

## News and Information from the Language Learning Center

# POLYGLOT

Volume 3, Spring Issue

April, 2001

We at the LLC want to partner with you to develop effective multi-media language learning materials and to ensure the pedagogically sound integration of technology into the language classroom. We welcome your ideas, comments, and inquiries at any time. Contact the LLC or your department's SA.

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## Demonstration Day: Fulfilling the Mission

"Discovery lies at the heart of our enterprise."

The UW College of Arts and Sciences mission emphasizes discovery and the expansion of the frontiers of knowledge. As a core part of the College, the Language Learning Center works daily to develop new language learning technologies and help language learners expand their horizons.

In that spirit, the Language Learning Center is opening its doors on April 10 to the campus community for a day filled with discovery, outreach, and discussion.

At Demonstration Day, hands-on sessions combined with interdepartmental dialog will help integrate our research and development efforts into language curricula in an instrumental way.

Each of the departments the LLC serves brings important resources and knowledge that can in turn be used to expand the horizons of other depart-

ments. We hope that Demonstration Day serves as a catalyst in furthering cross-departmental discussion aimed at improving resources for students.

We consistently work in close partnership with the various language and humanities departments.

Our activities at the LLC directly support the broader mission of the University as well.

The primary mission of the University of Washington is "the preservation,

advancement, and dissemination of knowledge."

The LLC realizes a vital aspect of this mission, constantly advancing language learning technology and disseminating that knowledge to the UW community through events such as the upcoming Demonstration Day.

Come and see what other departments are doing in their language instruction. For complete details on the upcoming Demonstration Day, turn to page 3.

**Tuesday, April 10  
LLC Demonstration Day**



**Register by Friday, April 6  
See page 3 for schedule  
and RSVP information**

# Russian Vocabulary Tutor

The Russian Vocabulary Tutor provides tools for students to study and learn vocabulary. Organized into eight lessons, it corresponds exactly to the vocabulary presented in the first-year textbook "Nachalo: When in Russia."

The tutor is an extremely useful supplement for students in First-Year Russian, but students in second year and beyond also benefit from it for review and enhancement of important vocabulary.

In addition to the chapter breakdowns, vocabulary is also organized according to topics. Students may choose among "Family and Marriage," "Home and Apartment," "Time/Calendar" and "Around Town." Research has shown that studying vocabulary in lexical chunks is pedagogically effective.

The tutor offers two types of activity: learning and self-testing. To learn or review vocabulary, students choose among four means of presentation. They can view a graphic representation (like a car-

toon) of the word or concept; listen to a native speaker pronouncing the word or phrase; read a sentence in which the word is used; or view an English definition.

The program is flexible enough that students can mix and match presentation modes as they go along. It is easy and helpful to take advantage of all four presentation modes.

In addition, students can improve their pronunciation by recording themselves and comparing their pronunciation with that of the native speakers whose voices they are listening to.

Quizzes are multiple choice and offer a choice of two modes. Students either select the best English meaning for a Russian word, or they choose the Russian word or phrase that best describes a graphic image. A voice saying "Good!" or "Incorrect" in several different ways adds an interactive dimension to the quiz, while further enhancing vocabulary. Finally, the quiz is generated randomly, so that a user

can repeat a chapter or subject quiz and receive the words in a new order.

The Russian Vocabulary Tutor was created using HyperCard. Staff Assistants at the Language Learning Center are able to create similar programs using comparable authoring tools. Working closely with a language instructor, we would determine the specific parameters of each project.

The Russian Vocabulary Tutor mainly addresses the goal of vocabulary acquisition and delivers the secondary benefit of contributing to oral fluency. It functions like a traditional set of flash cards, but with a whole new level of interest. The tutor takes vocabulary drill out of the classroom but keeps it alive and effective through its variety of enjoyable features.

*The Russian Vocabulary Tutor was created by Devin Asay, Brigham Young University.*

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## Downloading and using graphics

This past Autumn, the LLC offered a one-hour seminar for Asian language instructors in the LLC CALL facility (Denny 113). Several Japanese TAs had expressed an interest in including the Web in their instructional materials, though some of them lacked the experience and skills to do so.

Japanese coordinator Amy Ohta brought this to the attention of LLC core staff and Asian Languages & Literature Staff Associate Michael Tandy. The instructors were interested in using non-copyrighted, graphic resources which language instructors might download free, for

use in classroom exercises.

The seminar, which Michael Tandy presented using the CALL lab's overhead display, was aimed especially at providing teachers with the basic skills necessary to download graphic images from the Internet into Word documents.

Also discussed were several ways of modifying these images once they had been placed into Word.

The turnout for this event was tremendous (near-capacity in the CALL lab), and involved students, TAs, and professors alike. Instructors learned through first-hand experi-

ence, as Tandy, Ohta, and other AL&L instructors walked about the room helping participants with their work.

In preparation for the above project, Tandy had compiled a list of websites from which instructors might find useful photos. Many of the seminar participants subsequently requested more information about the topic, which may be further developed in the future.

This was initially intended for Japanese TAs, but it seemed that this would be something that could be expanded to other languages as well, and even to other departments.

# See what we can do – Demonstration Day, Tuesday, April 10

Register now! On Tuesday, April 10 (3rd week of Spring Quarter), the LLC is hosting a day of hands-on demonstrations of language technology. All language educators are welcome, including coordinators, instructors, and TAs.

We will showcase what we have created for various language departments across campus and be available throughout the day to discuss what we can do with technology to help your language students succeed.

We'll have three sessions – repeated in the morning and afternoon for your convenience – plus a Discussion Room open all day for language instructors to be able to interact with the LLC and each other in a true meeting of the minds.

In the sessions, you'll have an opportunity to explore Computer-based Flashcards, Online Audio and Video, and Computer-based Courseware. All sessions require pre-registration, as space is limited and demonstrations will be “hands-on.”

**Computer-based flashcards:**  
9:30-10:20 am & 1:30-2:20 pm.  
Denny 112 (CALL lab).

The LLC has produced vocabulary flashcards and pronunciation helpers for some departments. You'll see and try out the Russian vocabulary tutor, the Chinese flashcards, the International Phonetic Alphabet learning tool, and more. Discussion will include applications of this type of tool to your language curricula.

**Online audio and video:**  
10:30-11:20 am & 2:30-3:20 pm.  
Denny 112 (CALL lab).

See and hear various projects the LLC has produced, incorporating digital audio and video, for use by language departments. Listen to

French audio homework over the web; try out a comprehension exercise based on Russian video; and listen to special projects such as digital audio poetry. Discuss applications of these tools to your language curricula.

**Computer-based courseware:**  
11:30 am-12:20 pm & 3:30-4:20 pm.  
Denny 112 (CALL lab).

Experience computer-based exercises and learning programs for Swedish, Polish, German, Russian, Norwegian, Linguistics, and more. Pedagogical applications of computer-based learning, such as multimedia experience, will be demonstrated. Discuss applications of these tools to your language curricula.

**Discussion Room:** Open all day. Denny 123.

The Discussion Room is intended to bring instructors from dif-

ferent language departments together to share ideas and experiences about the use of technology in language teaching. LLC staff members and graduate Staff Associates will be in the Discussion Room all day to talk to you about your language courses and learning objectives. Plan to spend some time in the Discussion Room during your visit to Demonstration Day. Bring a brown bag lunch if you wish and make the most of your lunch hour in the Discussion Room with other language educators and LLC staff. Light refreshments will be provided throughout the day.

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### Registration

Send an email to: [romance@u.washington.edu](mailto:romance@u.washington.edu) by Friday, April 6 to reserve a spot in the sessions you wish to attend. Please specify the name and time of each session. No registration is necessary for the Discussion Room.

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**9:30-10:20**

Computer-based flashcards

**10:30-11:20**

Online audio and video

**11:30-12:20**

Computer-based courseware

**12:30-1:20**

Brown Bag Lunch  
in the Discussion Room

**1:30-2:20**

Computer-based flashcards

**2:30-3:20**

Online audio and video

**3:30-4:20**

Computer-based courseware

**All Day**

Discussion Room

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*All Hands-on Demonstration sessions require pre-registration and will be located in Denny 112, the CALL lab. The Discussion room, open throughout Demonstration Day, will be located in Denny 123 and does not require pre-registration.*

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**POLYGLOT**

If you would prefer to be removed from our mailing list,  
or would rather check the newsletter on-line, please contact the Language Learning Center.

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## *Using the web in language classrooms*

The Internet is providing increased opportunities for University of Washington instructors, including instructors of foreign languages. Recently, work began to develop a course webpage for First-Year Norwegian and to experiment with web-based assignments for students.

The Norwegian website is still in the early stages of development and will be expanded over the Spring and Summer quarters.

Students used the site for the first time in Winter Quarter, during class time, in the LLC's CALL lab. The assignment involved having the students visit real sites in Norway and search for information – specifically, to look for an apartment or a house for sale. For homework, the students then used the information they had

located to answer questions, such as the price and features, and to write a short essay.

“Assigning things from the web forces the students to take the responsibility for their learning on another level, using a medium with which most are incredibly comfortable,” said Melissa Gjellstad, one of the Norwegian instructors.

A second assignment involved the students searching for and comparing ticket prices and travel times for a trip, comparing travel by bus, train, or airplane.

“The variation of lesson formats is also crucial to a daily language class with a mix of learning styles,” said Gjellstad on the use of the website. “Because the web allows the students to have immediate and one-on-one contact with the

target language in a semi-controlled environment, the possibilities are truly endless.”

The exercises engage the students in reading and writing in the target language, using authentic source materials. The assignments will help students develop critical life skills, particularly those who will visit the country.

Response from the students has been excellent, and even showed up as one of the most positive aspects of the course for the Winter Quarter evaluations, according to Gjellstad.

As work continues on the site, new assignments will be added.

Feel free to take a look at the Norwegian 100-level website: <http://courses.washington.edu/norw100/>.