Texts and Journals:

Richards, Jack and Theodore Rogers. (2010). Approaches and Methods in Language Teaching. 2nd Edition. Cambridge, UK: Cambridge University Press.

Shrum, Judith and Eileen Glisan. (2010). Teacher's Handbook: Contextualized Language Instruction. 4th Edition. Boston: Heinle and Heinle.

Lee, James F. and Bill VanPatten. (2003). Making Communicative Language Teaching Happen. 2nd Edition, New York: McGraw-Hill Companies.

Omaggio-Hadley, Alice. (2000). Teaching Language in Context. 3rd Edition. Boston: Thomson Higher Education.

Johnson, Marysia. (2001). The Art of Nonconversation: A Reexamination of the Validity of the Oral Proficiency Interview. New Haven: Yale University Press.

Rippman, Walter. Elements of Phonetics of English, French, and German. Trans. Ed. 1903.

"Language Learning and Technology: A Refereed Journal for Second and Foreign Language Educators" http://llt.msu.edu/default.html
"Language Learning & Technology is a refereed journal which began publication in July 1997. The journal seeks to disseminate research to foreign and second language educators in the US and around the world on issues related to technology and second language education."

Foreign Language Annals- http://actfl.org/i4a/pages/index.cfm?pageid=3320
"Foreign Language Annals (FLA) is the official journal of the American Council on the Teaching of Foreign Languages (ACTFL). The first volume of FLA was published in 1967. FLA is a refereed journal published four times per year. There are approximately 10 articles per issue.

Dedicated to the advancement of language teaching and learning, the journal seeks to serve the professional interests of classroom instructors, researchers, and administrators concerned with the learning and teaching of languages at all levels of instruction. The journal welcomes submissions of the highest quality that report empirical or theoretical research on language learning or teaching, that describe innovative and successful practice and methods, and/or that are relevant to the concerns and issues of the profession. All submissions must be written in English and must be previously unpublished." **Subscription required.**

The Canadian Modern Language Review-
http://www.utpjournals.com/cmlr/cmlr.html

"During the more than 60 years of its existence, The Canadian Modern Language Review/La Revue canadienne des langues vivantes has evolved from an Ontario-centered journal containing mainly classroom-based teaching strategies and resources to a Canada-wide, bilingual, refereed scholarly publication of national scope and international repute. The CMLR/RCLV serves members of the teaching profession, administrators and researchers interested in all levels of English and French as second languages and, in addition, those interested in native and other modern, international, or heritage language programs and issues." **Subscription required.**

ONLINE TEACHING RESOURCES:

"Prezi" http://prezi.com/
   Prezi is an application - an editor that lets you create Prezi presentations. However, unlike many applications, Prezi can be used directly from an Internet browser (e.g. Firefox, Internet Explorer, Chrome, Safari) without the need to install anything. Prezi can also be installed (we call this Prezi Desktop) so you can use it without Internet access.

"Voki" http://www.voki.com/
   Voki is a free service that allows you to <u>create</u> *personalized speaking avatars and use them on your blog, profile, and in email messages.*

"Screencast" http://screencast.com/
   Screencast is a way of uploading videos, photos, and other information on one website. Individuals can share information via Screencast and create interactive blogs.

"REALIA: Rich Electronic Archive for Language Instruction Anywhere" http://www.realiaproject.org/index.html
"The goal of the REALIA Project is to develop and implement a searchable digitized media database which will provide instructors of modern languages with teaching resources accessible via the Web. REALIA will publish royalty-free, faculty-reviewed media for scholars and students, and be open to all disciplines that wish to contribute or use cultural materials appropriate for instruction at the college and secondary level. The REALIA Project seeks to increase through collaboration the quantity of high-quality teaching and learning materials by providing a respected venue for media projects that otherwise might not be shared or published."

"Calling on CALL" https://calico.org/page.php?id=412
*"**CALICO**, the **C**omputer **A**ssisted **L**anguage **I**nstruction **Co**nsortium is a professional organization that serves a membership involved in both education and technology. **CALICO** has an emphasis on language teaching and learning but reaches out to all areas that employ the languages of the world to instruct and to learn. **CALICO** is a recognized international clearinghouse and leader in computer assisted learning and instruction. It is a premier global association dedicated to computer-assisted language learning (CALL)."*

"Project Merlot" http://worldlanguages.merlot.org/
Project Merlot is an online resource for all educators at all levels. In the "world languages" section of the website, educators can access thousands of different online resources to use in their classroom and provide for their students.

"Texas Language Technology Center"
http://tltc.la.utexas.edu/tltc/projects/index.html
The principal purpose of TLTC is to develop instructional technology – especially multimedia course materials – to be used in language instruction on the UT campus and shared with other institutions and the public at large.

"UCLA Language Materials Project: Teaching Resources for Less Commonly Taught Languages" http://www.lmp.ucla.edu/K%2D12/

Movies by Language/Country, Media Resources
http://www.lib.berkeley.edu/MRC/moviesbylanguagelist.html

The film collection of the Media Resources Center at U.C. Berkeley, with feature films from Africa, the Middle East, South Asia, East Asia, Australia, Europe and Eastern Europe. For each geographical area, films are listed in alphabetical order. Descriptions include the film title in English and the original language, production date, director and cast, a plot summary, language information, running time, and film or video format. Entries include links to bibliographies and to relevant external sites. The materials may be used at the library by U.C. instructors and students, who may also borrow items for one-day classroom use. People not affiliated with the University may view materials at the library by special arrangement.

Conjuguemos! http://conjuguemos.com/home/index.html

¡Conjuguemos! is a self-grading, self-timed conjugating program for Spanish, French, German and Latin students. You can select which verbs to conjugate, what pronoun forms to conjugate them in, and the duration of your practice exercise. The basic tenses are present, preterite, imperfect, future, conditional, and the present and past subjunctive moods. Both the present and past progressive and perfect tenses are included also.

"LangMedia" http://langmedia.fivecolleges.edu/lm_collection.html

This site presents information on culture and language in different regions of the world as well as videos and audio taken from the authentic regions. Transcripts in English and the target languages are included.
The MERLOT World Languages Editorial Board chose LangMedia for its 2005 Classics Award. The MERLOT Editor's Council subsequently selected it as an Editors' Choice recipient. LangMedia provides access to authentic materials that can be used in a wide variety of pedagogical settings. It features less commonly taught languages from

Bangla to Wolof, as well as excellent materials in French, Spanish and other more commonly taught languages. It has a learner-centered design and appeals to a variety of learning styles. With its strong cultural content and English transcripts, LangMedia can also be used in International Business, Area Studies and in any discipline where the study of authentic culture is featured.

Lexilogos http://www.lexilogos.com/index.htm

"Mots et merveilles des langues d'ici et d'ailleurs" Online dictionaries, access to print media around the world and much more. A comprehensive multilingual resource.

French Phonetic Exercises:
http://courseweb.edteched.uottawa.ca/Phonetique/pages/phonetique/intro.htm

Comprehensive German Language Learning for All Levels:
http://www.slowgerman.com/

Spanish Culture from Chile- "Pablo Neruda" http://www.neruda.uchile.cl/

Russian Grammar Exercises: http://www.du.edu/langlit/russian/grammarx.htm

Japanese Culture Website for the Advanced Level:
http://www.ajinomoto.co.jp/recipe/
A searchable database of over 10,000 recipes from Ajinomoto, a Japanese food products company. Recipes are categorized by main ingredient, time required, accompanying beverage, and calories. There are separate sections for popular, dessert, and "bento" (lunchbox) recipes. A keyword search capability is provided. Recipes include a photograph, nutritional information, and average time for preparation. Advertisements for Ajinomoto products appear on the pages.

ARTICLES FROM EDUCATION 365:

Understanding how students learn the way they do

Foreign Language Annals: Achievement Motivational Characteristics of University Foreign Language Learners: From the Classroom to the Tutoring Table (p 611-626) Paul H. Matthews (volume 41 issue 4)

Abstract: What influences who seeks foreign language tutoring? Using expectancy value theory, the present study researches the characteristics of university foreign language students in the language classroom (n = 258) and seeking tutoring (n = 29). Students' performance and mastery goal orientations, achievement task values, self-efficacy for foreign language learning, and academic variables were assessed and compared across groups. Foreign language students seeking tutoring were characterized by higher mastery and performance goal orientations and lower overall grade point averages, than those classroom students not seeking tutoring.

Additionally, the generally high scores of all students on the motivational variables suggest that pessimistic views of foreign language students' self-efficacy and motivation may be unwarranted.

Foreign Language Annals: Questioning the Stability of Foreign Language Classroom Anxiety and Motivation Across Different Classroom Contexts (p 138-157)⬜Sung-Yeon Kim (volume 42 issue 1)

Abstract: This study examined whether foreign language learner anxiety and motivational goal orientations remained stable across two different classroom contexts: a reading course and a conversation course. The researcher measured anxiety and four types of motivational goal orientations by surveying 59 Korean college students learning English in both courses. A repeated-measures MANCOVA was used to analyze the responses. The findings indicated that levels of anxiety can vary according to instructional contexts. The study found a significant difference for anxiety, with the students reporting higher levels of anxiety in the conversation course than in the reading course. By contrast, for goal orientation, students exhibited similar patterns across contexts. These Korean students displayed a high tendency toward a utilitarian goal regardless of context. The article also suggests teaching implications for reducing anxiety and enhancing motivation.

Foreign Language Annals: An International Comparison of Socially Constructed Language Learning Motivation and Beliefs (p 287-317)⬜Sandra G. Kouritzin, Nathalie A. Piquemal, Robert D. Renaud (volume 42 issue 2)

Abstract: In our global economy, it is important to understand all factors influencing successful language learning. A survey of more than 6,000 university students in Canada, Japan, and France revealed differences in language learning beliefs, attitudes, and motivations in the three countries. Learners in Canada and France exhibited primarily instrumental and integrative motivation, respectively, whereas learners from Japan displayed a different form, social capital motivation, in which knowledge of a foreign language carries value in and of itself. Knowledge of these different forms of motivation has pedagogical and political implications for language teachers.

Foreign Language Annals: Student Attitudes Toward Native and Non-Native Language Instructors (p 468-482)⬜Tammy Jandrey Hertel, Gretchen Sunderman (volume 42 issue 3)

Abstract: This study investigates students' attitudes toward native and nonnative speaking instructors of Spanish. A quantitative questionnaire was administered to 292 students enrolled in three different levels of undergraduate Spanish courses at a U.S. university. Participants were asked to rate Likert scale items related to native versus nonnative speaking instructors' knowledge and teaching ability, as well as their own potential to learn from the instructors. Results indicate that students perceive native speaking instructors to possess advantages over nonnative speaking instructors with regard to pronunciation and culture, but not with regard to the teaching of grammar or vocabulary. Proficiency level and the native language of a participant's current instructor also influenced opinions.

Foreign Language Annals: If You Don't Know Where You Are Going, You'll Wind Up Somewhere Else: The Case of "Foreign Language Learning Disability" (p 7-26) Richard Sparks (volume 42 issue 1)

Abstract: Despite the lack of empirical evidence, the term *foreign language learning disability* (FLLD) has become popular in the learning disabilities (LD) and foreign language literature. I contend that there is not a unique "disability" for foreign language learning and suggest instead that foreign language skills run along a continuum of very strong to very weak foreign language learners. To support my positions, I review problems with the definition and diagnostic criteria for LD. Then, I cite problems with the development and use of a logically consistent, easily operationalized, and empirically valid definition and diagnostic criteria for the FLLD concept and explain how proponents of this "disability" misuse the foreign language aptitude concept. Last, I detail implications for identifying students who exhibit foreign language learning problems, address policies that permit students to obtain waivers from or course substitutions for foreign language requirements, and describe issues hidden from foreign language educators because of the LD and FLLD concepts.

Foreign Language Annals: Students With Learning Disabilities and AD/HD in the Foreign Language Classroom: Supporting Students and Instructors (p 42-54)Eve Leons, Christie Herbert, Ken Gobbo (volume 42 issue 1)

Abstract: This article explores why students with learning disabilities and attention deficit hyperactivity disorder (AD/HD) struggle with the foreign language curriculum and how their difficulties manifest themselves in the classroom setting. Findings of a three-year, federally funded study that sought to combine expertise in the field of learning disabilities with expertise in the field of language teaching are presented. Discussion includes how accommodations for students with learning disabilities and AD/HD often miss the mark, and which teaching practices have been identified as supporting student learning.

Foreign Language Annals: One Right Way, Intercultural Participation, and Language Learning Anxiety: A Qualitative Analysis of Adult Online Heritage and Nonheritage Language Learners (p 483-504)Joellen E. Coryell, M. Carolyn Clark (volume 42 issue 3)

Abstract: This study investigated self-assessed anxious learners who enrolled in online Spanish courses to determine if their anxiety was mediated by the lack of face-to-face (F2F) and other synchronous learning interactions. Participants were enrolled in courses at two postsecondary institutions located in south-central Texas. Narrative analysis was used to interpret the interview data. Findings indicated participants experienced language anxiety because their previous F2F and online learning experiences enforced the concept of language as performance with a focus on correctness and precision. However, intercultural respect and a desire to participate meaningfully with diverse cultural communities became a resource for our participants as they wrestled with language learning anxiety and persisted in their learning endeavors. Implications for designing online language instruction for anxious, self-directed adults are offered.

Kramsch, Claire and Linda von Hoene. "The Dialogic Emergence of Difference: Feminist Explorations in Foreign Language Learning and Teaching." *Feminisms in the Academy.* The University of Michigan Press: 1995. pages 330-357.

Methods and trends in teaching foreign languages

Foreign Language Annals: ESL Theory-Practice Dynamics: The Difficulty of Integrating Sociocultural Perspectives into Pedagogical Practices (p 639-659) Lasisi Ajayi (volume 41 issue 4)

Abstract: The purpose of this study is to examine English as a second language (ESL) teachers' sensitivity to their students' social-cultural backgrounds and the kind of constraints they face as they translate sociocultural perspectives into practice. Through both quantitative (questionnaire surveys) and qualitative (interviews) analysis, the study reports how 73 middle and high school teachers in Los Angeles related their own pedagogical practices to the social-cultural experiences of their students. This researcher analyzed the quantitative data using descriptive statistics while qualitative data analysis was carried out using the framework of critical reflexivity. Results showed that the teachers in the study were aware of and sensitive to the crucial role of their students' background experiences. However, the teachers pointed to institutional barriers and other constraints that have practical impacts on their sociocultural practices and outcomes.

Foreign Language Annals: Rhetorical Strategies in Chinese and English: A Comparison of L1 Composition Textbooks (p 695-720) Ming-Tzu Liao, Ching-Hung Chen (volume 42 issue 4)

Abstract: The present study compared the rhetorical strategies for argumentative writing in Chinese and English composition textbooks. The textbooks were selected based on four criteria. The results of the study revealed that there are similarities and differences in Chinese and English argumentative writing. Both Chinese and English agree upon the function of the argumentative writing, encourage writers to voice their personal opinions, adopt a similar macrostructure for argumentative writing, recommend placing the thesis statement in the introduction, share similar strategies for writing the introduction and the conclusion, and share several strategies to support the argumentation. In addition, they both recommend deductive and inductive reasoning, emphasize emotional appeals, and stress the necessity of addressing the opposing views. However, English textbooks suggest using Toulmin's reasoning system and avoiding logical fallacies, addressing ethos and the needs of different types of audience, and assessing the audience's values, whereas Chinese textbooks highly value appealing to history and moral issues, and using proverbs, set phrases, and analogy. Possible reasons for the similarities and differences in the rhetorical elements are provided. Results provide insights that are of practical use for both the L2 English composition instructor and the Chinese L2 English writer.

Foreign Language Annals: Thinking Globally, Acting Locally: Selecting Textbooks for College-Level Language Programs (p 562-573)　John Angell, Stayc DuBravac, Margaret Gonglewski (volume 41 issue 3)

Abstract: This article examines the process by which college-level foreign language programs evaluate and select instructional materials for beginning level courses. A review of the relevant literature reveals an ambivalent relationship with textbooks, often the default curriculum for language courses. Despite textbooks' apparent key role in language programs, there is a surprising lack of cohesive recommendations from the field on evaluating and selecting textbooks. Results of an informal survey illustrate how the textbook selection process, individuals involved, and individuals' satisfaction with the selection process varied across programs. Respondents with established selection processes involving more stakeholders tended to be more content with process and selection. The authors conclude that there is a need for greater transparency and a broader professional discussion of this critical matter in language learning and teaching.

Foreign Language Annals: The Amount, Purpose, and Reasons for Using L1 in L2 Classrooms (p 742-759)　Juliane C. de la Campa, Hossein Nassaji (volume 42 issue 4)

Abstract: This study examined the amount, the purposes, and the reasons why L1 is used in L2 classrooms. Data consist of video and audio recording of samples of two instructors' L2 classes over the course of a 12-week semester in two second-year German conversation university courses, instructor interviews, and stimulated recall sessions. Results revealed that the instructors used L1 quite frequently in their classrooms and that they did it for many reasons and purposes. They also believed that L1 should be used in L2 classrooms and that its use facilitates L2 learning. Findings provide evidence that despite disagreement on the use of L1 among L2 researchers, these instructors of German as a foreign language used L1 in their classrooms for important instructional purposes.

Foreign Language Annals: Integrating Language and Literature: Teaching Textual Analysis with Input and Output Activities and an Input-to-Output Approach (p 453-467)　Stacey Weber-Fève (volume 42 issue 3)

Abstract: The Modern Language Association report and Profession issue from summer 2007 (Geisler et al., 2007) are highly indicative of the increasingly debated concerns in the profession surrounding (1) the traditional division of foreign language curriculum between "language" and "literature" and (2) the instruction of textual analysis (or practice of close reading) in the student-centered literature classroom. In this article, [Weber-Feve discusses] the need in the profession to address the contemporary problems inherited from the traditional "language-literature" divide and postulate the use of close reading as a tactic to overcome this traditional divide. This article specifically addresses the issue of "why" and "how" to teach students textual analysis meaningfully and communicatively in the foreign language classroom and then proposes and demonstrates the use of input and output activities as a pedagogical strategy.

Foreign Language Annals: An Interactive, Instructor-Supported Reading Approach vs. Traditional Reading Instruction in Spanish (p 687-701)⬜Ransom F. Gladwin IV, Jonita Stepp-Greany (volume 41 issue 4)

Abstract: This study analyzes the effects of the Interactive Reading with Instructor Support (IRIS) model on reading comprehension, as compared to a traditional (direct-teaching/lecture format) instructional model. The IRIS model combines reading strategies and social mediation together in the Spanish as a second language environment. In the IRIS model, elements of strategy-focused instruction, scaffolding, and language promoting assistance are operant. The IRIS model, a collaborative learning approach, presents no disadvantage in reading comprehension when compared to a traditional direct-teaching model. Furthermore, a slight trend in the data shows an increase in recall performance of the experimental group (the students participating in the IRIS model) when compared to the control group throughout the term.

Lotherington, Heather, Michelle Holland, Shiva Sotoudeh, and Mike Zentena. "Project-Based Community Language Learning: Three Narratives of Multilingual Story-telling in Early Childhood Education." *The Canadian Modern Language Review*. Volume 65, Number 1. p.125-145.

Abstract: At Joyce Public School (JPS) in the Greater Toronto Area, [the team of Lotherington, Holland, Sotoudeh, and Zentena] are engaged in ongoing collaborative action research to develop pedagogical approaches to emergent literacies that engage multilingual, multicultural, and multimodal perspectives in complex interplay. [Their} research is grounded in the challenges children experience in acquiring literacy across home, school, community, and societal contexts in a culturally and linguistically diverse urban setting, given limited curricular opportunities for involving multiple languages in literacy education. [Their] research involves collaboratively designed classroom-based narrative projects that productively entwine multilingualism, English language discovery, and digital technologies in elementary literacy instruction. This article provides first-person perspectives on and an analytical discussion of the emerging pedagogies of three primary-grade teachers involved in our collaborative multiliteracies research who successfully engage multilingualism in English language and literacy education.

Foreign Language Annals: Less Commonly Taught Language and Commonly Taught Language Students: A Demographic and Academic Comparison (p 405-423)⬜Alan V. Brown (volume 42 issue 3)

Abstract: Efforts to fund the teaching of critical languages, along with increasing enrollments in less commonly taught language (LCTL) classes, have evidenced a renewed interest in LCTL pedagogy. While much is known about enrollment trends, materials development, and professional training, far less research has compared LCTL and commonly taught language (CTL) students. Students from 83 classes (nine different languages) at a large university completed a questionnaire containing items requesting demographic and academic information. The results of a chi-square analysis demonstrated that LCTL learners were older, expected higher grades, reported higher GPAs, found their courses more difficult, and had studied a

third language at a much higher rate. Although far from conclusive, these data begin to identify differences that may exist between LCTL and CTL students, specifically in university, introductory-level courses.

Foreign Language Annals: Processing Instruction and Dictogloss: A Study on Object Pronouns and Word Order in Spanish (p 557-575)⬛Bill VanPatten, Daniela Inclezan, Hilda Salazar, Andrew P. Farley (volume 42 issue 3)

Abstract: In the current study, we present the findings of an experiment with 108 participants of Spanish as a second language in which we compared the effects of dictogloss (DG) and processing instruction (PI) and compared both sets of effects to a control group. Our findings do not support the results of a recent study, Qin (2008). In that study, DG and PI were found to be equally effective; however, we find that PI is superior overall to DG as an instructional intervention, a finding much more in line with the original research on which Qin based her study (e.g., VanPatten & Cadierno, 1993). We trace differences in results to materials and assessment tasks in Qin's study, which departed significantly from previous research.

Foreign Language Annals: Barcroft, Joe. "When Knowing Grammar Depends on Knowing Vocabulary: Native-Speaker Grammaticality Judgments of Sentences with Real and Unreal Words." *Canadian Modern Language Review.* Volume 63 Number 3. Pages 313-343.

Abstract*:* This study examined how the presence of real versus unreal words in sentences affected the ability of native English speakers to make accurate grammaticality judgments and forced-choice decisions for sentences with violations in the use of dative alternation and comparatives. Sentences with dative alternation violations contained polysyllabic verbs (**John explained Mary the plan*) that were real (e.g., *explained*), similar (e.g., *explunned*), and dissimilar (e.g., *tidnopped*) to real verbs. Sentences with comparative violations contained polysyllabic adjectives (**Robert is demandinger than Allen*) that were real (e.g., *demanding*), similar (e.g., *demunding*), and dissimilar (e.g., *natormunt*) to real adjectives. Accuracy of grammaticality judgements was much lower for sentences with unreal words than real words. For sentences with comparatives, accuracy also was higher in sentences with similar words than with dissimilar words, demonstrating a graded effect for partial access. These findings provide support for theoretical accounts that associate knowledge of these structures with knowledge of real words and for instruction oriented toward the development of vocabulary knowledge.

Foreign Language Annals: To Assign a Topic or Not: Observing Fluency and Complexity in Intermediate Foreign Language Writing (p 722-735)⬛Joshua D. Bonzo (volume 41 issue 4)

Abstract: The present study examines the written products of third-semester German students' written productions during a timed, in-class writing activity. Topic selection control was modulated from instructor to student during eight 10-

minute sessions. To account for order of treatment, two of the four groups were counterbalanced with the other two. Each written product was textually analyzed and categorized into a general fluency index and an overall grammatical complexity score, both of which were correlated and statistically analyzed (ANOVA). ANOVA results indicate that topic control did influence participants' written fluency but not grammatical complexity (though mean scores for complexity were higher during self-selected topic writing). Participants' overall level of fluency was significantly higher when they selected their own topics.

Allen, Linda. "Nonverbal Accommodations in Foreign Language Teacher Talk." *Foreign language (FL) teachers who use the FL as the language of instruction typically make both verbal and nonverbal accommodations to facilitate learners' comprehension of the language. Although verbal accommodations have been extensively examined, nonverbal accommodations have not received equal scrutiny. Drawing on research from the field of communication this article proposes a framework which identifies, classifies, and organizes FL teachers' nonverbal behavior. The article describes an observational study in which each nonverbal behavior in the framework is defined and illustrated as it occurs in a FL class. Pedagogical implications for the framework and a research agenda for continued study of FL teachers' nonverbal behavior are suggested.*

Phonetics and principles of pronunciation techniques

Hişmanoğlu, Murat. "Current Perspectives on Pronunciation Learning and Teaching." Journal of Language and Linguistic Studies. Vol.2, No.1, April 2006. www.jlls.org/Issues/Volume%202/No.1/mhismanoglu.pdf.
Abstract: This paper aims at stressing current perspectives on pronunciation learning and
teaching. It summarizes the background of pronunciation teaching, emphasizes the need for incorporating pronunciation into foreign language classes owing to regarding pronunciation as a key to gaining full communicative competence, and takes into account present-day views in pronunciation pedagogy like the impact of the discipline of psychology in pronunciation teaching, NLP as a perspective frequently advocated by innovative pronunciation teachers, the idea of approaching pronunciation teaching from different modalities, the relationship between effective foreign language pronunciation teaching and Gardner's MI Theory, Autonomous pronunciation learning and teaching and the use of technology for the teaching of pronunciation.

Blake, Robert, Nicole Wilson, Maria Cetto, and Cristina Pardo-Balesetter. "Measuring Oral Proficiency in Distance, Face-To-Face, and Blended Classrooms" *Language Learning and Technology.* Volume 12 Number 3. Pages 114-127.
http://llt.msu.edu/vol12num3/blakeetal.pdf

Abstract: Although the foreign-language profession routinely stresses the importance of technology for the curriculum, many teachers still harbor deep-seated doubts as to whether or not a hybrid course, much less a completely distance-learning class, could provide L2 learners with a way to reach linguistic proficiency, especially with respect to oral language skills. In this study, we examine the case of Spanish Without Walls (SWW), a first-year language course offered at the University of California - Davis in both hybrid and distance-learning formats. The SWW curriculum includes materials delivered via CD-ROM/DVD programs, online content-based web pages, and synchronous bimodal chat that includes sound and text. The contribution of each of these components is evaluated in the context of a successful technologically assisted course. To address the issue of oral proficiency, we compare the results from both classroom and distance-learning students who took the 20-minute Versant for Spanish test, delivered by phone and automatically graded. The data generated by this instrument shows that classroom, hybrid, and distance L2 learners reach comparable levels of oral proficiency during their first year of study. Reference is also made to two other ongoing efforts to provide distance-learning courses in Arabic and Punjabi, two languages where special difficulties in their writing systems have an impact on the design of the distant-learning format. The rationale for offering language courses in either a hybrid or distance-learning format is examined in light of increasing societal pressures to help L2 learners reach advanced proficiency, especially in less commonly taught languages (LCTLs).

Foreign Language Annals The Development of Oral Proficiency During a Semester in Germany (p 246-268) Martina U. Lindseth (volume 43 issue 2)

Abstract: This study measures and analyzes improvements in students' oral proficiency during a study abroad semester in Germany. Oral proficiency interviews were conducted with participants before and after the program during three consecutive years. All interviews were assigned official ratings. Usage of two specific grammar structures associated with the Advanced level was also tracked. Before the program, most students were at Intermediate Low, even those who had completed 5th-semester German courses. Although 80% completed the program with improved proficiency ratings, very few reached the Advanced level. Internal analysis of speech samples did reveal that the post-program Intermediate Mid performances were much closer to the Advanced level than pre-program performances with the same rating. The study concludes with an assessment of curricular implications for post-program courses.

Tanner, Mark W. and Melissa M. Landon. "The Effects of Computer-Assisted Pronunciation Readings on ESL Learners' Use of Pausing, Stress, Intonation, and Overall Comprehensibility." *Language Learning and Technology.* Volume 13 Number 3. Pages 51-65. http://llt.msu.edu/vol13num3/tannerlandon.pdf

Abstract: With research showing the benefits of pronunciation instruction aimed at suprasegmentals (Derwing, Munro, & Wiebe, 1997, 1998; Derwing & Rossiter, 2003; Hahn, 2004; McNerney and Mendelsohn, 1992), more materials are needed to

provide learners opportunities for self-directed practice. A 13-week experimental study was performed with 75 ESL learners divided into control and treatment groups. The treatment group was exposed to 11 weeks of self-directed computer-assisted practice using Cued Pronunciation Readings (CPRs). In the quasi-experimental pre-test/post-test design, speech perception and production samples were collected at Time 1 (week one of the study) and Time 2 (week 13). Researchers analyzed the treatment's effect on the learners' perception and production of key suprasegmental features (pausing, word stress, and sentence-final intonation), and the learners' level of perceived comprehensibility. Results from the statistical tests revealed that the treatment had a significant effect on learners' perception of pausing and word stress and controlled production of stress, even with limited time spent practicing CPRs in a self-directed environment.

Ducate, Lara and Lara Lomicka. "Podcasting: An Effective Tool for Honing Language Students' Pronunciation?" *Language Learning and Technology.* Volume 13 Number 3 pages 66-86. http://llt.msu.edu/vol13num3/ducatelomicka.pdf.

Abstract: This paper reports on an investigation of podcasting as a tool for honing pronunciation skills in intermediate language learning. We examined the effects of using podcasts to improve pronunciation in second language learning and how students' attitudes changed toward pronunciation over the semester. A total of 22 students in intermediate German and French courses made five scripted pronunciation recordings throughout the semester. After the pronunciation recordings, students produced three extemporaneous podcasts. Students also completed a pre- and post-survey based on Elliott's (1995) Pronunciation Attitude Inventory to assess their perspectives regarding pronunciation. Students' pronunciation, extemporaneous recordings, and surveys were analyzed to explore changes over the semester. Data analysis revealed that students' pronunciation did not significantly improve in regard to accentedness or comprehensibility, perhaps because the 16-week long treatment was too short to foster significant improvement and there was no in-class pronunciation practice. The podcast project, however, was perceived positively by students, and they appreciated the feedback given for each scripted recording and enjoyed opportunities for creativity during extemporaneous podcasts. Future studies might seek to delineate more specific guidelines or examine how teacher involvement might be adapted to the use of podcasts as a companion to classroom instruction.

Testing, measurements, assessment, and correction

Foreign Language Annals: A Study of Foreign Language Learning Outcomes Assessment in U.S. Undergraduate Education (p 590-610) José G. Ricardo-Osorio (volume 41 issue 4)

Abstract: This article reports on findings obtained from an online survey answered by 97 foreign language department chairs. The Web survey was pilot tested for validity and reliability and obtained a Cronbach's reliability coefficient of .80. The

results suggest that student learning outcomes assessment in American undergraduate foreign language education combines performance-based and traditional assessments. The use of translation as an assessment method supersedes the application of the ACTFL Oral Proficiency Interview (OPI) and exit exams to gauge language proficiency. The ACTFL Proficiency Guidelines and the National Standards are common in the assessment of oral proficiency, but infrequent in the development of assessment procedures of other skills. The article also reports on obstacles that institutions face in the implementation of standards-based assessments (e.g., OPI and portfolios).

Foreign Language Annals: Dynamic Assessment of Advanced Second Language Learners (p 576-598) Marta Antón (volume 42 issue 3)

Abstract: This article reports on the implementation of diagnostic assessment in an advanced Spanish language program at the university level. Particular attention is given to the use of dynamic assessment practices as a way to assess language abilities, intervene in learning, and document learners' growth. Dynamic assessment is conceptually based on sociocultural theory, specifically on Vygotsky's notion of Zone of Proximal Development (Lantolf & Thorne, 2006; Minick, 1987). Assessment procedures conducted with third-year Spanish language majors are described with the purpose of illustrating the potential of dynamic assessment for second language learning contexts. Students took a five-part diagnostic test. Two parts of the test, the writing and speaking sections, were conducted following dynamic assessment procedures. A qualitative analysis of the results shows that dynamic assessment allows for a deeper and richer description of learners' actual and emergent abilities, which enables programs to devise individualized instructional plans attuned to learners' needs.

Foreign Language Annals: Self-Assessment of Speaking Skills and Participation in a Foreign Language Class (p 158-178) Diane de Saint Léger (volume 42 issue 1)

Abstract: This article investigates the ways in which learners' perception of themselves as second language (L2) speakers evolved over a 12-week period. Thirty-two students of the advanced French stream in a tertiary institution participated in this semester-long study. Students self-assessed their speaking skills and their level of participation in French oral tasks in weeks 4, 6, and 12, and set learning goals accordingly. Self-perception evolved in a positive fashion over time, particularly in relation to fluency, vocabulary, and overall confidence in speaking in the L2. In addition, individual goal-setting encouraged learners to take increased responsibility toward their own learning, although increased awareness did not necessarily lead to concrete actions to modify learning behavior. To conclude, this study highlights the potential pedagogical benefits of self-assessment at both the cognitive and affective levels.

Lee, Icy. "Assessment for Learning: Integrating Assessment, Teaching, and Learning in the ESL/EFL Writing Classroom." The Canadian Modern Language Review. Volume 64. No. 1) 2007.

Abstract: Assessment for learning (AfL) is a relatively new concept in ESL/EFL writing. In AfL, learning is a goal in its own right, and assessment is the means to achieving the goal. Despite an emphasis on assessment the concept AfL appears to suggest, in implementing AfL teachers need to integrate teaching, learning and assessment rather than focus exclusively on how to assess student writing per se. This article aims to discuss the key concepts of AfL with reference to writing and provide practical suggestions to help ESL/EFL writing teachers implement AfL in their own classroom.

Technology integration in the foreign language classroom

Foreign Language Annals: Motivating Students' Foreign Language and Culture Acquisition Through Web-Based Inquiry (p 640-657) Laura Levi Altstaedter, Brett Jones (volume 42 issue 4)

Abstract: According to the National Standards in Foreign Language Education Project, one of the ultimate goals of studying a foreign language is to better understand different cultures. To this end, we implemented a project in an undergraduate foreign language course that promoted a systematic inquiry-based approach to learning about the Hispanic culture. The purpose of the present study was to examine whether this project would increase students' ability perceptions and values related to the Spanish language and the Hispanic culture. Data from questionnaires and reflection essays demonstrated that students reported higher ability perceptions and values in the Spanish language and the Hispanic culture as a direct result of participating in the project. These findings suggest that this inquiry-based teaching approach is a viable way to incorporate the study of culture into a university foreign language course.

*Foreign Language Annals: "*Instructors' Integration of Computer Technology: Examining the Role of Interaction" (p 61-80) Hoe Kyeung Kim, Dorothy Rissel (volume 41 issue 1)

Abstract: Computer technology has the potential to provide rich resources for language teaching and learning. However, it continues to be underutilized, even though its availability, familiarity, and sophistication are steadily increasing. This case study explored the way in which three language instructors' beliefs about language teaching and learning affected their use of computers in teaching in a postsecondary context. Data consisted of six weeks of observations of classrooms and computer labs and interviews with the three instructors. The findings suggest that the instructors' beliefs about interaction affected their use of computers significantly more than their technological expertise, and imply that for computers to be used more widely, teacher preparation needs to take into consideration instructors' beliefs and approaches to language teaching.

American Association of Teachers of French National Bulletin: "Exploring Virtual Linguistic Landscapes" (volume 35 issue 3)
This article defines "linguistic landscapes" and the place of language teaching in the virtual realm. Briefly discussing various virtual spheres in which language

teaching can be utilized, this article seeks to inform language teachers about seeking new landscapes-virtually.

Foreign Language Annals: Got Film? Is It a Readily Accessible Window to the Target Language and Culture for Your Students? (p 318-339) Kathleen A. Bueno (volume 42 issue 2)

Abstract: This article reviews what we know about integrating film into our foreign language classes and addresses the aspects of film and the media literacy issues that impact deeper understanding of the target language and culture. In addition, [Bueno illustrates] the interplay of these factors in planning instruction that integrates film in the third and fourth year of university study. Finally, I describe a classroom application: the delivery of the feature film Yerma (Távora, 1998) via a course management system for an advanced Spanish conversation and composition class and the strategies and techniques employed to promote translingual and transcultural competence.

Foreign Language Annals: Exchanging Second Language Messages Online: Developing an Intercultural Communicative Competence? (p 660-673) Ulf Schuetze (volume 41 issue 4)

Abstract: This article reports on a study carried out twice on an online second language course that was set up between a Canadian University and a German University. In that course, students of German in Canada and students of English in Germany exchanged 2,412 messages in 2004 and 1,831 messages in 2005. A list of processing criteria for assessment was developed so the assessment process was transparent to instructors and students alike. The main research question was if these processing criteria led to the development of an intercultural communicative competence as defined by Byram (1997). Results showed that students who asked wh-questions, shared personal experiences, gave examples, and found material that was not provided in the course, engaged in the online dialogue with great success.

Foreign Language Annals: Blogging: Fostering Intercultural Competence Development in Foreign Language and Study Abroad Contexts (p 454-477) Idoia Elola, Ana Oskoz (volume 41 issue 3)

Abstract: An essential instructional goal in foreign language education is the enhancement of students' intercultural competence. This article reports on a study that examined how intercultural competence developed between study abroad and at home students (in Spain and the United States, respectively) who used blogs as a mediating tool over the course of a semester. The data, blogs and two questionnaires, were analyzed by applying Byram's (2000) assessment guidelines. The results showed that: (1) both study abroad and foreign language learners presented instances of intercultural competence as described in Byram's guidelines, with each group reflecting the unique characteristics of its context, and (2) blog interactions had a positive effect on the development of both groups' intercultural competence.

American Association of Teachers of French National Bulletin: "Facebook: A Valuable Tool to Develop L2 Socio-Pragmatic Awareness" (volume 35 issue 4)

   This article attempts to determine if Facebook and other social networking sites can be successfully used in the foreign language classroom.

Foreign Language Annals: Podcasting Communities and Second Language Pronunciation (p 364-379)⬚Gillian Lord (volume 41 issue 2)

Abstract: Although often neglected in language classrooms, second language phonology is a crucial element in language learning because it is often the most salient feature in the speech of a foreigner. As instructors, we must decide how to emphasize pronunciation and what techniques to use. This article discusses a collaborative pod-casting project in an undergraduate Spanish phonetics class. Students worked in small groups to create and maintain their own podcast channel on which they uploaded recordings for group member feedback. Each recording focused on particular aspects of Spanish pronunciation, using tongue twisters, short readings, and personal reflection on students' own pronunciation. Both attitudes and pronunciation abilities were assessed before and after the project, and both were found to improve. The benefits of podcasting projects to improve language skills are discussed from an empirical as well as a pedagogical perspective.

American Association of Teachers of French National Bulletin: "Technology Applications for the Advanced Level: A Return to the Podcast" (volume 35 issue 4)

   This article presents a favorable argument for the use of podcasts in the foreign language classroom.