THE USE OF INTERNET TECHNOLOGIES TO INTEGRATE THE NATIONAL FOREIGN LANGUAGE STANDARDS IN A CULTURAL LEARNING SCENARIO FORMAT

In the last CLEAR News, Place and Rathmann (2000) noted that the National Standards for Culture “call for students to see the relationships between the products, practices, and perspectives of the target culture” (page 1). In this article, we will address ways in which the Internet can integrate the Cultural standard with the other National Standards, i.e., Communication, Connections, Comparisons, and Communities, collectively known as “The Five Cs” (National Standards 1999).

In a standards-based curriculum, all five standards should be seamlessly integrated. Thus, the cultural standard would be intertwined with other aspects of a foreign language curriculum: making connections with other disciplines (history, art, cinematography, film), drawing linguistic and cultural comparisons between the source and target languages and cultures, and engaging in use of the target language outside the classroom with various communities (e.g., other language learning communities, target culture communities in the U.S. or in target culture countries). In order to engage learners actively in the attainment of these goals, they must participate in activities based on the communication standard. These would consist of tasks that would allow for practice of the interpretive (receptive skills), presentational (productive skills), and interpersonal (interactive skills) modes.

In this article, we will describe a set of tasks (standards-based activities) related by a common theme, called a learning scenario. Moreover, we will explore how the Internet can be used to help integrate the five Cs associated with the National Standards into a coherent learning scenario on the movies (El Cine) for students at the high intermediate or advanced level in Spanish.

INTEGRATION OF THE COMMUNICATION AND CULTURAL STANDARDS

Through the use of two tiled windows (Figure 1), students can simultaneously practice the interpretive and presentational modes of the communication standard by using the Internet to access authentic cultural materials (up to date and of interest to the student) on the Web in one window and summarize (narrate) or comment on what they find using a word-processing program in another window.

Activity 1a) Students separately explore a web site that contains information about new movie releases in the native and target cultures, including reviews of the movies currently playing. They then read (interpretive mode) the reviews of the two movies that have been identified for them by the instructor (C1—Erin Brockovich and C2—Todo sobre mi madre). Sometimes video clips of movie trailers in the target language (C1 and C2 products) are available on web sites promoting the films (interpretive mode).

(Continued on page 6)
Dear Readers,

As you can see, we are trying on a new look for CLEAR News this year. 2001 has started out to be a busy year for CLEAR and we are always looking for ways to improve what we are doing.

For starters, this year, announcements for CLEAR News will be sent out via e-mail for the first time. If you or anyone you know is interested in being added to this e-mail database, please contact the CLEAR office (clear@msu.edu).

Also, so far this year alone, CLEAR distributed more than 1,250 complimentary copies of the Computer Modules for Assessing Cultural Competence in German and 100 complimentary copies of the African Language Tutorial Guide and video to language professionals across the country. If you are interested in obtaining a copy of either of these products, please contact the CLEAR office. CLEAR expects to make available similar products in the latter part of this year such as Computer Modules for Assessing Cultural Competence for Russian and a Tutorial Guide for Thai.

Finally, this summer CLEAR is offering its largest grouping of summer workshops ever. We are seeing the highest number of preregistration applicants ever, and we are expecting a great turnout for this summer's workshops. There is still time left to apply for the workshop(s) of your choice. Apply online at http://clear.msu.edu/ or contact the CLEAR office for an application.

We hope to meet you at one of our upcoming workshops!

Jane Ozanich
Maria José Alvarez-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.
THE GAME-O-MATIC

For language teachers who already have a web site for their classes, or for those who are thinking about starting one, the information in this Idea Corner may be of interest.

The web sites language teachers create vary from being informational sites (listing course information, links to other sites, etc.) to being more interactive sites (sites that include activities, quizzes, discussion sites, etc.). It seems as though the way of the future is to make use of the web for language learning practice and assessment. There are many good activity sites out there that do just that, such as *Quia* and *Hot Potatoes*. A little over a year ago, Dennie Hoopingarner at the Center for Language Education And Research (CLEAR) began creating a suite of language-learning activity templates that he calls the *Game-O-Matic*. Game-O-Matic activities are easy to create and visually modify in any web editor, and what is nice is that they are available to all visitors to CLEAR's web site (http://clear.msu.edu/dennie/matic/).

When the Game-O-Matic web page is accessed, the visitor is given a choice of seven different activity templates to develop into tailored language learning activities. Each of the activities can be used to practice a variety of language skills, and with a bit of creativity, teachers can make interesting activities for their students to use.

Sometimes, student dictation activities are called for in language teaching. One activity that many teachers have enjoyed working with for dictation practice is *Storyboard*. This type of activity has been around for a while and works well with dictation-type exercises. One advantage of the Game-O-Matic's *Storyboard* template is that the teacher can insert a sound clip directly onto the page, or make a link to a sound clip and the student can listen to and type what he/she hears. With some "tweaking," the teacher can set the number of times the student can listen to the clip before completing the activity, which adds another dimension to the activity.

Sentence structure is another area that needs attention in language courses. To address this need, the Game-O-Matic has an activity called *Sentence Mix*. To create an activity with this template, the user simply types in individual sentences and then clicks on the "Make my Mixes!" button. The interactivity in the scripting of the program jumbles up the words in the sentence and the students reproduce the sentence by clicking on the words in the order they should appear in the sentence. A nice addition to this activity is that like all of the Game-O-Matic activities, the students never see the exact same activity twice. The order automatically ressembles each time it is played.

To help students prepare for tests, teachers may want to give students some sample questions. The Game-O-Matic's *Multiple-Choice* exercise is a useful addition to language learning web pages. The template is exactly what one would expect for multiple-choice exercises—a blank for questions and blanks for possible answers. With some creative editing, the Multiple-Choice template can include pictures/photos to accompany the question. Or, sound clips can be added for listening comprehension practice. The Multiple-Choice template can also be a nice addition to reading passages.

Finally, language teachers still find a need for drill practice with students. However, drill practice can be time consuming and dull if done in a classroom setting. By adding the Game-O-Matic's *Concentration*, *Timed Matching*, and *Drag & Drop* activities to their web sites, teachers can direct their students to do these activities in their free time, or during lab hours. Points that require drill practice like vocabulary words, numbers, and word endings work well with these activities. For example, one
teacher at a CLEAR workshop created a Timed Matching activity for practicing Japanese numbers that was particularly interesting. The instructor who created this activity had the Roman numeral paired with the Japanese word equivalent. Trying to match the pairs up with a time limit was a fun way to work on automatic recognition of Japanese number words.

Speaking of Japanese, the Game-O-Matic has been created with non-Roman scripts in mind. So, teachers of languages such as Japanese, Chinese, Korean, Farsi, etc., can use the Game-O-Matic activities for their classes as well. Small adjustments for the scripts may need to be made (such as copying and pasting from other documents), but in the end the activities will function in the same way as Roman-based script languages.

Creating language-learning activities with the Game-O-Matic is easy and with a bit of creativity, teachers can make excellent language learning tools for their students.

CLEAR welcomes new ideas and uses for Game-O-Matic activities. If you have any you would like to share with CLEAR, contact Dennie Hoopingarner at hooping4@msu.edu.

Jane Ozanich has an M.A. in TESOL from Michigan State University and is the associate director of CLEAR. She is also a facilitator and co-leader for CLEAR’s Onsite Technology Training Workshops.
RESOURCES

Computer Modules for Assessing Socio-Cultural Competence for German

This multimedia program offers a way to test language learners' socio-cultural competence. It consists of questions that target specific pragmatic aspects based on conversational exchanges between native speakers. Original photographs help set up the context for the exchanges.

The modules focus on high-frequency communicative functions such as:

- Asking for directions
- Asking for permission
- Expressing preference
- Giving compliments
- Making polite requests
- Making/accepting offers
- Making suggestions
- Closing a phone call

Similar modules for Russian are coming soon!
Contact CLEAR for your copy!

The African Language Tutorial Guide and video lends support to teachers/tutors of African languages. It is especially helpful to native speakers of African languages who are teaching language for the first time. The lessons in the manual are geared to meet the needs of students who are studying in order to visit or live in an African country.

However, all African language learners can benefit from the lessons since language as well as cultural issues are targeted. The lessons in each unit emphasize communicative and task-based activities.

A similar guide for Thai is coming soon!
Contact CLEAR to receive your copy.

MICHIGAN STATE UNIVERSITY
StateWIDE RESOURCE NETWORK

ANNOUNCEMENT

MSU Statewide Resource Network

susstatewide.msu.edu—also known as the MSU Statewide Resource Network—went live in late September, providing Michigan educators and educational administrators with an easy way to access information about MSU's latest applied research and continuing education/professional development opportunities.

Hundreds of unique projects and programs are profiled within the new MSU Statewide Resource Network—a valuable tool that links practitioners working in government, business and industry, education, agriculture, the nonprofit sector, health care, law, and the media with MSU experts and research knowledge.

The site organizes the University's vast knowledge resources into topical areas for easy access. Teachers, principals, counselors, and superintendents can find brief abstracts as well as specific contact information on an ever-expanding list of topics including language education.

This site provides foreign language educators specifically with information on summer programs, conferences, noncredit training opportunities, publications, software, and databases.

Searches can be made by:

- Keyword
- Topic Directory
- Michigan location—county, city, region

Items are categorized not only by topic, but also by type of program or information:

Continuing Professional Education

- Off-Campus Degree Programs
- On-line Programs and Courses
- Evening, Weekend, and Summer Programs
- Certificate Programs
- Conferences and Workshops
- Noncredit Training Programs and Courses

Expert Assistance and Information

- Technical Assistance and Consulting
- Partnerships and Collaborations
- Community-Based and Applied Research
- Technology Transfer
- Clinical/Patient Service
- Community Service by MSU Students
- Publications, Software, and Databases
- Exhibits and Collections
- Performing Arts and Events

For more information, contact:
Diane Zimmerman
Director, Advancement and Administration
Office of the Vice Provost for University Outreach
Michigan State University
East Lansing, MI 48824
Phone: 517/353-8977
E-mail: zimmerdl@msu.edu
Web site: http://msustatewide.msu.edu/
Activity 1b) Using a word processor tiled with the Web window, and or oral recording capabilities on the computer, students summarize (presentational mode) some of the written reviews or aural trailers for the previously mentioned C1 and C2 films that have been identified for them by the instructor. More advanced students can compare and contrast the C1 and C2 cultural attitudes. (C2 perspective) expressed in reviews of these films which, in this case, both present various views of women.

INTEGRATION OF THE COMMUNICATION, CULTURES, CONNECTIONS, AND COMPARISON STANDARDS

The next activity demonstrates how using three tiled windows (Figure 2) allows students to communicate in order to make comparisons between native and target cultures and make connections with other disciplines with great efficiency.

Activity 2) Students visit two Spanish web sites to look at information on the Oscar and Goya awards; the former are given every year by the Academy of Motion Pictures in the U.S. and the latter are bestowed annually by the Academia de las Artes y Ciencias Cinematográficas in Spain. Students compare and contrast information about these two awards (displayed in two tiled windows) in a written essay using a word processor in a third tiled window. They also check those sites to see if see if the two films they have read about have won any awards.

INTEGRATION OF THE FIVE 'C's

These last activities incorporate the fifth standard (communities) with the other four standards by demonstrating how Internet technologies (specifically Yahoo! Groups) enable the target language to be used outside the classroom to engage other L2 speakers and native speakers of the target language in meaningful interaction. (Yahoo! Groups are communication groups formed electronically either asynchronously or synchronously; the interaction they enable is crucial to the implementation of the interpersonal mode of communication.)
Activity 3a) Students communicate with each other or with native speakers via the use of an asynchronous threaded discussion bulletin board or synchronous oral/written chat to present the reviews of movies from the WWW to each other and compare and contrast the way each culture views the film(s). (Figure 3)

Activity 3b) For each film, students then decide (via chat room negotiations) what day and time to see the movie in question. By taking the movie showtime web page with the chat room, students can simultaneously consult the showtimes for the movie on a web site (movies.yahoo.com -->Showtimes if they are in the U.S. or www.cinesonline.com --> Carteleras if they both are, or pretend to be, in the same target culture country for this activity) they make plans to go to see the movie chosen. Both students then see the film (together if feasible). (Figure 4)

Activity 3c) After seeing the movie, L2 students communicate (in oral or written format) with each other or with native speakers in the target culture via e-mail, bulletin boards or synchronous chat rooms to exchange opinions about different aspects of the movie they both saw (e.g., quality of the acting and the direction of the film, themes treated in the film [view of the role of women expressed in the film], special effects, points of view of native vs. target culture about the film). More advanced students can compare and contrast these aspects of both films or use persuasive arguments to try to convince each other (via chat room dialogues) that their own opinions about the films are valid. (See Figure 5 on the web at http://www.public.asu.edu/~plafford/figures_files/image010.jpg)

Thus, the multimodal versatility of the Internet, with its capacity (1) to provide an integrated platform for interpretation and presentation of the target language and culture via comparisons of the native and target cultures and connections to other disciplines, and (2) to create electronic groups that promote interaction with different communities (other students and native speakers of the target language), provides an efficient way for the National Foreign Language Standards to become integrated among themselves and with other elements to design foreign language curricula.
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 Fall 2001 CLEAR News is July 6, 2001. Submissions should be sent to Jane Ozamich at:

E-mail: ozamichj@msu.edu
Fax: 517/432-0473
Mail: Jane Ozamich
c/o CLEAR
Michigan State University
4712 Wells Hall
East Lansing, MI 48824-1027

WORKS CITED


Thank you to the following for allowing CLEAR to reproduce the screenshots used in this article: Jesús Quero, for his film review section in ALuCIne, in Radikalboard.com (Figure 1); Soraya Catalan, director of todocine.com (Figure 2); Yahoo! Inc. (Figure 3); and Jordi Solé, webmaster of cinesonline.com (Figure 4).

URLs relevant to the article:
Movie sites:
http://www.radikalboard.com/movies
http://www.columbia-tristar.es

Movie information and schedules:
http://movies.yahoo.com
http://www.todocine.com
http://www.cinesonline.com
http://www.primerplano.com

Communication Tools:
http://groups.yahoo.com/

Barbara A. Lafford is an associate professor in the Languages & Literatures Department at Arizona State University.

Peter A Lafford is an associate research professional in the Languages & Literatures Department at Arizona State University.
A VERY HELPFUL TOOL FOR TEACHING
ELEMENTARY CHINESE: BUSINESS CHINESE CD-ROM

The first time I saw the Business Chinese CD-ROM that was developed by CLEAR was in its demo version on CLEAR’s web site about a year ago. I had a chance to take a closer look at it when I attended CLEAR’s CALL workshop last summer and I liked it immediately.

The Business Chinese CD-ROM was designed to be flexible: it can be used as an independent course for beginners who would like to focus on business aspects of the Chinese language and it also can be used as supplementary material for any elementary level Chinese language learner. The really nice thing is that it is user friendly. Plus, it is compatible with both Windows and Macintosh.

The Business Chinese CD-ROM presents the power of a multimedia learning tool. It is divided into 16 units that are organized into a business trip of an American couple to China and it provides everyday words, expressions, and sentence patterns. Units 1 through 4 cover basic Chinese pronunciation, vocabulary, and structures. Units 5 through 15 focus on business vocabulary and situations. Unit 16 is a bibliography. The writing is displayed by simplified Chinese characters and Pinyin (the Romanized spelling system of Chinese) and the activities include images as well as audio and record functions. Cultural information is also included as “hidden” text that is uncovered by clicking on the star symbols throughout the program.

As a teacher of elementary Chinese, I found the exercises helpful; especially the ones on numbers, time, dates, money, and directions to name a few. In the numbers’ exercises, after introducing how they are pronounced, an exercise immediately follows it. Students can request a number that is displayed on the screen, read it, and hear the correct pronunciation by clicking on the number. The program mixes the numbers automatically, so students can practice as many times as they like. The program is easy to navigate, so the students can move freely through the activities. Another unit that I enjoyed is the one about money. In this unit, the activities involve both visual (pictures of Chinese currency) and audio (the names of the currency) prompts to help students become familiar with the Chinese currency system. This is helpful for anyone planning to visit China.

As mentioned above, the Business Chinese CD-ROM is great for independent learning. Activities such as the “drag and drop” exercises work well with learning the names and pronunciation of dates. Grammar is also addressed in activities in which the students listen to audio clips and then “drag and drop” words to reconstruct the sentences they hear. Students can also check their listening comprehension through a score-earning game. My students liked to race against each other in this activity. These exercises add some fun to what could be tedious language drills. There are also other useful sentence patterns to assist in imitating a conversation, making a phone call, asking for directions, toasting your guests at a dinner table, and even bargaining at a free market. With this multi-media tool, students see the scenes, listen to the sounds, read the characters, and practice at the same time.

I was particularly interested in using the Business Chinese CD-ROM as supplementary material in my elementary Chinese classes. The textbooks we use for elementary Chinese are sets of books that are thorough and systematic in terms of teaching vocabulary and grammar. However, since they were written in the 1980s, some of the content is understandably out-of-date. The Business Chinese CD-ROM, on the other hand, is new and it reflects the basic styles of communication between Chinese and non-Chinese speakers. This, to some extent, makes up for the lack of new information in our textbooks.

I have not yet fully incorporated Business Chinese into my classes, but I did some pilot tests to see if students thought it was helpful. On Fridays, we have language lab for first-year students. The students listen to and practice along with the tapes that come with the textbook under the instructor’s supervision.
I took about ten minutes from the lab session and let students work on the exercises found in Business Chinese. Each time, I picked a topic that was closely related to what we just studied in the textbook. That is, students already knew the characters and grammar, so this was an alternative way for them to use the new knowledge. The students liked it because it was interactive and it gave them instant feedback about their performance. I am now working on a schedule that will allow me to make more use of this tool in future classes.

Business Chinese is available for $25/CD-ROM and can be ordered online from http://clear.msu.edu/chinese/.

Xiaoxing Liu is on the faculty of the Program of African and Asian Languages at Northwestern University, where she currently teaches elementary and intermediate Chinese.

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

Summer Institute Program 2001

CARLA is pleased to announce its sixth annual series of summer institutes at the University of Minnesota. This series of summer institutes reflects CARLA's commitment to connecting research with practice and the center's ongoing mission to share what we've learned with teachers and their second language learners.

Each of the institutes is a highly interactive blend of theory and practical application. Teachers will be engaged in discussion, networking, theory-building, and hands-on activities that relate to the topic of the day. Participants at the CARLA summer institutes have included ESL 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 18, 2001) and includes all instruction, materials, and refreshments. Graduate-level credit is available for an additional charge. All the summer institutes have been very popular, so we encourage early registration!

Brochures are now available from the CARLA office and information is available on the CARLA website at <http://carla.acad.umn.edu/sumerinst.html>.

Developing Materials for Less Commonly Taught Languages (LCTLs)
Dates: June 25–29
Overview: This summer institute will provide LCTL teachers with practical tools and hands-on experience in designing a wide range of materials that will improve their students' abilities to use the language for communicative purposes.

Culture as the Core in the Second Language Classroom
Dates: July 9–13
Overview: Weaving together theory and practice, this interactive institute will help teachers develop instructional strategies and practical tools for integrating culture into an established language curriculum.

Developing Assessments for the Second Language Classroom
Dates: July 16–20
Overview: After engaging in a thorough investigation of proficiency-oriented principles and performance-based assessment techniques, participants will be able to align assessment with teaching, learning, and standards for their own classroom needs.

Proficiency-Oriented Language Instruction & Assessments (POLIA)
Dates: July 23–27
Overview: This intensive institute will support teachers as they develop practical skills to create and adapt curriculum materials and assessment tools that are proficiency-oriented and linked to the National Standards.

Technology in the Second Language Classroom
Dates: August 6–10
Overview: Participants in this institute will learn how to use a wide range of technology resources and evaluate their role in enhancing language instruction.

Immersion 101: An Introduction to Immersion Education
Dates: August 13–17
Overview: This new institute will provide beginning immersion teachers with tools they will need to survive and thrive in the immersion classroom.

Technology Lab
Dates: August 13–17
Overview: The Technology Lab is a special add-on to the Technology Institute. The Lab will provide teachers with the opportunity to practice their new technology skills and develop teaching materials with the latest equipment and an on-site consultant.
For more information, contact:

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Center for Language Education And Research (CLEAR),
Michigan State University

2001 Summer Workshops

CLEAR is offering six new workshops in summer 2001 on the campus of Michigan State University. Mail your application, or register online at (http://clear.msu.edu/institutes/01institutes/) by May 18, 2001.

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

Using Communicative Activities in a Grammar-Based Curriculum
Dates: June 20–23
Presenter: Charlene Polio

Putting Your Course Online
Dates: June 26–30
Presenter: Dennie Hoopingarner

Making a Language-Learning CD-ROM: Introductory Techniques
Dates: July 10–14
Presenter: Dennie Hoopingarner

Making a Language-Learning CD-ROM: Advanced Techniques
Dates: July 17–21
Presenter: Dennie Hoopingarner

Promoting Student Motivation and Interest in Foreign Languages
Dates: July 22–24
Presenters: Patricia Paulsell, Alissa Cohen, and Jane Ozanich

Using Authentic Materials in the Foreign Language Classroom
Dates: July 25–28
Presenter: Charlene Polio

High School Business Language Packets

CLEAR will be releasing three high school content-based business language packets for French, German, and Spanish within the next year. Each packet focuses on an applicable business-related topic geared towards high school students. The packets emphasize the use of all four skills and give students the opportunity to use the language in a meaningful way. The French focuses on entrepreneurship while the German packet looks at job searches. The Spanish packet explores the business world in Michigan and culminates with the students creating a web site in Spanish.

Contact Jane Ozanich at 517/432-0470, or e-mail (ozanichj@msu.edu) for more information about these business language packets.

For more information, contact:

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Web site: http://clear.msu.edu/

Language Acquisition Resource Center (LARC),
San Diego State University

2001 Summer Institutes

Digital Media Archiving
Dates: July 9–13
Presenter: John Vitaglione
Registration Fee: $150 ($125 if postmarked by May 15, 2001)
Overview: LARC is pleased to announce the addition of its new video-streaming server for our Digital Media Archive (DMA). Participants in this summer institute will learn how to create their own authentic language materials from concept through instructional design to flow-charting and multimedia component development. Following some online editing and compression of digital media, each participant will build her/his own interactive language web page with these components. The creation of these digital media resources will also help
achieve the goal of creating widespread national and internation-
al access to shared language resources via the Internet through
the DMA.

Reading in a Digital Age
Dates: July 23–27
Presenter: Mary Ann Lyman-Hager
Registration Fee: $150 ($125 if postmarked by May 15, 2001)*
Overview: Web-based reading processes, electronic annotation or
mediation of authentic foreign language text, research in student
interaction and responses to text are but a few of the topics of
this summer institute. It is geared to meet the needs of teachers
and researchers alike, in commonly and less commonly taught
languages, at a variety of levels of instruction. One goal will be
to create a body of usable online materials that can be easily
shared with colleagues worldwide. Another will be to learn the
specific authoring systems best suited for the task of creating cer-
tain texts at certain levels of learner proficiency. Preference will
be given to those with limited experience with authoring sys-
tems and with specific text annotated projects in mind. Co-
authored or team-based work is encouraged.

d-VOCI
Dates: July 30–August 3
Presenter: John Vitagliano
Registration Fee: $150 ($125 if postmarked by May 15, 2001)*
Overview: Workshop participants will become familiar with the
theory and practice of ACTFL's Oral Proficiency Interview (OPI)
and with the process of audio/video digitization. Working from
prototype templates established using ACTFL guidelines, partici-
ants will write and develop digital multimedia test items in
their native languages. Summer Institute d-VOCI work has
already been begun in Arabic, Chinese, Farsi, French, Korean,
Italian, and Spanish. We will continue work with these lan-
guages and encourage d-VOCI development in whatever other
languages you bring with you to LARC.

* NOTE: Stipends available for U.S. educators. Please indicate
on your application that you would like to apply for a stipend.

For more information, contact:

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Fax: 619/594-0511
E-mail: nhresd@mail.sdsu.edu
Web site: http://larcnet.sdsu.edu/

National Capital Language Resource Center (NCLRC),
Georgetown University, The George Washington
University, Center for Applied Linguistics

2001 Summer Workshops

Workshop on Coherent Language Curriculum Development
Dates: May 31–June 1
Place: Georgetown University, Washington, DC
Presenter: Ronald P. Leow
Cost: $330
Overview: The workshop presenter, Dr. Ron Leow, will provide
an overview of the components of a coherent language curricu-

um that articulates levels of language study, serves as a class-

room guideline, and permits constant evaluation. Participants
will design their own language curricula, including objectives,
class activities, and sample exams. The workshop is designed for
program directors, coordinators, supervisors of multi-section
foreign language/ESL programs, and individual teachers who
would like to have a global understanding of language

curriculum development.

Teaching With Technology in the Foreign Language Classroom—
Introductory Level
Dates: June 22 & 23
Place: The George Washington University and Georgetown
University, Washington DC
Presented by: National Capital Language Resource Center
Cost: $150
Overview: Presenters will provide foreign language educators
with a critical framework in which to consider the use of tech-

nology in language learning. Presenters will also provide activi-
ties designed to permit the novice technology learner to enhance
competence and confidence in this important domain.
Participants will have opportunities to explore and evaluate a
variety of technology-based materials and programs, to design
and share Internet lessons, and to examine practices and integra-
ton of technology for various purposes, languages, and levels.

Teaching Learning Strategies in the Foreign Language Classroom
Dates: June 25 & 26
Place: The George Washington University, Washington DC
Presented by: National Capital Language Resource Center
Cost: $150
Overview: In addition to providing foreign language educators
with a rationale for teaching learning strategies, a model of
strategic learning, and a framework for strategies instruction,
presenters will introduce participants to a variety of learning
strategies and demonstrate how to incorporate strategies instruction
into a foreign language classroom. Participants will engage
in hands-on activities to identify student strategies, practice modeling strategies, design and share strategies lessons for their classroom, and integrate language and culture by applying the Cognitive Academic Language Learning Approach (CALLA).

Implementing Portfolio Assessment in the Foreign Language Classroom

Dates: June 27 & 28
Place: The George Washington University, Washington DC
Presented by: National Capital Language Resource Center
Cost: $150

Overview: Presenters will provide a rationale for using portfolio assessment, an overview of reliability and validity for assessment portfolios, and a detailed model for designing an assessment portfolio. Presenters also will address issues of organization, time management, and student self-assessment. Participants will engage in hands-on activities to learn how to implement a foreign language portfolio that links instruction, assessment, and the National Standards. Participants receive the NCLRC's manual "Portfolio Assessment in the Foreign Language Classroom."

Teaching With Technology in the Foreign Language Classroom—Advanced Level

Dates: June 29 & 30
Place: The George Washington University, Washington DC
Presented by: National Capital Language Resource Center
Cost: $150

Overview: In this second session on Teaching with Technology, presenters will provide the same critical framework and activities as the introductory course, but this workshop is intended for educators with experience using multimedia in language teaching.

For more information, contact:
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National Foreign Language Resource Center (NFLRC),
University of Hawai‘i at Mānoa

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

2001 Summer Institutes

Developing Web-based Foreign Language Learning Environments

Dates: June 11–22
Overview: Participants will acquire a working knowledge of a variety of issues in web-based foreign language course design. Working adaptively from an existing model, each team of participants (representing different languages from around the world) will design and produce a prototype for a freestanding web-based language course for advanced learners, comprising a curricular outline, an interface design (or "course shell"), and at least one functional unit. Participants will also commit to participate in a videoconference in December 2001 to share the results of the implementation of the course designed at the workshop.

Web-based Workshops for Advanced Reading & Writing Development & Maintenance

Dates: July 2–13
Overview: This will serve as an online professional development opportunity for non-native-speaking teachers of Chinese and Korean language at the K–16 level. As part of our mission to serve the development and enhancement of Asian language and area studies in the US, the University of Hawai‘i NFLRC and National Resource Center for East Asian Studies will be offering 2 two-week intensive language courses in Chinese and Korean. The intensive courses, to be delivered entirely over the World Wide Web using a tested and proven pedagogic model, will focus on the development and/or maintenance of communicative language skills at the advanced level, with strong emphasis on written communication meeting high standards of literacy.

Korean Pedagogy Workshop: Task-based Language Teaching

Dates: July 30–August 1
Overview: This institute runs in association with the 6th annual meeting of the American Association of Teachers of Korean (AATK) in Honolulu in early August. This three-day workshop will provide an overview of the rationale for Task-Based Language Teaching (TBLT), review the six basic stages in designing, implementing, and evaluating a TBLT program, and then shift to an exploration of several problems currently facing any task-based approach. Parts of the materials design and use segments will be in Korean, but the institute as a whole will be conducted in English, via a mix of informal lecture presentations and demonstrations, classroom discussion of required readings, and project work in small groups.
For more information about the NFLRC Summer Institutes, please visit: http://www.LLL.hawaii.edu/nflrc/institutes.html/.

Pacific Second Language Research Forum (PacSLRF) 2001—The NFLRC is pleased to be co-sponsor of the upcoming PacSLRF 2001 Conference, which will be held at the Imi Conference Center on the University of Hawai‘i at Mānoa campus on October 4–7, 2001. This international conference will focus on the acquisition of second languages in instructed and naturalistic settings, particularly in East Asian, Southeast Asian, and Pacific languages. Paper, poster, and colloquium proposal submissions are welcome!

For more information about the PacSLRF, Call for Papers (deadline—April 30, 2001), plenaries, invited colloquia, daily schedule, registration, lodging, and social events, please visit the PacSLRF website at: http://www.LLL.hawaii.edu/pacslrf/.

Questions? Contact us at pacslrf@hawaii.edu.

For more information, contact:

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

2001 Summer Institutes

K–8 Foreign Languages: Leading the Way with Teacher Preparation
Dates: July 16–26
Presenters: Helena Curtain, Carol Ann Pesola Dahlberg, Rita Gullickson
Cost: $670 (Full scholarships available)
and a $100 registration fee upon acceptance
Overview: This institute will be held at the Princeton University campus, Princeton, New Jersey. The institute will enhance the skills of teacher educators and supervisors who prepare pre-service and in-service teachers for the K–8 level. Along with attending a daily demonstration class for young children, participants will also design and evaluate lessons that reflect the goals of the national student standards. Topics addressed will be: national trends and standards in foreign language education, K–8 curriculum, effective K–8 classroom teaching strategies, authentic assessment, and the teacher as researcher.

New Technologies in the Foreign Language Classroom
Dates: August 8–16
Presenters: Karen Willetts, Cindy Kendall, Jean LeLoup, Jamey Hansen
Cost: $100 registration fee upon acceptance. Transportation to the Iowa State University Campus, Ames, Iowa, meals, and optional graduate credit fees is available.
Overview: This institute, intended for methods professors, focuses on the integration of technology into pre-service foreign language teacher preparation programs. It will address three levels of technology use: (1) teacher educators’ skills in using hardware, software, technology-based tools, telecommunications, the Internet, distance education; (2) the integration of technology into the current methods course through teaching strategies and content; and (3) the integration of technology into the pre-service teachers’ strategies and content for K–12 foreign language students.

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