CALENDAR

- **April 17, Wednesday, 3:30 P.M. C 210**
  LLA Seminar
  Wolfgang Beaugrand of Educational and Business Systems (EBS) will demonstrate the newly installed Videodidact® computer system in C 210 (see page 7).
  Refreshments.

- **May 8, Wednesday, 3:30 P.M. C 210**
  LLA Workshop
  Steven Clancy of the Department of Slavic Languages will present "Teaching Case from the Inside" with *The Case Book for Russian* (see related article on page 4). Refreshments.

- **May 10, Friday**
  • Deadline for grant applications for local Consortium projects starting in June, 2002. Submit to Michael Berger (see page 7).
  • Deadline for requests for LLA matching funds. Submit to Michael Berger (see page 7).

- **May 31, Friday, 3:30 P.M. C 210**
  LICC meeting

- **August 19, Monday**
  Deadline for contributions to the Autumn 2002 issue of *The Native Speaker*.

- **August 23, Friday**
  Deadline for grant applications for SBC Ameritech Partnership Awards (see page 7).

In this newsletter you will find two articles that present the synergies that can exist between language research and language teaching and learning. The LLA is well positioned to foster such cross-disciplinary work because its facilities support both linguistic researchers and language teachers. From its origins the LLA was designed as a multi-purpose facility intended to provide instrumentation useful to the language learner, the language teacher, the courseware developer, and the language researcher—as well as to provide an archive of commercial and field recordings of languages. We have striven to remain true to this original mandate, and we believe that everyone benefits. For example, the same software that is used by a graduate student researching the phonetics of Georgian can also be used to check the quality of sound files used in an audio application available to Japanese learners in Chalk.

Summer is a good time to investigate the opportunities available at the LLA. Come and explore the on-line catalog of the Labs’ holdings. You may be surprised at the variety of materials available. The staff is always happy to introduce you to the variety of equipment that you may access; they can provide basic instruction and then invite you to experiment. Of course, they are always available to answer questions. Summer is also a good time to try out the capabilities of the already popular interactive computer classroom system installed in Cobb 210. This facility has been used by several classes and has received an enthusiastic response. We think we have a winner! We hope to upgrade the system and add a row of Windows machines to complement the 15 Macs.

We wish you a successful completion of Spring Quarter and a very enjoyable summer!

Karen Landahl, Academic Director
A Technology Rich Language Program

Karen Landahl and Judith Moses: summary prepared by Joseph Toth

The following is a summary of a paper given at the International Association of Language Learning meeting (IALL2001) at Rice University, May 24, 2001, by Karen L. Landahl and Judith Moses.

In this paper we are going to discuss a two-week intensive English as a Foreign Language (EFL) program offered to students from Japan under the auspices of the Language Laboratories and Archives (LLA) at the University of Chicago. The program, sponsored jointly by PAX International in Japan and the Humanities Collegiate Division (HCD) at the University of Chicago, came into being several years ago when the then master of the HCD asked us to create a two-week EFL course for Japanese speakers. The students could range in age from the late teens to near-middle age; their proficiency in spoken English could extend from “mid-novice” to “high intermediate”. Emphasis was to be on speaking proficiency, with the students receiving a certificate of participation upon completion of the course. In addition, the package was to include six fun excursions, one of which had to be a baseball game! Our challenge was to create a coherent program that actually held some possibility of speech improvement within a two-week period.

We will now give you an overview of the program’s design and of the rationale behind that design. We will then describe in detail how technology fits into the various types of activities and how we incorporated the LLA into the program. In planning the two-week course, we started out with four aims:

1) In our work on pronunciation we would emphasize the prosody of entire utterances as much as individual sounds and words. Research shows that non-native speakers who get segments right but get the prosody wrong may not make themselves understood by native speakers. To help the students, we chose an advanced text that emphasizes prosody, Linda Grant’s Well Said (Heinle and Heinle Publishers, 1993).

2) In order to create natural occasions for speaking practice, we would incorporate task-based learning into our curriculum; specifically, we would ask the students to prepare a video presentation and to take photographs during excursions. We saw many advantages for both the students and the program in this kind of task:

a) The students would need to use their English at every stage of the preparation.
b) They would learn to use digital video and still cameras to record their excursions and explorations of the campus.
c) They would be left with videos and "memory books" as souvenirs of their experience and—not incidentally—we would get "free" advertising for the program.

3) We would include excursions in our program not only to provide enjoyable experiences but also to turn these experiences into "text" for conversation.

4) We would make laboratory exercises an important part of the program. These would include visual feedback for the students for the practice of prosody as well as certain sounds such as vowels, the r/l contrast and the sh/s contrast (see figures 1 and 2 on page 3).

In order to evaluate the effectiveness of our program, the LLA hired Judy Moses, an experienced ESL instructor, who was trained by the American Council on the Teaching of Foreign Languages (ACTFL). Ms. Moses interviewed the students both before and after the program. At the beginning of the program she briefly interviewed the students—generally 15 or 20 in number—so that they could be divided into two groups based primarily on speaking ability. We also created a questionnaire so that the students themselves could evaluate aspects of the program from living arrangements to the video projects.

The staffing of the program normally included two teachers and—if we could afford it—a lab assistant. The LLA’s full-time staff of three also participated, the multimedia manager assisting with the video and photography projects and all three helping out on the excursions. In this way we provided a wider variety of English speakers to interact with the students.

The program followed a set routine. In the mornings we held pronunciation and conversation classes, each group of students taking one or the other in turn. A fifteen-minute break separated the sessions. After lunch the students either went on an excursion or worked in the Language Lab. We coordinated the content of each of the three venues—class work, field trips and language lab—so as to reinforce the language-learning experience. For example, to prepare the students for an architectural boat tour, we used conversation class to teach the students how to operate the digital cameras, both video and still versions. In pronunciation class, with selected snippets of video, we familiarized the students with the names of certain architectural gems so that they would better be able to understand the docent on the tour. The following day, classroom activities provided linguistic reinforcement for what the students had seen and heard. On the following afternoon in the Language Lab, using iMovie software for the Mac, the
students edited the videotape footage they had taken. In the second week of the program they reviewed the boat tour once more as they did voice-overs for the final edited video.

The Language Lab also provided a variety of other activities. As the students rotated around the room every 20-30 minutes, they could view architectural videos, access the Internet for email, play with software programs such as *Carmen Sandiego*, or practice with the audiocassettes for *Well Said*. The students also had access to a Spectrograph that helped them with pronunciation of particular segments, including vowel production, and to a Visi-Pitch that helped them with intonation patterns.

The visual feedback exercises afforded by the Spectrograph and the Visi-Pitch invariably received a high rating on the student questionnaires. What is the appeal? Visual feedback is a computer game, providing a target that the students must work to hit. Usually, when students participate in traditional exercises repeating after a target voice, they can compare their production to the original, but there is really no way for them to know how well they have done. The Visi-Pitch provides a visual correlate of the fundamental pitch contour of an utterance. On a split screen, the students can view and compare their utterance against the model. Similarly, the Spectrograph also presents a split screen so that students can view the sound spectrum characteristics, let’s say, that distinguish /aala/ from /ara/ (see figure 1 below).

In conclusion, we can say that in all aspects of the course teachers, students and technology were partners. This may have taken the pressure off of the student-teacher relationship and the students' need to perform. In no way was technology pasted onto the surface of this course to make it seem modern. Instead, the technology was integral to the course, essential to achieving its goals.

For more information about this presentation please visit the web pages for *A Technology Rich Language Program* at the following URL: http://humanities.uchicago.edu/orgs/lla/ill2001/.

Karen Landahl is Associate Professor in the Department of Linguistics, Academic Director of the LLA and Associate Dean for Computing and Language Technologies in the Humanities. Judith Moses is Professor Emerita of German/ESL at the City Colleges of Chicago. Joseph Toth is Manager Emeritus of the LLA, and since his retirement in 1998 has worked on a part-time basis at the LLA as an assistant for special projects.
A Report on Hidatsa and Mandan from Fort Berthold

John P. Boyle

John P. Boyle is currently working with several people in North Dakota on language preservation programs for two languages: Hidatsa, an endangered Siouan language (with approximately 200 speakers) and Mandan, an extremely endangered Siouan language (with fewer than 5 speakers). -Ed.

While there is little hope for saving Mandan as a spoken language, it is vitally important to document as much of it as we can. In addition to the language's importance to linguists as a data source, it is critically important to the Mandan tribe as a means of identity and cultural preservation. As in the case of other Native American tribes, the history of the Mandan is recorded in their stories, and these stories include sacred myths, moralistic tales about proper behavior and whimsical accounts told for amusement.

The prospects for saving Hidatsa are better. The youngest speakers are in their mid-30s to early 40s. This means that in the best situation the language has skipped only one generation of speakers. Since the Hidatsa, like many Native American groups, usually live with or near their extended families, it would be possible to have children who have been exposed to Hidatsa at home learning it in school. Therefore, its survival for at least another generation seems much more likely.

The role that I have played and will continue to play is one of recorder and documenter. I have two goals for my fieldwork: to gather as much data as possible and to use that data to help develop learning materials for the schools on the reservation. My approach to each language differs because of their unique situations. Using a DAT recorder and lapel microphones from the LLA, I record stories from both Mandan and Hidatsa elders. For Mandan, I then transcribe the stories and give them an English gloss that includes a free verse translation and a word-by-word translation. No further analysis is done on the Mandan texts. The reasons for this are twofold: first, Mandan has already been adequately described in the literature and a new grammar and dictionary are forthcoming; second, with only one good informant it is important to elicit as many texts as possible. These can then be analyzed at a later date. For Hidatsa, a more linguistically rigorous analysis is called for, for two reasons: first, Hidatsa, unlike many of the other Siouan languages, has not received an adequate grammatical analysis and in order to make useful pedagogical material we must understand the structure of the language; and second, very few texts have been recorded for Hidatsa (10 in comparison to the 80 - 100 that have been recorded for Mandan). For Hidatsa, then, I also spend time eliciting verbal paradigms from the speakers, trying to figure out demonstrative systems and attempting to understand when and why speakers choose to use any of the assorted complex verbal morphology that makes up so much of the grammar of Hidatsa.

In addition to the field recorder I also borrow a portable computer from the LLA, which I use to enter my data as I collect it. I bring along electronic dictionaries and have instant access to previously analyzed texts for the comparison of various grammatical features. When I return to Chicago, I borrow a transcriber machine from the LLA, on which I can check my field recordings and fully transcribe the information I have gathered. Starting this year, the LLA and I are converting all DAT recordings to CDs, which will make further analysis even easier. This will also allow me to make copies of stories on CDs that I can then give to my informants for their personal use. Giving them a tangible item like a CD helps me involve them in the process of language preservation. This technology also allows us to make materials available for the schools on the reservation to use in the classroom, which should greatly enhance the learning process. Further, it is my hope that we can use this technology in conjunction with the Ft. Berthold Community College to help them preserve and catalogue their collection of both Mandan and Hidatsa stories.

JOHN P. BOYLE is a graduate student in the Department of Linguistics.

Teaching Case from the Inside with

The Case Book for Russian

Steven Clancy

A decade of research on Russian case semantics has come together in a valuable new pedagogical tool through the work of Laura Janda and Steven Clancy. The Case Book for Russian presents the Russian case system in terms of structured semantic wholes. This method of explanation is easily accessible to students and provides a coherent conceptual framework that accounts for the rich and often confusing
details of Russian case usage. Throughout the text, the basic meanings of the cases are illustrated with examples from a variety of contemporary sources, representative of multiple genres and fields (fiction, current events, contemporary history, politics, law, economics, science and medicine, etc.).

The aim of the text is to familiarize students with the variety of case usage by using real Russian sentences as opposed to the controlled language of traditional textbook examples. By confronting real case samples, students can learn to make sense of the systematic meanings of case in a fashion that will approach the understanding of a native speaker. The accompanying exercises continue the presentation of the text and challenge students to implement the concepts they have learned.

A CD-ROM accompanies the textbook. It contains recordings of all examples by both male and female native speakers and fully interactive exercises. As students work through the exercises, they receive useful feedback and can easily consult the electronic version of the text for quick reference.

**Steven Clancy** is Senior Lecturer in the Department of Slavic Languages and Literatures.

Intermediate Bangla is Published

Clinton Seely

The publication of *Intermediate Bangla* has just been announced via the listserv LINGUISTLIST. The book has been published by LINCOM EUROPA (LINCOM.EUROPA@t-online.de) and represents the culmination of work begun in the mid-1980s and supported initially by the U.S. Department of Education. It is one of those pet projects many of us have who are involved with language instruction: to write the book that we wish we had had when we were learning the language we now teach. From one perspective, *Intermediate Bangla* represents a compilation of all (or at least many) of those essential and useful bits of information about Bangla that I never found in any textbook but instead had to learn the hard way, through inductive logic and by querying native speakers.

A note here about the word "Bangla" is in order. Bangla is the language spoken by Bengalis. Bengali is both the name of a people as well as the older name, in English, for the language. Though "Bengali" is still used extensively to designate the language, "Bangla" is encountered more and more these days in both written and spoken English. "Bangla" and "Bengali" are two names, two spellings in Roman script, for the one language. The switch from the one name to the other is a post-colonial gesture, a continuation of a de-colonizing process from within. In a similar gesture, Calcutta, once considered the Second City of the British Empire, has had its name officially changed to Kolkata.

*Intermediate Bangla* is aimed at native English-speaking students of the Bangla language who have completed both *An Introduction to Bengali: Part I*, by Edward C. Dimock, Jr., Somdev Bhattacharji & Suhas Chatterjee, and *An Introduction to Bengali: Part II*, by Bhattacharji. It could be used profitably during the second year in conjunction with *A Bengali Prose Reader (for Second-Year Students)*, by Dimock & Bhattacharji, and also in the third year with *An Advanced Course in Bengali*, by Ernest Bender & Theodore Riccardi, Jr. Many of the examples of the grammatical points covered in *Intermediate Bangla* are drawn from the readings anthologized in that latter book. Most of the twenty lessons in *Intermediate Bangla* are divided into four sections: a short selection of Bangla, two grammar sections, and useful information in or about the language. Lesson One is an exception to that pattern: it consists of a review of features of the written language, including spelling and punctuation, and of pronunciation of spoken Bangla.

**Clinton Seely** is Associate Professor in the Department of South Asian Languages and Civilizations.
LLA Resources for Student Video Projects

Kay Yang

Nowadays it is not uncommon for students to use a video camera for class projects. For example, the first-year Chinese students and some of the second-year Russian students have been making videos each quarter. They borrow equipment from the LLA and receive production training from the staff. The LLA has acquired more video equipment to respond to this trend and to support students and foreign language instructors. In the following paragraphs, the current LLA resources for student video projects are introduced.

Production
Students have access to four digital, one Hi-8 and two VHS cameras. All cameras have built-in microphones, but external microphones are available as well. In addition to a camera, each camera kit includes one set of headphones, an AC adapter, two or three battery packs and an abbreviated manual. Students may also reserve one of the LLA’s small- or medium-size tripods. It is suggested that all video equipment be reserved two weeks in advance. During class projects, equipment normally can be checked out a maximum of two days per week.

When camera equipment is checked out, users will be asked to purchase a blank video tape from the LLA. (This policy is intended to protect the equipment from damage caused by low-quality or damaged tapes.) The purchased tapes may be reused for one academic year as long as they are kept in their cases and are not damaged.

Post-production
Students may edit their videos on computers using the digital editing program iMovie at the Language Labs. The LLA has five editing stations and two high-capacity external hard drives. Students can also use a DV tape player/recorder and an analog-to-digital converter to transfer between the analog and digital formats for editing and storing their final product.

It is required that all students be trained by the LLA staff before borrowing or using any equipment. Students must provide a letter from their instructors, or the instructors may inform the LLA of their class activities in advance of use. For more information, please contact Kay Yang via email at kyang@uchicago.edu.

Kay Yang is Manager and Multimedia Specialist of the LLA.
• **Videodidact®**

Videodidact® is a computer classroom control system which allows the instructor to send his/her screen to students, receive a student’s screen image, send the screen of any student to another student and send any screen to a projector. In addition, the instructor can lock or blank a student’s screen and take control of the student’s keyboard. Other features include call buttons, with which students can let the teacher know they need assistance, a highlighter on the instructor’s screen, and the distribution of audio and video from different sources. For more information please attend the demonstration of the Videodidact® system on April 17th at 3:30 P.M. in Cobb 210 or ask one of the LLA staff for a description and demonstration of the system.

• **Consortium for Language Teaching and Learning Grants**

The University is a member of the Consortium for Language Teaching and Learning, along with the Ivy League schools and MIT. Each year the Consortium provides the University with funds with which to foster language learning and research projects at the local level. In addition, funds are also available at the national level for large-scale projects or for those projects that develop materials that can be used at other Consortial schools. For more information contact Michael Berger at 2-9772.

• **LLA Matching Funds**

Each year the LLA provides matching funds to teachers who would like to purchase pedagogical materials. The applicant must obtain consent from the chair of their department and secure the commitment of their department to cover 1/3 of the cost of the materials. The LLA will then fund the remaining 2/3 of the cost. These funds are rather limited so applicants are encouraged to submit fairly modest requests. For more information contact Michael Berger at 2-9772.

• **2002 SBC Ameritech Partnership Awards for the Midwest Partnership of Independent Colleges (MPIC)**

The Midwest Partnership of Independent Colleges (MPIC) has announced the 2002 SBC Ameritech Partnership Awards for the MPIC.

Five grants of $10,000 each will be made to Illinois private colleges and universities that are members of the MPIC. Schools outside the SBC Ameritech service area will be eligible for one of the five grants.

There is no limit to the number of applications that each school can submit and collaborative applications from more than one school are encouraged. Proposals linked to outcomes of the SBC Ameritech Faculty Development Technology workshops are also encouraged.

The deadline for submission is Friday, August 23, 2002.

The winners of the SBC Ameritech Partnership Awards will be selected by SBC Ameritech and will be announced in October.

Please share this announcement with your colleagues. Rosemary Bell is coordinating all submissions from the University on behalf of the Corporate Relations Office and is available to answer questions as well as to offer feedback on drafts. You can reach her via email at rbell@uchicago.edu or by phone at 773-702-7807. For a copy of the guidelines contact Michael Berger via email: m-berger1@uchicago.edu or phone: 702-9772. More information about Ameritech Partnership Award, including the guidelines, can also be found at http://humanities.uchicago.edu/tableau/new.html.

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