

Limits and Advantages of Internet Research

When incorporating Internet resources and information into your teaching or lesson plans, it is important to note the limitations, as well as the advantages, of the Internet as a research tool. Aside from the instantaneous and easy access that the Internet provides, another advantage is the interconnected approach that linked pages provide. Since nearly every page contains a link to another related page, the resources are immeasurable.

The interconnectedness is also a limitation. Students often fail to recognize the need to stop and consider fully the information they have found. This sometimes leads to a broad vision with shallow understanding. Sometimes the limitations are not as noticeable, as when a Web page is not regularly updated, or when a site is “under construction” when it is needed. When dealing with news and other time-sensitive information, the Internet, though a bountiful source, can be a vengeful enemy. News by its nature does not last forever. News organizations constantly (usually daily) replace old news. Therefore, Internet news links are only as good as the paper or hardcopy source to which they can be attributed.

Keeping in mind its limits, the Internet can be an invaluable resource and supplement to more traditional methods. The guidance of the professor is the best way to incorporate these resources and to guide the student to success. Providing this pathway for your students to follow can lead to a rewarding result at the conclusion of their studies, and a greater understanding of not only China, but the wealth of knowledge waiting at their fingertips on the Internet. ■

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EDITOR'S NOTE

The Spring 2000 issue of *EAA* (Volume 5, Number 1), contained two bibliographical errors in the article “Teaching Asian Political Economy: The Evolution of an Ethnographic Survey Course,” on page 8. In both cases the Chinese author’s given name was listed first. The correct bibliographical entries are:

Fei, Xiaotong (Hsiao-tung). *Peasant Life in China*. London: Routledge, 1939.

Yan, Yunxiang. *The Flow of Gifts: Reciprocity and Social Networks in a Chinese Village*. Berkeley, California: University of California Press, 1996.

We would like to thank University of Michigan Professor Norma Diamond for calling our attention to this error.

EDUCATION IN ASIAN LANGUAGES

Start at the Very Beginning

By Linda H. Chance

The good news is that the year 2000 finds a growing number of elementary schools in the United States launching foreign language programs, including Asian languages. The hard news is that there are not enough trained teachers or curricular materials. (There is no bad news as long as we continue to address the problem.) Even in the case of Japanese, which has relatively well-developed resources, training needs exceed supply, as you can read in the report, “Japanese Teaching Credential Programs in the U.S.,” by Hiroko Kataoka, Hiroko Furuyama, and Yasuhiko Tohsaku, appearing in the Spring 2000 issue of *The Breeze* quarterly (no. 21). As the authors demonstrate, departments and schools involved in the education of K–12 instructors need to be more conscious of the particular needs of Less Commonly Taught Language (LCTL) professionals. With the growth of programs at the elementary level, and the desire to sustain language instruction over subsequent school years, a firm foundation becomes all the more crucial.

Activity is proceeding on a number of fronts to combat these lacks, however. In the features section of this issue of *EAA* you will find an encouraging how-to article by Betty Lau on a project that both compensated for a shortage of trained individuals and exposed the demand for Asian language instruction. Finding interest and support is key to the inauguration of any program. Rocco D’Amelio, who is principal of an elementary school in Menasha, Wisconsin that now offers Japanese language instruction, tells how administrators contemplating their students’ futures, the School District Foreign Language Department Coordinator, and local citizens found themselves in unsuspected agreement on the value of foreign language at this level. The March 2000 issue of *Japan Forum Newsletter* (no. 16) details the establishment of a K–12 Japanese curriculum in the Menasha Joint School District upon the discovery that many supported such an effort.

In addition to these reports, the resources gathered here are intended to provide some basic information about early language education, as well as to stimulate vision and networking, two necessary components of any initiative for your own school. If you are new to this field, key words to investigate include FLES (Foreign Language in the Elementary School), content-based FLES, immersion, CBI (content-based instruction) and Early Language Learning. Below you will also find updates to the list of “General Resources” that appeared in the Winter 1998 edition of *EAA*. Several organizations have changed physical addresses, phone numbers, e-mail addresses, or Web site URLs. Some have added new projects, links, or information of special interest. Only that new information

appears here. Please refer to the earlier edition for details.

RESOURCES FOR ASIAN LANGUAGES IN ELEMENTARY EDUCATION

American Council on Immersion Education

By following links at CARLA (see below), you can find *The ACIE Newsletter*, volume 1, no. 1 (November 1997), which features "Immersion 101: Tips for New Teachers."

NACELL (National Advisory Centre on Early Language Learning)
<http://www.nacell.org.uk/>

This is a project of CILT, the Centre for Information on Language Teaching and Research. Buttons include See a School, where you can click on What's Happening to get reports from individual schools about their implementation successes, and Resources, which include Teaching Materials for some Asian languages. If you lack Web access, you can request a hard copy of the first issue (May 1999) of the *Early Language Learning Bulletin* from Rachel Turner by e-mailing rachel.turner@cilt.org.uk.

NNELL (National Network for Early Language Learning)
www.educ.iastate.edu/nnell
Contact: nnell@cal.org (see CAL entry).

Educators teaching foreign languages to children may become members of the network for an annual fee. Publications include *Learning Languages: The Journal of the National Network for Early Language Learning*.

Nanduti: Early Foreign Language Learning
www.cal.org/earlylang

The Foreign Language Initiative of the LAB (Northeast and Islands Regional Educational Laboratory at Brown University).
Contact: Nanduti@cal.org (see CAL entry).

Links to model programs and a snapshot of early language learning in the U.S. The latter reports that elementary level instruction in foreign languages has risen 10 percent in the decade from 1987 to 1997, to a total of 31 percent. Among LCTLs, only Japanese had shown an increase, from 0 to 3 percent of programs.

National Directory of Early Foreign Language Programs

<http://www.cal.org/ericll/earlyfl/>

A searchable database of over 1,400 elementary language programs in the U.S.

From the Winter 1998 list, I especially recommend to elementary educators the ACTFL Web site (www.actfl.org) listed below, AskAsia of the Asia Society (www.askasia.org), and the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL, www.councilnet.org), which will put you in touch with the professional organization for your particular language.

Bring China and Japan to Your Classroom!

with **NEW Teaching Kits**
from **The Children's Museum
of Boston**

**Easy-to-use,
affordable
rentals!**
2 weeks: \$40

Ancient China

Explore life in Ancient China from its earliest beginnings to Qin unification.

- Targeted for 3rd and 4th grades, complete with lesson plans and activity supplies.
- Includes high-quality reproductions such as bamboo books, oracle bones and lacquer ware, plus special readings and slides/transparencies.

Japanese Families

Explore contemporary Japanese life in all its diversity.

- Select from two versions: grades K-3 and 4-8, with artifacts, lesson plans and activity supplies.
- Introduces your students to five families, through their narratives, photos, and objects from their daily lives.

Both Kits are developed by **The Children's Museum of Boston** in collaboration with **Boston Public Schools** teachers, along with **Harvard University Council on East Asian Studies** and **International Center for East Asian Archaeology & Cultural History at Boston University**, through the generous support of the **Annenberg Foundation** and the **Japan Foundation Center for Global Partnership**.

Looking for Kits on another subject?

The Children's Museum offers many more, on a wide variety of topics. Find out more at
www.BostonKids.org/teachers



Contact: (800) 370-KITS
(800) 370-5487
kits@BostonKids.org

Kits Rental Department
The Children's Museum of Boston
300 Congress Street
Boston, MA 02210

ESSAYS

UPDATES ON GENERAL RESOURCES
FOR ASIAN LANGUAGE EDUCATION

ACTFL (American Council on the Teaching of Foreign Languages)

Phone: (914) 963-8830

E-mail: actflhq@aol.com

AEMS (Asian Educational Media Service), still at www.aems.uiuc.edu

University of Illinois at Urbana-Champaign

805 West Pennsylvania Avenue MC-025

Urbana, IL 61801

Phone: (217) 265-0642, or toll free: (888) 828-AEMS (2367)

CAL (Center for Applied Linguistics), still at www.cal.org

Nancy Rhodes (Executive Secretary)

4646 40th Street, NW

Washington, DC 20016-1859

Phone: (202) 362-0700

Fax: (202) 362-3740

CALL (Center for the Advancement of Language Learning)

<http://call.lingnet.org/>

CARLA (Center for Advanced Research on Language Acquisition), still at <http://carla.acad.umn.edu/CARLA.html>

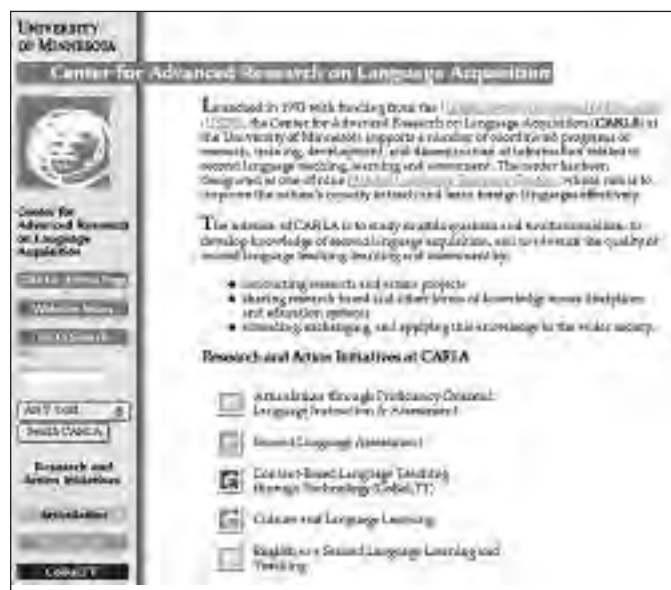
619 Heller Hall

271—19th Avenue South

Minneapolis, MN 55455

Phone: (612) 626-8600

Fax: (612) 624-7514



COBALTT (Content-Based Language Teaching through Technology Initiative) was launched in 1999, and will eventually provide Web-based access to materials for teaching language through content, and help for professional development. <http://carla.acad.umn.edu/COBALTT.html>

CLEAR (Center for Language Education and Research) <http://clear.msu.edu>
clear@msu.edu

Game-O-Matic allows the visitor to automatically generate custom Web-based language games, such as Concentration.

ERIC and **AskEric** (Educational Resources Information Center) <http://www.thegateway.org>

A new service is GEM: The Gateway to Educational Materials. It provides “quick and easy access to the substantial, but uncatalogued, collections of educational materials found on various federal, state, university, nonprofit, and commercial Internet sites.” Also see ED’s Oasis at www.classroom.com/edsoasis.org, which has The Treasure Zone, links to “high-quality, curriculum-aligned, standards-supporting, student-centered Web sites.”

FLTEACH (The Foreign Language Teaching Forum)
E-mail: FLTEACH@cortland.edu


Subscribe to the list by sending the message SUBSCRIBE FLTEACH firstname lastname to LISTSERV@listserv.acsu.buffalo.edu.

Other listservs of interest can be subscribed to in the same manner: listserv@tc.umn.edu for LIM-A, Language Immersion in the Americas, whose host is Louis Lanus at lctl@tc.umn.edu.

IECC, Intercultural E-Mail Classroom Connections (K-12) hosts iecc@stolaf.edu, a list that provides a free service for teachers seeking partner foreign language classrooms for international and cross-cultural electronic mail exchange. They also have a discussion list at iecc-discussion.


**SUMMER 2001 ASIAN & PACIFIC STUDIES
for College and K-12 Educators**

The East-West Center & the University of Hawai'i announce Summer Institutes in Hawai'i and Field Studies in Asia and the Pacific.



ASIAN STUDIES DEVELOPMENT PROGRAM (ASDP)

Summer institutes and field study faculty development programs for two-year and four-year colleges and universities. For information, contact Sandy Osaki, phone (808) 944-7337 or osakis@EastWestCenter.org



The East-West Center's Consortium for Teaching Asia and the Pacific in the Schools (CTAPS), announces their annual summer institute and field study in Asia for K-12 teachers. For information, contact Cherylene Hidano, phone (808) 944-7765 or hidanoc@EastWestCenter.org.

LARC (Language Acquisition Resource Center)

<http://larcnet.sdsu.edu>
 San Diego State University
 5500 Campanile Drive, BAM 424
 San Diego, CA 92182-7703
 Phone: (619) 594-6177
 Fax: (619) 594-0511
nlrcsd@mail.sdsu.edu

One of the nine current American National Language Resource Centers, the Web site features a searchable multimedia database and information about summer institutes for teachers.

NEALRC (National East Asian Languages Resource Center)

In 1999, the National Foreign Language Resource Center at Ohio State University adopted an East Asian languages focus. They continue to have a large number of ongoing projects of use and interest to teachers. They can be accessed through a splash page at the original URL, <http://www.cohums.ohio-state.edu/flc/>.

NFLRC (National K-12 Foreign Language Resource Center)

<http://www.educ.iastate.edu/homepage.htm>
 N131 Lagomarcino Hall
 Iowa State University at Ames
 Ames, Iowa 50011

This NFLRC has joined with ACTFL in the New Visions Project, which aims to set future priorities in the foreign language profession by gathering people who "think outside the box" to "allow us all, as a profession, to work in a collaborative, unified, and nonduplicative way toward our agreed-upon goals." A June 1999 planning meeting and a national priorities conference this June are part of an ambitious comprehensive effort to make all things possible.

NFLRC (National Foreign Language Resource Center at the University of Hawaii at Manoa), still at www.lll.hawaii.edu/nflrc/.

See new buttons on Foreign Language Multimedia Software and Advanced Chinese and Korean Courses on the World Wide Web. Also a new Web site, Foreign Languages on Interactive Television, <http://nts.lll.hawaii.edu/flitv/>.

\$10,000 Tuttle Language Grant

Application deadline: December 1, 2000

Intended to assist authors in completing work on dictionaries, textbooks, and other instructional materials that will aid in the study of Chinese, Indonesian, Japanese, Korean, Tagalog, Thai, Vietnamese, and other languages of East and Southeast Asia. Awarded in memory of Charles E. Tuttle (1915-93). Only projects that have not yet been published or contracted for publication are eligible.

Language Grant Coordinator
 Tuttle Publishing
 153 Milk Street, 5th Floor
 Boston, MA 02109-4809
 Phone: (617) 951-4080
 Fax: (617) 951-4045
 E-mail: infor@tuttle-periplus.com

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U.S.-China Teachers' Exchange Program

The American Council of Learned Societies is now seeking applications for an exchange program for teachers in American and Chinese schools. This is an unusual opportunity for schools and districts wishing to begin or to strengthen Chinese language and culture programs and for teachers wishing to live and teach in China.

During the first five years of the project, we have had American teachers from across the country in "key" secondary schools throughout China—in Beijing, Dalian (Liaoning); Hohhot (Inner Mongolia); Luyang (Henan); Suzhou, Changzhou, Yangzhou, Nanjing (Jiangsu), and Chengdu (Sichuan). We anticipate that many of the same schools on the Chinese side will participate in the next year of the program.

The American teachers in China teach English as a foreign language. The Chinese teachers, all of whom teach English as a foreign language in China, will be prepared to teach Chinese history, language, and culture and/or English as a second language at participating American schools. ACLS sponsors orientation programs for participating teachers in the U.S. and China during the summer before the exchange year.

ACLS pays the salary of visiting Chinese teachers and the transportation of American teachers. Participating American schools continue the salary and benefits of American teachers during their exchange year.

For more information and an application package, please send a letter to the Education Office—China Program, American Council of Learned Societies, 228 East 45th St., New York, NY 10017.

The U.S.-China Teachers' Exchange Program is funded by a major grant from the Freeman Foundation.