Research

For more information, contact:

National African Language Resource
Center (NALRC)
University of Wisconsin-Madison
Humanities Building
455 North Park Street
Madison, Wisconsin 53706

Phone: (608) 265-7905
Fax: (608) 265-7904
Email: nalcq@nmhub.facsstaff.wisc.edu
Web site: http://africam.isis.wisc.edu/nalrc

The Slavic and East European Language
Resource Center is jointly overseen by
Duke University and the University of
North Carolina at Chapel Hill. Its goals are
to expand the teaching and learning of
Slavic languages through the development of
technology-based programs and teaching
and testing materials.

For more information, contact:

Slavic and East European Language
Resource Center (SEELRC)
Box 90260
Duke University
Durham, North Carolina 27708-0260

Phone: (919) 660-2157
Fax: (919) 660-3188
Email: seeales@duke.edu
BOOK REVIEW

FONÉTICA Y FONOLOGÍA ESPAÑOLAS: TEORÍA Y PRÁCTICA, SECOND EDITION


The authors mention in the introduction of the second edition of *Fonética y fonología españolas: teoría y práctica* that it seeks to: 1) provide an introduction to the phonological and orthographic systems of Spanish, 2) serve as a manual to correct the still developing Spanish pronunciation of English-speaking students, and 3) introduce the learner to the rich dialectal variations of the Spanish-speaking world. These three goals are successfully met in the 21 chapters in the textbook.

The first 16 chapters are mainly devoted to creating an inventory of Spanish phonemes and their corresponding allophones. The theoretical background for this is based on the Prague school of structuralism, which views the phoneme as the fundamental unit. In addition, Barrutia and Schwegler go beyond the segmental level covering the syllable structure and suprasegmental features, such as intonation and stress.

The remaining five chapters provide a very accessible introduction to the history of Spanish and to its dialectal variations. A geographical criterion divides the material on dialectology into three chapters: Peninsular Spanish, American Spanish, and Spanish in the United States. As a consequence of this division, the chapter on Latin American Spanish dialectology is not only the longest chapter, but also the most condensed. The chapter on Spanish in the United States offers a stimulating discussion of the three distinct Hispanic groups: Mexican-Americans, Puerto Ricans, and Cubans. It also looks toward the future of Spanish in this contact situation.

For a manual of these characteristics, there are surprisingly few typographical errors. In Chapter 1 this allophone is represented as [y], while in Chapter 9 it appears as [w]. Perhaps the most evident inconsistency for the student is the representation of the voiced palatal fricative across chapters. In the front inside cover there are two very useful charts: one for the inventory of allophones and another for the inventory of phonemes. However, in the former, one misses the labiodental fricative [l]. Moreover, in the same chart the authors present the allophone [c] as palatal instead of alveopalatal, as they do in the text and in the adjacent chart of phonemes. The surprising syllabifications in Chapter 1, page 5, “per-spi-caz” and “per-spe-ci-va” should be considered mere typos. These minor inaccuracies, however, can be easily clarified by the instructor and do not interfere with the ultimate goals of the book.

The textbook is rich in charts, graphics, and maps that make it visually attractive. A very useful summary at the end of each chapter allows the student to review the main points introduced in the lessons. Finally, all chapters, including the ones on dialectology, are accompanied by a wide variety of exercises, some of them recorded on tape. In effect, the textbook provides many activities, which move from practice on pronunciation to transcription, including more maps, charts of the vocal track, and poems.

As evidenced in the above mentioned features of *Fonética y fonología españolas: teoría y práctica*, the textbook does an admirable job of presenting complex material in a concise and cogent manner. This instructor- and user-friendly text is certainly recommendable for advanced courses of Spanish that seek to improve students’ pronunciation but at the same time offer some knowledge on phonology, dialectology, and the history of Spanish.

Asunción Martínez-Arbelaitz is an assistant professor of Spanish at Michigan State University. She teaches upper-division and graduate-level courses on different areas of Spanish linguistics in the Department of Romance and Classical Languages.

(continued from page 1)

tool that makes its use possible in a foreign language classroom. Teachers have the option of creating new assignments for students or using existing ones within the four rooms.

In addition, to individualize activities, teachers can choose which students receive what assignments and assign prompts to assist them. For example, a student may need support composing a story and prompts could be used to aid in this process. Who is the main character? What is the setting? What is the problem? How is it solved?

Students also have a forum for social support and peer review amongst others in their classroom as well as those abroad. As a web environment, TELE-Web can also be a valuable partner with the Internet, which can be used as a research tool. eWeb and TELE-Web are examples of the ongoing growth of generic teaching and learning tools that respond to the need for teachers to have the means to create specific, individualized, and/or collaborative learning environments. Commercial environments such as (http://www.quia.com) or (http://www.blackboard.com) are also examples of web-based applications with this approach. Each one of these web sites has distinctive features, but they all share common ground characteristics such as a user-friendly interface, flexibility for the incorporation of content, and universal accessibility.

Readers interested in browsing eWeb can obtain a username and password when visiting the site. The TELE-Web homepage gives a detailed description and samples of how the rooms are used. If the reader is interested in more information, contact email addresses are provided in each site.

Maria Jose Alvarez-Torres (TESOL M.A. and Spanish M.A.) is a Ph.D. candidate in English at Michigan State University. Sophia Tan (TESOL M.A.) is a Ph.D. candidate in educational psychology at Michigan State University.
Center for Advanced Research on Language Acquisition (CARLA),
University of Minnesota

2000 Summer Institutes

CARLA is holding its fifth annual series of summer institutes at the University of Minnesota. The institutes offer an interactive blend of theory and practical application. Past participants at the summer institutes have included English as a second language and foreign language teachers at all levels of instruction, program administrators, and curriculum specialists from all over the world. The cost of each institute is $300 ($275 for registrations postmarked by May 19), which includes instruction, materials, and refreshments. Graduate-level credit is available for an additional charge.

- Meeting the Challenges of Immersion Education
  Dates: June 19-23
  Presenter: Tara Fortune (University of Minnesota)
  Guest Presenter: Roy Lyster (McGill University)

- Proficiency-oriented Language Instruction and Assessment (POLIA)
  Dates: July 10-14
  Presenters: Pam Harens (CARLA-POLIA mentor) and Mary Kuehner (CARLA-POLIA mentor)

- Developing Classroom Materials for Less Commonly Taught Languages
  Dates: July 17-21
  Presenters: Bill Johnston (Indiana University) and Louis Janus (CARLA)

- Improving Language Learning: A Practical Course in Strategies-based Instruction
  Dates: July 17-21
  Presenters: Andrew D. Cohen (University of Minnesota and CARLA) and Susan J. Weaver (co-author of the institute text, Strategies-based Instruction: A Teacher Training Manual)
  Guest Presenter: Rebecca L. Oxford (Columbia University)

- Culture as the Core in the Second Language Classroom
  Dates: July 24-28
  Presenter: Francine Klein (University of Minnesota)
  Invited Guests: Helen Jorstad, language teachers, and intercultural specialists

- Developing Proficiency-oriented Assessments for the Second Language Classroom
  Dates: July 31-August 4
  Presenters: Cheryl Alcaya (CARLA), University of Minnesota staff, and L2 teachers
  Guest Presenter: Andrew D. Cohen (University of Minnesota and CARLA)

- Using Technology in the Second Language Classroom
  Dates: August 7-11
  Presenters: Jenise Roweckamp (University of Minnesota), Rick Treece (University of Minnesota), and Marlene Johnshoy (CARLA)

For more information, contact:
CARLA
University of Minnesota
333 Appleby Hall
128 Pleasant St. S.E.
Minneapolis, Minnesota 55455
Phone: (612) 626-8600
Fax: (612) 624-7514
Email: carla@tc.umn.edu
Web site: http://carla.acad.umn.edu

Written in the Foreign Language Classroom
Dates: June 14-18
Cost: $225

- Computer-Assisted Language Learning Materials Development
  Dates: June 19-28
  Cost: $425

- Business Language for the High School Classroom
  Dates: June 21-25
  Cost: $225

- The Internet in Foreign Language Instruction: Introductory Techniques
  Dates: July 31-August 9
  Cost: $425

- The Internet in Foreign Language Instruction: Advanced Techniques
  Dates: August 11-15
  Cost: $250

For more information, contact:
CLEAR
Michigan State University
A712 Wells Hall
East Lansing, Michigan 48824-1027
Phone: (517) 432-2286
Fax: (517) 432-0473
Email: clear@msu.edu
Web site: http://clear.msu.edu

2000 Summer Institutes

CLEAR will be offering five summer institutes this year on the campus of Michigan State University.
Stipends to cover program costs, accommodations, and partial travel costs are available for most participants. Stipend recipients must be working in the United States.
$20 off their registration fee.

- Digital Media Archiving
  Dates: July 24-28
  Early Registration Deadline: May 1
  Regular Registration Deadline: June 1
  Cost and Credits: $75 regular registration fee/SDSU credits (optional)

- Reading in the Digital Age
  Dates: July 31 - August 4
  Early Registration Deadline: May 15
  Regular Registration Deadline: June 15
  Cost and Credits: $75 regular registration fee/SDSU credits (optional)

- d-VOCI Oral Proficiency Test Creation
  Dates: August 7-11
  Early Registration Deadline: May 15
  Regular Registration Deadline: June 15
  Cost and Credits: $75 regular registration fee/no SDSU credits available

For more information, contact:

LARC
San Diego State University
5500 Campanile Drive, BAM 424
San Diego, California 92182-7703
Phone: (619) 594-6177
Fax: (619) 594-0511
Email: larcسد@gmail.sdsc.edu
Web site: http://larc.sdsu.edu

- Implementing Portfolio Assessment in the Foreign Language Classroom
  Dates: June 28-29
  Location: George Washington University
  Presented by: National Capital Language Resource Center
  Cost: $125

- Teaching With Technology in the Foreign Language Classroom
  Dates: June 30-July 1
  Location: George Washington University
  Presented by: National Capital Language Resource Center
  Cost: $125

For more information, contact:

NFLRC
2600 Virginia Avenue, NW
Suite 105
Washington, DC 20037
Phone: (202) 739-0607
Fax: (202) 739-0609
Email: nflucc@nicom.com
Web site: http://www.cal.org/nclrc/

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

2000 Summer Institutes

- Workshop on Coherent Language Curriculum Development
  Dates: June 1-2
  Location: Georgetown University
  Presenter: Ronald P. Leow
  Cost: $350

- Teaching Learning Strategies in the Foreign Language Classroom
  Dates: June 26-27
  Location: George Washington University
  Presented by: National Capital Language Resource Center
  Cost: $125

For more information, contact:

NEALRC
Ohio State University
276 Cunz Hall
1841 Millikin Road
Columbus, Ohio 43210
Phone: (614) 292-4361
Fax: (614) 292-4362

Email: mckinney.86@osu.edu
Web site: http://www.flc.ohio-state.edu/nflrc

2000 Summer Institutes

Since 1990, the NFLRC has offered summer institutes for professional development on a variety of themes and topics. Partial support is available to qualified applicants to defray expenses.

- Computer-based Tests for Less Commonly Taught Languages
  Dates: June 12-23
  Description: This summer institute will incorporate training in language test construction and evaluation and examine the role of technology in assessment, focusing on web and computer-based testing (self-assessment, proficiency, and achievement) for less commonly taught languages.
  Goals of this workshop include developing techniques of test design, focusing on multiple test formats, writing tests for use around the nation, using the World Wide Web as a test dissemination method, and learning or developing competence in HTML as selected web editors.
  Applications are especially encouraged from instructors of East Asian (Chinese, Japanese, Korean) and Southeast Asian (Indonesian, Khmer, Lao, Tagalog/Filipino, Thai, Vietnamese) languages.

- Performance-based Chinese Language Instruction
  Dates: July 10-21
  Description: This summer institute, a workshop for Chinese language instructors, conducted in tandem with summer Chinese courses at the University of Hawai‘i at Manoa, focuses on strategies for instruction and testing to enhance learner performance on communicative tasks in
the four skills. This task-oriented workshop will cover the following
topics: the role of the textbook in the performance-based classroom, the
role of grammar instruction in performance-based curricula, principles
of instructional task design, and performance-based testing. Participants
will learn through demonstration, practice sessions, and peer and
instructor critique.

New Materials

Advanced learners of Chinese and Korean will celebrate the release of
"KAN NAI" and "HANGUL-RO BOJAI!" on CD-ROM (Macintosh). The lessons
are based on authentic materials and include newspaper articles, personal
letters, video interviews, informational brochures, and television commercials.
The activities are designed to activate strategies used by native speakers to
comprehend text and video. In addition, the popular "Chinese Language Video
Clips" is now available on cross-platform CD-ROM.

Check them out on the web at:
http://www.LLL.hawaii.edu/nflrc/publication.html

Nah, Baca! Volume Two offers 32
lessons, based on readings selected from
the contemporary press, for the teaching of
Indonesian as a second language. The
readings begin at the intermediate level
(announcements, articles from news and
popular magazines, and government pamphlets) and proceed to texts at the
advanced level (short stories and essays). This volume, which is designed for a
second-year university language course, is intended to be a supplement to basic
Indonesian texts.

Check it out on the web at:
http://www.LLL.hawaii.edu/nflrc/publication.html

For more information, contact:
NFLRC
University of Hawai‘i at Manoa
1859 East-West Road #106
Honolulu, Hawai‘i 96822

Phone: (808) 956-9424
Fax: (808) 956-5983
Email: nflrc@hawaii.edu
Web site: http://www.LLL.hawaii.edu/nflrc

National K-12 Foreign
Language Resource Center,
Iowa State University

2000 Summer Institutes

The National K-12 Foreign Language Resource Center is holding three summer institutes this year. All institutes will be held on the Iowa State University campus. The deadline for applications is April 30.

- Terras Africas: Recurring Themes in Ancient, Colonial and Modern Latin America
  Dates: July 5-15
  Cost and Credits: $550/two graduate credits (optional)
  Participants: Methods professors, district supervisors, and K-12 Spanish teachers

  Requirement: Applicants must have a high level of Spanish language proficiency
  Leaders: Mari Haas (Columbia University), Ruth Borgman (Columbia University), Irma Josefina (Jossie) O’Neill (SUNY), Valerie McGinley Marshall (Tulane University), and Julie Kline (University of Wisconsin, Milwaukee)

- K-6 Foreign Languages: Leading the Way With Teacher Preparation
  Dates: July 24-August 3
  Cost and Credits: $550/two graduate credits (optional)
  Participants: Methods professors, district supervisors, and K-6 foreign language teachers

  Leaders: Helena Curtain (University of Wisconsin, Milwaukee) and Carol Ann Pesola Dahlberg (Concordia College)

- New Technologies in the Foreign Language Classroom
  Dates: August 5-13

Cost and Credits: $500/one graduate credit (optional)
Participants: Methods professors, district supervisors, and K-12 foreign language teachers
Requirements: Applicants must be very familiar with at least one word processing program using a Macintosh or IBM compatible computer
Leaders: Karen Willetts (Springbrook High School, Maryland), Cindy Kendal (Michigan State University), and Jamey Hansen (Iowa State University)

For more information, contact:
National K-12 Foreign Language Resource Center
Iowa State University
N131 Lagomarcino Hall
Ames, Iowa 50011

Phone: (515) 294-6699
Email: nflrc@iastate.edu
Web site: www.educ.iastate.edu/nflrc

Slavic and East European Language Resource Center (SEELRC), Duke University and the University of North Carolina at Chapel Hill

2000 Summer Institute

- Slavic and East European Languages: Acquisition, Techniques and Technology
  Dates: July 16-26
  Institute Directors: Edna Andrews and Laura Janda
  Cost: Funding to cover program costs, accommodations, and partial travel grants are available for most participants.

For more information, contact:
SEELRC
Duke University
Box 90260
Durham, North Carolina 27708-0260

Phone: (919) 660-3157
Fax: (919) 660-3188
Email: selrc@duke.edu
2000 SUMMER INSTITUTES

WRITING IN THE FOREIGN LANGUAGE CLASSROOM
June 14-18

COMPUTER-ASSISTED LANGUAGE LEARNING MATERIALS DEVELOPMENT
June 19-26

BUSINESS LANGUAGE FOR THE HIGH SCHOOL CLASSROOM
June 21-26

THE INTERNET IN FOREIGN LANGUAGE INSTRUCTION: INTRODUCTORY TECHNIQUES
July 31-August 9

THE INTERNET IN FOREIGN LANGUAGE INSTRUCTION: ADVANCED TECHNIQUES
August 11-15

Contact CLEAR at:
Michigan State University
A712 Wells Hall, East Lansing, MI 48824-1027
http://clear.msu.edu
Or email CLEAR: clear@msu.edu

ENROLLMENT IS LIMITED

On-site Technology Training Workshops

CLEAR offers On-site Technology Training Workshops for Foreign Language Instructors throughout the country. These workshops, held at participants' home institutions, can be tailored to fit the individual needs of the participants.

The participants' computer skills and the institution's equipment are taken into account when creating the workshop. The length of the workshop varies depending on the participating institution's goals (average 1-2 days).

POSSIBLE TOPICS INCLUDE:
- Basic or Advanced Websites
- Interactive Websites for Instruction
- Creating Interactive Multimedia for Instruction

For more information, contact Jane Ozaniech:
CLEAR
A712 Wells Hall
Michigan State University
East Lansing, MI 48824-1027
Phone: (517) 432-0470 / Fax: (517) 432-0473
ozaniech@msu.edu
http://clear.msu.edu

Funding for the workshops is partially provided by a grant from the U.S. Department of Education (GFDA 84.229A and P229A990012).
CLEAR NEWS is a publication of the Center for Language Education And Research and is intended to inform foreign language educators of the Center's on-going research projects and professional development workshops, to report on current foreign language research and publications and their applicability to the classroom, and to provide a forum for educators to discuss foreign language teaching and learning topics.

CLEAR
CENTER FOR LANGUAGE EDUCATION AND RESEARCH

MICHIGAN STATE UNIVERSITY

A712 Wells Hall
East Lansing, MI 48824-1027

Nonprofit-Org.
U.S. Postage
PAID
East Lansing, MI
Permit #21