WHY OFFER INSTRUCTION IN THE LESS COMMONLY TAUGHT LANGUAGES?

It used to be that students, once they got to middle school or high school, had their choice of two to three foreign languages to study. At my own high school, I was able to choose from French, Spanish, or Latin. Today's students are different. Students are asking for, and schools are providing, an increasing array of languages from which to choose. Languages such as Japanese and Swahili are beginning to creep into school curricula. Universities as well are offering more and more language choices for their students. Still, school and university curricula tend to be dominated by a core set of languages, namely French, Spanish, and German. Languages other than French, Spanish, and German, because they are less frequently taught and studied, are referred to as the less commonly taught languages, or LCTLs.

The language abilities of Americans, regardless which language people speak, truly represent a national resource. Studying another language benefits both the learner and society in general. Some of these benefits result from studying any foreign language. For example, knowledge of more than one language, regardless of what the language is, leads to academic, cognitive, and cultural benefits. Students who speak more than one language perform higher than their monolingual counterparts on tests of academic achievement, cognitive flexibility, and creativity (Moran & Hakuta, 1995; Bialystok & Hakuta, 1991; Rafferty, 1986; Hakuta & Diaz, 1985; Saxe, 1983; Ginsburg and McCoy, 1981; Kessler and Quinn, 1980; Masciantonio, 1977; Hancock and Lipton et al., 1976; Carpenter and Tomey, 1974; Lambert and Tucker, 1972). Additionally, by studying another language, students learn about other cultures and ways of life, thus expanding their world view.

By acquiring second and foreign languages, students can expect cognitive and academic advantages as well as have a larger view of the world. These advantages are gained through the act of acquiring any foreign language. That is, it does not matter whether students are learning Spanish or Swahili, all language learners receive these benefits.

So, if students will obtain cognitive, academic, and cultural advantages from studying any foreign language, why advocate and promote the teaching of particular languages such as LCTLs?

One reason relates to the diversity, or lack thereof, in language offerings and language study among Americans. According to the National Council of Organizations of Less Commonly Taught Languages, 91 percent of Americans who are studying a foreign language are learning French, Spanish, German, or Italian. The vast majority of American foreign language learners, then, are studying a minority of the world's languages. If one of the important goals of language learning is to enhance cultural awareness and understanding as well as teach our students about the world, it only makes sense that students have access to a more representative sample of the world's languages.

(Continued on page 4)
Dear Readers,

It's hard to believe that we are well into another academic year. The summer flew right by us amid the hustle of our workshops.

This issue's main article, "Why Offer Instruction in the Less Commonly Taught Languages?" focuses on the importance of less commonly taught languages (LCTLS) in the United States. Margo Glew, the author of the article, is MSU's LCTL coordinator and is also one of the co-authors of CLEAR's African Language Tutorial Guide. Currently, she is working with CLEAR by overseeing the development of a similar tutorial guide for Nepali. With her help, CLEAR hopes to offer more materials and resources for LCTLS. So, be on the lookout for more stuff on LCTLS in the future.

Another one of CLEAR's focuses is content-based instruction. Under the supervision of CLEAR's co-director, Patricia Paulsell, CLEAR and MSU's CIBER (Center for International Business Education and Research) have developed several new materials and resources, which are all available free of charge from CLEAR's Web site (http://clear.msu.edu/buslang/packets/index.asp). The first set of materials is the Business Language Packets for High School Classrooms. Currently, there are three packets available (French, German, and Spanish), which can be downloaded in PDF. The second set is the Internet Sourcebooks for Business and Economics (for German and Spanish). These sites can be found on CLEAR's Web site and include links to Web sites related to business and economics in Germany and various Spanish-speaking countries. A similar sourcebook is being developed for French and will be available in 2002.

We hope that you will check out these new materials and that you find the articles in this issue of CLEAR News helpful to you. As always, your comments and suggestions are welcome.

Jane Ozanich

María José Álvarez-Torres

The U.S. Department of Education awards grants through Title VI funding to a small number of institutions for the purpose of establishing, strengthening, and operating national language resource and training centers to improve the teaching and learning of foreign languages. There are currently nine Language Resource Centers nationwide: the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota; the Center for Language Education And Research (CLEAR) at Michigan State University; the Language Acquisition Resource Center (LARC) at San Diego State University; the National African Language Resource Center (NALRC) at the University of Wisconsin-Madison; the National Capital Language Resource Center (NCLRC), a consortium of Georgetown University, the Center for Applied Linguistics, and George Washington University; the National East Asian Languages Resource Center (NEALRC) at The Ohio State University; the National Foreign Language Resource Center (NFLRC) at the University of Hawai‘i at Manoa; the National K–12 Foreign Language Resource Center at Iowa State University; and the Slavic and East European Language Resource Center (SEELRC), a consortium of Duke University and the University of North Carolina at Chapel Hill.
For years, language teachers have tried to capture the development of language students’ speaking with oral journals. These systematic recordings have given teachers the opportunity to give students feedback on pronunciation, stress, and intonation while also documenting the students’ oral speaking skills. The logistics, however, of carrying stacks of audio or videotapes, rewinding, and trying to find where students began speaking can become a tedious chore at best. One solution is to record on the Web and have students design personal Web-based speaking portfolios.

**Web-based speaking portfolios: What are they?**

In actuality, Web-based speaking portfolios are little more than oral journals delivered over the Web; like a tape, students record at intervals throughout the semester. Unlike a tape, though, students must be trained in the use of technology. First, students are taught to make basic Web pages. Then students are asked to make a recording. The subject of these recordings reflects the current topic of the class. Depending on the type of speaking the teacher is trying to capture, the students may work individually or be put into pairs or groups. Usually these recordings are made during class time to assure that students do not read into the microphone.

Once the recording is made, students are given the responsibility for saving, compressing, and embedding this sound clip into their personal Web page. The teacher is there to help them with the steps, but the students must carry out the process on their own. By the end of the semester, students have a collection of their speaking. Throughout the semester teachers and students can then use this page to reflect on the students' language development.

**Why bother? Isn’t a tape easier?**

From a teacher preparation and time investment perspective, tapes are easier. Students know how to buy a cassette tape, record on it, and hand it in. Once again, though, teachers are then left to listen to these recordings, which students have often read and rerecorded multiple times into their tape recorders at home.

Web-based speaking portfolios require teaching students the detailed process of making Web pages, recording, saving, compressing, and embedding sound files. This requires class time. However, this entire process becomes a concrete language-learning task learners must understand to complete correctly. In Web page design, there is little room for error. A student will need to keep trying and ask for help. In other words, teachers can create a motivating, authentic information gap activity by teaching students this process.

Furthermore, today's technology makes this entire process extremely easy. Students do not need to become programmers; instead, they need only to read and follow directions. When this process is carried out in the target language, no longer is the product, or the recording, the only goal. But instead, the entire process of learning how to make the pages becomes part of the language learning experience.

**Additional benefits**

In addition to helping students learn through the process and not just aim for a product, Web portfolios offer additional benefits.

When students record and save to Web pages, the audience no longer needs to be just the teacher. Instead, in the same evening the teacher and all classmates can listen to the recording. This expansion of the audience can engage student dialogue.

Students can listen to one another and bring a question for the speaker to class for discussion the next day. If there is not class time available to discuss these recordings, students could e-mail one another questions. Yet another option is to have the author/speaker on the Web page write a series of comprehension questions for fellow students to answer as they listen to the speaker's Web page.

While a tape can easily be lost or recorded over, students tend to remember their Web page address. As students progress throughout a language program, they can add to their speaking portfolio each semester. At the end of an entire year it is quite rewarding for a student to listen to a speaking sample from the first week in a language program and then to click on a second button and hear a sample from a year later.

**Conclusion**

Web-based speaking portfolios offer a way to repackage and expand upon an old concept. Ask your technology support person how easy it is to add sound files to Web pages. Experiment with your own Web page and see how easy and fun it can be.

Amy Hughes is on the faculty of the English Language Center at Michigan State University.
Ironically, the most commonly taught languages in American schools and universities are not the most commonly spoken languages. The Linguasphere Project, a research initiative that is currently registering and cataloging the world’s languages and speech communities, identifies the following eight languages as the most commonly spoken languages in the world (each spoken by more than 200 million people):

1-2. English and Chinese (approximately 1 billion speakers each)
3. Hindi-Urdu (approximately 900 million speakers)
4. Spanish (approximately 450 million speakers)
5. Russian (approximately 320 million speakers)
6. Arabic (approximately 250 million speakers)
7. Bengali (approximately 250 million speakers)
8. Portuguese (approximately 200 million speakers)

Of the eight languages on this list, all but two (one of which is English) are less commonly taught languages. With the inclusion of LCTLs, particularly the ones on this list, as options for language learners, students have a broader, more representative sample of the world’s languages. It is also interesting to note that in terms of national and commercial need, the less commonly taught languages are also extremely important. With the increase in global communication and commerce comes an increased need to prepare students to function in the global economy. When it comes to language and business, however, competence in certain languages is more critical than in others. As political and economic trends change over time, so too does the need for competency in different languages.

For example, over the past 50 years, countries in Asia have become increasingly important and visible trading partners. In a speech given at La MaisonFrancaise in April 2000, U.S. Secretary of Education Richard Riley noted just how strong an economic player Asian countries have become when he said:

“I have just returned from a two-week trip to Asia, which included important meetings with the education ministers from the G-8 and APEC (Asia Pacific Economic Cooperation). These education leaders represented the hopes and aspirations of almost 3 billion people and together they represented over 80 percent of the world’s wealth.”

This is a remarkable statistic. In considering the countries of Asia alone, there is an incredible proportion of not only the world’s wealth but also the world’s people. Yet significantly less than 9 percent of American foreign language learners are studying any of the Asian languages.

As globalization continues in government and business, there is an increasing need for Americans to speak less commonly taught languages. Whether it is a sales representative who speaks Portuguese or an embassy guard who can speak Greek, competence in less commonly taught languages is becoming more and more critical to the effective functioning of both business and government.

Finally, there is the issue of the cultural make-up of the United States itself. As the demographics of the United States changes, so too does the ethnic heritage of many Americans. For example, 1990 census data reflect significant increases in population for several ethnic groups of LCTL speaking heritages. Between 1980 and 1990 the population of African Americans grew 13.2 percent; American Indians, 37.9 percent; and Asian and Pacific Islanders, 107.8 percent (Orlando and Collier, 1998, 6).

In addition to the growing population of Americans in these groups, many European Americans also come from LCTL-speaking heritages. Americans of Eastern European, Russian, and Mediterranean heritages, for example, all come from LCTL-speaking cultures. Many, if not most, Americans today can trace their ancestry back to LCTL-speaking groups. Given the incredibly diverse ethnic makeup of American culture, it is not surprising that many Americans are seeking out opportunities to learn the language of their parents and grandparents.

While there are many benefits to learners of LCTLs, there are challenges in offering instruction in these languages. Enrollments are often small, which makes it difficult to offer LCTLs as one would the more commonly taught languages. Because of the national and international importance of these languages and also because such a small portion of American foreign language learners are becoming competent in them, there is a need to prioritize effective instruction in the LCTLs.

While the traditional teacher-fronted foreign language class is often impractical, many language teachers and program administrators are investing in the development of alternative modes of instruction for the LCTLs. For example, the technological revolution has resulted in a number of initiatives to provide distance-based language courses for learners of less commonly taught languages. Languages such as Nez Perce, Hawaiian, Japanese, and Russian have been offered through the distance mode.

Another model for LCTL instruction is the self-instructional format. In this approach,
learners study the grammar and vocabulary of the language independently and then meet regularly with a native-speaking tutor who provides the speaking and listening components of the language learning experience. At the end of the course, the student participates in an oral interview exam by a professional teacher of the language in question.3

There are many creative ideas being developed as language teachers and researchers recognize the importance of knowledge that LCTLs play in the economy, government, and communities. Thus, it is not only important to continue to support the teaching and learning of foreign languages, but more specifically, support the teaching and learning of LCTLs. Materials need to be developed and programs need to be put in place, and with the support of the educational community, instruction in less commonly taught languages can be made available to anyone who would like to learn them.

1 http://www.councilnet.org/
2 http://www.linguasphere.org/
3 For more information on this approach, see the Web site of the National Association of Self-Instructional Language Programs at: http://www.nasilp.org/

References


Margo Glew is an academic specialist for the Less Commonly Taught Language Program at Michigan State University. She has been a linguist, teacher, teacher trainer, and language program administrator throughout her career. She has a master's degree in teaching English as a second language and a doctorate in second language acquisition from Michigan State University. She has worked on materials development projects for language instruction in English as a foreign language, as well as for African languages. She has directed and co-directed numerous training workshops and seminars for teachers and served as the acting coordinator for the African Language Tutorial Program at Michigan State University.

SUBMISSIONS WANTED

CLEAR News is published twice a year and reaches more than 25,000 foreign language educators in both hard copy and on CLEAR's Web site with each publication. If you have an article, a teaching idea, or materials that you would like to review, send your submissions to CLEAR.

Submission Requirements:

Main article—related to current research and or foreign language teaching issues (500-1000 words in length)

The Idea Corner—an activity or teaching idea for foreign language teachers (no longer than 500 words in length)

Book/Materials Review—outlines the good and bad points of a teaching resource (text, CD-ROM, etc.) that you have used (no longer than 500 words)

The deadline for submissions for the Spring 2002 CLEAR News is January 31, 2002. Submissions should be sent to Jane Ozanic at:

E-mail: ozanicj@msu.edu
Fax: 517/962-0473
Mail: Jane Ozanic
Go CLEAR
Michigan State University
A712 Wells Hall
East Lansing, MI 48824-1027
"I left with a good set of examples that I created myself and lots of plans for what I want to do! I'm very excited about integrating this into my classroom."

"This workshop was very successful because of the expert, dedicated staff, the up-to-date hardware and software, the organized and thorough administrative staff, and the enthusiasm for effective professional development. CLEAR knows how to do it right."

"It is amazing to me how much I learned, how many great resources I got, and what great professional contacts I made in just three days."

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**2001 SUMMER WORKSHOPS AT CLEAR**

Since 1997, CLEAR has been offering summer workshops on the campus of Michigan State University. Each year, foreign language instructors from all over the country and from abroad come to gain new skills and share their ideas with colleagues. This past June and July, CLEAR hosted six new workshops that focused on areas in foreign language teaching methodology and technology.

This was a year of big changes for CLEAR's summer workshops. For the first time ever, applications for the workshops could be done online and a registration fee waiver was offered to early applicants. These points, added to the completely new or updated workshops, helped to make the 2001 summer workshops CLEAR's most successful ever.

In preparation for the 2001 workshops, CLEAR sent surveys to more than 2,700 foreign language instructors in the summer of 2000. These surveys were designed to discover the perceived needs of foreign language teachers. Some of the questions in the surveys focused on workshop topics that teachers would be most interested in attending. Based on the responses, CLEAR developed three entirely new workshops for 2001: Using Communicative Activities in a Grammar-Based Curriculum, Promoting Student Motivation and Interest in Foreign Languages, and Using Authentic Materials in the Foreign Language Classroom.

Apart from the survey and drawing from suggestions made by previous workshop participants, CLEAR updated three of its technology workshops by offering Putting Your Course Online, Making a Language-Learning CD-ROM: Introductory Techniques, and Making a Language-Learning CD-ROM: Advanced Techniques. Based on the number of applications received for these workshops, the participants' suggestions hit upon the needs of many teachers.

**Overview of Workshops:**

Using Communicative Activities in a Grammar-Based Curriculum

Sixteen teachers from nine states attended this newly designed, four-day workshop. Charlene Polio, the workshop leader, began the workshop by introducing basic concepts and terminology in communicative language teaching methods. From there, the participants engaged in demonstrations of communicative activities being used to teach various languages. Later in the workshop, the participants designed their own activities and shared them with the group.
Putting Your Course Online

The most popular workshop of the summer, Putting Your Course Online, welcomed 20 teachers from 10 states, Guam, and South Africa. This five-day workshop reviewed the basics of Web page creation and then explored ways to implement interactivity and multimedia in the Web pages.

Making a Language-Learning CD-ROM: Introductory Techniques

This workshop evolved from suggestions made from participants in the 2000 technology summer workshops. Workshop leader Dennie Hoopingartner and the workshop facilitators were kept busy by the 22 participants from 12 states. In this workshop, the participants used authoring software to create CD-ROM materials that included audio and visual media.

Making a Language-Learning CD-ROM: Advanced Techniques

Designed as a follow-up to the introductory workshop, Making a Language-Learning CD-ROM: Advanced Techniques took the participants a few steps further into the design and creation of CD-ROMs. The 17 participants created resources using more sophisticated multimedia as well as record keeping and tracking components.

Promoting Student Motivation and Interest in Foreign Languages

According to CLEAR's 2000 survey, "motivating students" was indicated as one of the most difficult challenges facing language teachers of all levels. Spurred by this response, CLEAR developed the Promoting Student Motivation and Interest in Foreign Languages workshop. Led by three instructors, this workshop pointed out the challenges of establishing and maintaining foreign language programs. It then went on to explore ways of dealing with the various constituencies in order to promote language programs. In the second half of the workshop, the 12 participants were introduced to activities and projects that could be used in their classrooms and then shared their own ideas. This workshop will be back in summer 2002.

Using Authentic Materials in the Foreign Language Classroom

The use of authentic materials - or realia - in foreign language classrooms is seen as one of the best ways to introduce students to the target language. This workshop focused on various kinds of authentic materials and how they could be used with students in language classrooms. The 11 participants examined ways to use print, audio, video, and Web-based materials in creating level-appropriate activities.
RESOURCES AND ANNOUNCEMENTS

BUSINESS LANGUAGE MATERIALS AND RESOURCES

CLEAR's Packets for High School Business Language are available to download for free from CLEAR's Web site:
http://clear.msu.edu/buslang/packets/

Just visit this Web site and select the business language packet of your choice. At present, there are three packets to chose from:

- Bewerbung und Jobsuche: Wie man sich auf dem Arbeitsmarkt präsentiert
- Curso de Español para Negocios para (la clase de) Secundaria: La Vida Empresarial en Michigan
- Le Jeune Consommateur

INTERNET SOURCEBOOKS FOR BUSINESS AND ECONOMICS

Have you been looking for a Web site to direct you to resources related to business and economics for German and Spanish?

Internet sourcebooks have been developed to provide a single location for each language where students can find links to all available Internet resources relevant to their study of German and Spanish business and economics.

Visit the Internet Sourcebook: German for Business and Economics at:
http://clear.msu.edu/buslang/german/start.htm/

Visit the Internet Sourcebook: Spanish for Business and Economics at:
http://clear.msu.edu/buslang/spanish/indexspain.htm/

An Internet sourcebook for French will be available in 2002.

AVAILABLE SOON ONLINE

Get your free copy of the African Language Tutorial Guide online at:
http://clear.msu.edu/

This five-part guide is an excellent resource for tutorial-based African language programs. The guide is written with the needs of first-time instructors in mind.

Part I includes general information about tutorial programs and gives an overview on how to get started as well as how to find and use materials.

Part II is a compilation of lesson plans geared to teaching beginners. The topics include basic classroom language, numbers, body parts, and food, among others.

Part III moves into lessons for intermediate learners, which take on a task-based approach. The areas covered in this part include language task one would encounter when taking a bus trip, eating at restaurants, and entering a country.

Part IV is the cultural modules. The lessons in this part focus on more advanced-level language skills and focus on topics that deal with cultural issues. Broadly, these issues include the self, the household, the neighborhood, the community, and time.

Part V, a section specifically for the tutor, focuses on teaching vocabulary, integrating grammar, and working with the language's sound system. Useful appendices are found at the end of the guide.

Contact CLEAR about obtaining a copy of the accompanying video that depicts the various teaching situations introduced in the guide.
CINEMA FOR FRENCH CONVERSATION.
LE CINÉMA EN CLASSE DE FRANÇAIS


Cinema for French Conversation is an instructional manual designed for use in advanced French courses at the college level. It is composed of 20 chapters, each organized around a French movie and divided into three sequential phases: preparation activities, analysis of the content of the movie for comprehension, and topics for further discussion in and outside class. In addition to the student's text, the manual comes with a resource manual for instructors (Cahier du professeur) and refers to a Web site (www.pullins.com) for further teaching information.

The three parts of each chapter follow a gradual exploration of the movie. The first phase (entitled Préparation) aims to prepare students for viewing and analyzing the movie; it provides factual information on each movie (a brief summary, a biography and filmography on the director, main actors, and prizes and awards received), as well as a list of useful vocabulary words encountered in the movie. This vocabulary is then used in the sentence completion exercises and questions on the movie's historical and geographical context. The second phase (Conversation en classe) is to be used in class for oral expression after viewing the movie. It is composed of a list of 25 to 30 content-based questions highlighting main characters, themes, and plot; additional vocabulary words are also given and followed by activities such as jumbles, crossword, anagrams, matching, multiple choice, fill in the blank, and other word games. The last phase (Approfondissement), is made up of vocabulary words, discussion topics, analysis, movie quotes or scenes, and movie reviews. This part seeks to expand the study of the movie by offering activities that can be used in small groups, as a whole class, or as homework assignments.

The films in this material were selected for their historical, literary, linguistic, and regional interest, and span 20 years of French cinema. However, it is unfortunate that no other Francophone movies were included; movies such as “Rue Cases-Negres” (Paley), “Quartier Mozart” (Bekolo), or “Salut Cousin” (Allouache) would have been valuable complements, triggering passionate class discussions on more controversial topics such as colonialism, gender, or immigration. Furthermore, it would have broadened students' cultural awareness of the Francophone world.

Unfortunately, the instructor's manual contains only the answers to the various exercises, activities, and games found in the student's copy. No additional ancillaries such as a syllabus or suggestions for dividing chapters into different class sessions comes with the manual; it is up to the instructor to choose the chapters/films deemed best for class and then create a syllabus. Using the manual for a 15-week semester, I chose eight movies to be presented in class, but later I concluded that six movies would have been more appropriate for the class period in order to include more in-depth, meaningful discussions in class.

Though its author suggests the opposite, because of the adult language and subject content, I would not recommend using the manual and most of the movies with high school students. Moreover, Cinema for French Conversation assumes that students have a high proficiency level in French in order to take part in lively and interactive discussions of the movies. The use of this manual then should be geared towards advanced students of French.

Cinema for French Conversation develops students' cultural knowledge. Its choice of activities is varied, interactive, and challenging. It is user-friendly, and the instructions are clearly presented. It is a very effective teaching tool for practicing speaking and writing skills in and outside class. Since students generally enjoy expressing their appreciation of films, the manual increases their participation and interest, and revives class discussion.

Carole Bone is an assistant professor of French at Clemson University, and her area of specialization is Francophone culture. She is an author of one of CLEAR's Business Language Packets for High School Classrooms.

GOOD MATERIALS?

If you have a foreign language textbook or software that you like to use, think about writing a review for it in CLEAR News.
Contact Jane Ozanich at:
517/432-0470 (phone),
517/432-0473 (fax)
or, ozanichj@msu.edu (e-mail).
The Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota

Resources for Less Commonly Taught Languages (LCTL)

Materials for LCTL Teachers

The LCTL project's collections of material and class activities are growing, both in types of material available and in languages covered. Teachers are encouraged to make use of the pictures and sound files available in the Virtual Picture Album (VPA) and the Virtual Audio Video Archives (VAVA). Current languages in the archives are Arabic, Basque, Chinese, Hebrew, Hindi, Irish, Japanese, Norwegian, Polish, Portuguese, and Turkish. Korean and Icelandic will be added soon, as will new material in Zulu, Thai, and Nynorsk from recipients of the LCTL project's mini-grant competition.

See the index of Exercises Created with VPA and VAVA at: http://carla.acad.umn.edu/lctl/LCTL-tech.html\#index/

For more information, contact:
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CLEAR
Center for Language Education And Research

2002 Summer Workshops

CLEAR is offering eight workshops in summer 2002 on the campus of Michigan State University. Contact CLEAR for your application today, or apply online at: http://clear.msu.edu/institutes/02institutes/

Stipends to cover program fees and partial travel/accommodation costs are available for most participants who are currently teaching a foreign language in the United States.

Workshop descriptions:
Teaching Writing in the Foreign Language Classroom
Dates: June 17-19, 2002
Cost: $175
This workshop will cover several areas of foreign language writing instruction. It will begin with a general discussion of how writing fits into a general skill foreign language classroom and the role it plays in meeting the National Standards for Foreign Language Teaching. There will be some focus on essay writing including how to construct assignments, create prewriting activities, and give feedback on and assess assignments. In addition, examples will be given of writing activities for beginners as well as controlled writing tasks and those that target specific grammatical structures.
Activities for all levels and all populations of foreign language learners will be presented. However, more of the activities will be relevant to secondary- and university-level instructors.

Using Communicative Activities in a Grammar-Based Curriculum
Dates: June 20-22, 2002
Cost: $175
This workshop will concentrate on issues related to using communicative activities that focus on specific grammatical structures. The purpose of this workshop is to help teachers create interesting activities that will both motivate their students and contribute to an atmosphere of meaningful communication in the target language while still covering grammatical objectives. Various techniques will be demonstrated, including comprehension-based tasks and information gap activities. In addition, teachers will learn how to push students to produce grammatical structures beyond their current level, teach grammar in the target language, use authentic materials to teach grammar, and consider the various ways to deal with oral and written grammatical errors. This workshop is open to teachers of all levels and languages.

Promoting Student Motivation and Interest in Foreign Languages Inside and Outside of the Classroom
Dates: June 25-28, 2002
Cost: $200
This workshop will focus on overcoming the challenge of implementing and strengthening foreign language programs, as well as the challenges associated with motivating students in the classroom. The first part of the workshop will explore ways to work with various constituencies to promote the study of foreign languages. Presentations, group discussions, and a panel discussion led by representatives from outside the education community will take place during the first two days of this workshop. The second part of the workshop will be devoted to classroom activities and extended projects in order to motivate students in the classroom. This portion of the workshop will include leader-led presentations, hands-on activities, and opportunities to share ideas within the group. Instructors from all levels of education are encouraged to attend.

Basic Web Pages for Late Bloomers
Dates: July 9-12, 2002
Cost: $200
This workshop is for language teachers who want to learn how to make a Web page and who "haven't gotten around to it yet." It is assumed that participants will have basic computer skills (see CLEAR's Web site for details), but no experience in developing Web pages. Using professional Web editing tools, participants will create a Web site incorporating existing Web resources and participants' own materials. Skills to be covered will include formatting text and making hyperlinks, digitizing photos and inserting graphics, pedagogical applications of Web sites, and Web site organization and design.
Beyond Web Pages
Dates: July 15-19, 2002
Cost: $225

The potential for using the Web as a language-teaching tool goes beyond simple Web pages. This workshop is designed for language teachers who want to take their technical skills to the next level. Ability to work with Web technology is assumed (see CLEAR's Web site for details). Participants will learn about creating interactivity in Web pages, dealing with forms, and record keeping and Web database access.

Putting Flash into Your Course
Dates: July 22-26, 2002
Cost: $225

Macromedia Flash is a development program for creating interactive multimedia. Language-teaching applications of the program are the focus of this workshop. This workshop is intended for teachers with experience in creating and editing computer-based media (see CLEAR's Web site for details). The basics of Flash will be covered, followed by the application of templates to create interactive multimedia for language learning. To be covered are scripting, Web-based delivery and deployment, and integration with existing Web sites, in a language-teaching context.

Materials Development Marathon: Creating Online Communicative Activities from Start to Finish
Dates: July 29-August 2, 2002
Cost: $225

Many language teachers these days are feeling the push to learn how to use the World Wide Web to create lessons that are fun, interactive, and effective in language instruction. This is a huge task for many teachers who are just beginning to explore the use of technology in language instruction. This workshop will take teachers through the process beginning with a hands-on tutorial of current Internet tools (such as e-mail, text-based and graphic-based chat environments, videoconferences, and integrated tools) and exploration of CALL methodology, and working up to designing online communicative activities and task-based online projects. Teachers will work together to create a set of pedagogically sound online materials directed at different skills and proficiency levels.

Developing and Managing a Tutorial-Based Language Program for LCTLs
Dates: August 5-6, 2002
Cost: $125

As more and more students are demanding instruction in the less commonly taught languages, institutions are increasingly turning to alternative modes of instruction for small language classes. This workshop will show language professionals how to develop a tutorial-based language program. Participants will learn how to set curricular goals, how to choose and use the best materials for the tutorial and how to help the tutor and learner work together so that learning takes place. Additionally, participants will have the opportunity to discuss issues such as the logistics of administering a tutorial program, how to design effective evaluation plans for students, and how to select and plan for new course offerings.

For more information, contact:
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New Publications from the University of Hawai’i at Mānoa's NFLRC

A Focus on Language Test Development: Expanding the Language Proficiency Construct Across a Variety of Tests (Technical Report #21) - T. Hudson & J.D. Brown (Eds.). This volume presents eight research studies that introduce a variety of novel, non-traditional forms of second and foreign language assessment. To the extent possible, the studies also show the entire test development process, warts and all. These language testing projects not only demonstrate many of the types of problems that test developers run into in the real world but also afford the reader unique insights into the language test development process.

Motivation and Second Language Acquisition (Technical Report #23) - Z. Dornyei & R. Schmidt (Eds.).

This volume, the second in this series concerned with motivation and foreign language learning, includes papers presented in a state-of-the-art colloquium on L2 motivation at the American Association for Applied Linguistics Conference (Vancouver, 2000) and a number of specially commissioned studies. The 20 chapters, written by some of the best known researchers in the field, cover a wide range of theoretical and research methodological issues, and also offer empirical results (both qualitative and quantitative) concerning the learning of many different languages (Arabic, Chinese, English, Filipino, French, German, Hindi, Italian, Japanese, Russian, and Spanish) in a broad range of learning contexts (BahRAIN, Brazil, Canada, Egypt, Finland, Hungary, Ireland, Israel, Japan, Spain, and the United States).

Additions have also been made to the NFLRC NetWorks collection of online publications and to Research Notes. Check out all of the publications at:
http://www.111.hawaii.edu/nflrc/publication.html/

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