

NEWS FROM SPONSORING ORGANIZATIONS

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



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

Available Online from the NFLRC

[Reading in a Foreign Language: A refereed international online journal of issues in foreign language reading and literacy](#) Reading in a Foreign Language has established itself as an excellent source for the latest developments in the field, both theoretical and pedagogic, including improving standards for foreign language reading. The journal is published twice a year (in April and October) and is jointly sponsored by the National Foreign Language Resource Center and the Department of Second Language Studies at the University of Hawai'i at Manoa. Visit nflrc.hawaii.edu/rfl/ to see the latest issue and sign up for a free subscription.

[Study online -- Advanced Web-based Chinese, Japanese, and Korean courses](#) Through the NFLRC, the University of Hawai'i offers distance learning opportunities in advanced Chinese, Japanese, and Korean language via the World Wide Web. The courses are available to students and individuals as well as to institutions and businesses. For more information, visit nflrc.hawaii.edu.

Summer Professional Development Opportunities

Apart from our [2003 NFLRC Summer Institutes](#), the NFLRC is pleased to co-sponsor the [2003 Society for Pidgin and Creole Linguistics Summer Conference \(August 14-17, 2003\)](#). Highlights will include invited plenary speakers Derek Bickerton (University of Hawai'i at Manoa), Barbara Lalla (University of the West Indies at St Augustine), and Kenneth Sumbuk (University of Papua New Guinea), sessions on creole literature and Hawai'i Creole English ("pidgin"), cultural and sight-seeing tours, and much more!

NFLRC Publications

NFLRC Hawai'i has recently added two new technical reports to their publications catalog. The first, *An Investigation of Second Language Task-Based Performance Assessments* (Brown, Hudson, Norris, & Bonk), describes the creation and validation of performance assessment instruments. The second, *New Technologies and Language Learning: Cases in the Less Commonly Taught Languages* (Spreen, Ed.), is a collection of case studies presenting technology-based options for language programming that will help universities make more informed decisions about teaching less commonly taught languages. Three of our

more popular titles -- *Language Learning Strategies Around the World: Cross-Cultural Perspectives*; *Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity*; and *Motivation and Second Language Acquisition* -- have gone into second or third printings. All technical reports can be purchased online through University of Hawai'i Press. (<http://www.uhpress.hawaii.edu/>)

The third video in a series of language teaching demo tapes from Tim Murphey is now available. *NPRM (Near Peer Role Modeling)* demonstrates ways in which teachers might use students in their own classes to motivate and inspire other students, to offer them alternative strategies and beliefs, and to allow them to learn more quickly and deeply. Check out other NFLRC publications, including CD-ROMs, videos, free online downloadable publications, and more at nflrc.hawaii.edu.

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



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

FOREIGN LANGUAGE RESEARCH

- Feedback to Learners: The Case of Heritage Language Learners

MATERIALS DEVELOPMENT

Products

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

Coming Soon!

- Portuguese Pronunciation and Phonetics (CD-ROM)
- French Pronunciation and Phonetics (CD-ROM)
- Elementary Business German (CD-ROM)

Game-O-Matic

The Game-O-Matic is a suite of wizards that create Web-based activities for language learning and practice. Teachers can make original Game-O-Matic games by visiting <http://clear.msu.edu/dennie/matic/>.

Newsletter

CLEAR News is a biyearly publication covering FL teaching techniques, research, and materials. Contact the CLEAR office to join the mailing list or see it on the Web at <http://clear.msu.edu/newsletter/>.

PROFESSIONAL DEVELOPMENT

Summer Workshops

Each summer, CLEAR offers professional development workshops for foreign language teachers on the campus of Michigan State University. For more information on the Summer Workshops, go to <http://clear.msu.edu/training/03institutes/>.

Onsite Workshops

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

For more information about CLEAR, contact

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Australian Technology Enhanced Language Learning Consortium (ATELL)

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

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

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

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

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

The **CALL Catalogue** is an ongoing project and we are keen to have your contributions (see Abstracting & Indexing Guidelines on the Web site). Our immediate goal is to add abstracted and indexed articles on CALL for 2001, and then, subsequently, to work forward to the year prior to the current year of publication. The **CALL Catalogue** directly relates to published works by Levy (2000, 2002) where more detail about the overarching framework and methods of production are given.

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

References

- Cameron, K. C. (Ed.). (1999a). *CALL: Media, design and applications*. Lisse, The Netherlands: Swets & Zeitlinger.
- Cameron, K. C. (Ed.). (1999b). *CALL and the learning community*. Exeter, England: Elm Bank Publications.
- Debski, R., & Levy, M. (Eds.). *WORLDCALL: Global perspectives on computer-assisted language learning*. Lisse, The Netherlands: Swets & Zeitlinger.
- Egbert, J., & Hanson-Smith, E. (Eds.). (1999). *CALL environments: Research, practice and critical issues*. Alexandria, VA: TESOL Inc.
- Levy, M. (2000). Scope, goals and methods in CALL research: Questions of coherence and autonomy. *ReCALL*, 12(2), 170-195.
- Levy, M. (2002). CALL by design: Products, processes and methods. *ReCALL*, 14(1), 129-142.

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



ALSIC (Language Learning and Information and Communication Systems, <http://alsic.org/>) is an electronic journal in French for researchers and practitioners in fields related to applied linguistics, didactics, psycholinguistics, educational sciences, computational linguistics, and computer science. The journal gives priority to papers from the French-speaking community and/or in French, but it also regularly invites papers in other languages so as to strengthen scientific and technical exchanges between linguistic communities that too often remain separate. The editorial board of ALSIC invites you to contact them for any prospective contributions at the following electronic address: infos@alsic.org.

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



CARLA is one of several National Language Resource Centers whose role is to improve the nation's capacity to teach and learn foreign languages effectively. Launched in 1993 with funding from the national Title VI Language Resource Center program of the U.S. Department of Education, CARLA's mission is to study multilingualism and multiculturalism, develop knowledge of second language acquisition, and advance the quality of second language teaching, learning, and assessment by conducting research and action projects sharing research-based and other forms of knowledge across disciplines and education systems extending, exchanging, and applying this knowledge in the wider society.

CARLA's research and action initiatives include a focus on the articulation of language instruction, content-based language teaching through technology, culture and language studies, less commonly taught languages, language immersion education, second language assessment, second language learning strategies, research on pragmatics and speech acts, support for study abroad, and technology and second language learning.

To share its latest research and program opportunities with language teachers around the country, CARLA offers the following resources: an internationally acclaimed summer institute program for teachers; a database which lists where less commonly taught languages are taught throughout the country; listservs for teachers of less commonly taught languages and immersion educators; a working paper series; conferences and workshops; and a battery of instruments in French, German, and Spanish for assessing learners' proficiency in reading, writing, speaking, and listening at two levels on the ACTFL scale. Check out these and other CARLA resources on the CARLA Web site at <http://carla.acad.umn.edu>.

The Center for Applied Linguistics (CAL)



The [Center for Applied Linguistics](#) is a private, nonprofit organization that promotes and improves the teaching and learning of languages, identifies and solves problems related to language and culture, and serves as a resource for information about language and culture. CAL carries out a wide range of activities in the fields of English as a second language, foreign languages, cultural education, and linguistics. These activities include research, teacher education, information dissemination, instructional design, conference planning, technical assistance, program evaluation, and policy analysis. Publications include books on language education, online databases of language programs and assessments, curricula, research reports, teacher training materials, and print and online newsletters.

Major CAL projects include the following:

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

CAL collaborates with other language education organizations on the following projects:

- [Center for Research on Education, Diversity & Excellence](#)
- [Improving Foreign Languages in the Schools Project of the Northeast and Island Regional Laboratory at Brown University](#)
- [The National Capital Language Resource Center](#)
- [National K-12 Foreign Language Resource Center](#)
- [National Network for Early Language Learning](#)

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

- [ERIC/CLL Resource Guides Online](#) provide links to relevant resources on various topics in second language teaching and learning. Two new Resource Guides Online have recently been added to the ERIC/CLL Web site: [American Sign Language](#) and [TESOL Certification](#).
- [ERIC/CLL Digests](#) cover a range of topics in ESL, foreign language, and bilingual education. Our most recent Digests include [Using Call-and-Response to Facilitate Language Mastery and Literacy Acquisition Among African American Students](#), [Using Cognitive Strategies to Develop English Language and Literacy](#), [Heritage Spanish Speakers' Language Learning Strategies](#), [English Language Learners and High-Stakes Tests: An Overview of the Issues](#), [Thematic Literature and Curriculum for English Language Learners in Early Childhood Education](#), [Nonnative-English-Speaking Teachers in the English Teaching Profession](#), [Textbook Selection for the ESL Classroom](#), [Interactive Language Learning on the Web](#), and [Model Early Foreign Language Programs: Key Elements](#).
- The newest book in ERIC/CLL's [Professional Practice](#) series is [English Language Learners With Special Education Needs: Identification, Placement, and Instruction](#), edited by Alfredo J. Artiles and Alba Ortiz. This book describes the challenges involved in identifying and placing English language learners with special needs and describes model programs and instructional methods that have been successful in helping English language learners with special needs meet their full potential.
- [What Teachers Need to Know About Language](#), edited by Carolyn Temple Adger, Catherine E. Snow, and Donna Christian is the latest in ERIC/CLL's [Language in Education](#) series. Intended primarily for those involved in teacher education and professional development, this book addresses a crucial but heretofore undiscussed issue: the knowledge about language that teachers need in order to be effective educators in a linguistically and culturally diverse society.

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

- New NCLE publications on reading and adult English language learners are now available. [Reading and Adult English Language Learners: The Role of the First Language](#) is an ERIC Q&A that looks at the relevant research and discusses how literacy in the first language can affect the acquisition of reading skills in English and the ways that instruction should be delivered. The book, [Reading and Adult English Language Learners: A Review of the Research](#), addresses factors influencing adult literacy development in English and the process of learning to read in a second language as well as implications for practice and research.
- New NCLE publications on adult English language learners in the workforce and community include: [Preparing for Success: A Guide for Teaching Adult English Language Learners](#), a book that addresses employment issues and related languages skills; and, [English that Works: Preparing Adult English Language Learners for Success in the Workforce and Community](#), an ERIC Q&A that discusses how adult ESL educators can integrate workforce and civic life skills into their curricula and then convey these skills to their students through learner-centered instructional strategies and classroom management techniques.
- The current edition of NCLE's newsletter, [NCLENotes](#), focuses on assisting adults learning English for the workplace and community.
- Also now available is the NCLE publication [Adult English Language Instruction in the 21st Century](#), which describes trend and issues in program design and instructional practices, assessment, and integration of research and practice.
- NCLE has created an [annotated list of online resources](#) that teachers can use as they work to promote cultural understanding in the adult ESL classroom. Resources include NCLE publications, lesson plans and instructional materials, background on specific cultures and cultural groups, and information on topics such as intercultural communication, tolerance, and trauma.

Computer Assisted Language Instruction Consortium (**CALICO**)



Since its inception in 1983, CALICO has served as an international forum for language teachers who want to develop and utilize the potential of advanced technology to support their teaching and research needs. Through its Annual Symposia, Special Interest Groups (SIGs), CALICO Journal, CALICO Monograph Series, CALICO Resource Guide, and numerous other publications, CALICO provides both leadership and perspective in the ever-changing field of computer-assisted instruction. The strength of CALICO derives from the enthusiasm, creativity, and diversity of its members. It comprises language teachers and researchers from universities, military academies, community colleges, K-12 schools, government agencies, and commercial enterprises.

CALICO '03: Collaborative CALL will take place from May 20-24 at the University of Ottawa, Ottawa, Ontario, Canada.

To learn more about CALICO activities and how to participate in them, visit the CALICO homepage at <http://www.calico.org>.

European Association for Computer Assisted Language Learning (EUROCALL)



EUROCALL is an association of language teaching professionals from Europe and worldwide aiming to

- Promote the use of foreign languages within Europe
- Provide a European focus for all aspects of the use of technology for language learning
- Enhance the quality, dissemination, and efficiency of CALL materials

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

EUROCALL 2003 will be at the University of Limerick, Ireland, 3-6 September 2003.

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

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

International Association for Language Learning Technology (IALLT)



Established in 1965, IALLT (formerly IALL) is a professional organization whose members provide leadership in the development, integration, evaluation, and management of instructional technology for the teaching and learning of language, literature, and culture. Its strong sense of community promotes the sharing of expertise in a variety of educational contexts. Members include directors and staff of language labs, resource or media centers, language teachers at all levels, developers and vendors of hardware and software, grant project developers, and others. IALLT offers biennial conferences, regional groups and meetings, the LLTI listserv (Language Learning Technology International), and key publications such as the IALLT Journal, the IALLT Language Center Design Kit, and the IALLT Lab Management Manual. It also offers guidance on defining career goals and expectations through the new "IALLT Statement of Professional Responsibilities" (see under "About IALLT" > "Important Documents" on the Web site). The 2003 IALLT conference will be held at the University of Michigan, June 17 - 21, 2003. For information, visit the IALLT Web site at www.iallt.org/.