

FLL

News and Views From Purdue

Newsletter of the Department of Foreign Languages and Literatures Purdue University Vol. 3 (Fall 1997)



FLL professors Christiane Keck and Wei Hong with University of Peking English professor Hengshan Jin. The University of Peking is the site of our new Chinese study abroad program.

FROM THE HEAD

Dear Friends of FLL,

As the Purdue campus dressed in amber and brilliant red, the vibrant colors of a glorious fall in Indiana, we welcomed students and scholars who gathered for FLL's ninth annual conference on Romance Languages, Literatures and Film, October 10-12. Visitors could see the emerging addition to Stanley Coulter Hall, which should be completed by next fall.

Our faculty remains on the forefront of the profession, making major contributions through their outstanding teaching and re-

search. In addition to four of our young colleagues (in Chinese, French, German and Spanish) reaching the rank of associate professor with tenure this spring, two assistant professors (in German and Spanish), along with visiting faculty (in Classics, French, German, Italian, Japanese and Spanish) have joined our department this fall. We are also recruiting additional faculty in Classics, French and Japanese to begin next fall.

Last May, I was fortunate to be able to accept invitations from several Chinese universities. My visit, primarily to universities in Hong Kong, Shanghai (where I gave a research paper at an international conference held in German), and Beijing, considerably widened my horizons. I came away from this extraordinary experience convinced even more of the importance of understanding and respecting other peoples and cultures. No matter what professions our students embrace in the future, an essential ingredient will be the ability to work with diverse cultures both here and abroad.

While on sabbatical leave during the fall semester, I have been able to view our department with some distance and now realize more fully and with justifiable pride how strong and diverse we have become. Most of all, I am impressed by the energy and enthusiasm of our students and faculty, and with the rich tapestry of their accomplishments. I was especially honored and proud to be inducted along with two of my longterm colleagues, Benjamin Lawton (Italian) and Sidney Pellissier (French), as founding fellows of the Purdue University Teaching Academy. Having three FLL faculty members, all of whom were previously winners of university-wide best

teacher awards, be inducted to the academy made the Department of FLL stand out for its exceptional commitment to instructional excellence.

To underscore all the collective and varied achievements of our department in one brief newsletter would be daunting and impractical. We have decided to place special emphasis on technology in this edition of *FLL News and Views*, because technological advances have an ever-growing impact on the work of our department.

I know you will enjoy reading this edition of the newsletter. Thank you for your interest and continuing support which are so very important to us. You enrich our programs tremendously by remembering us financially. Please keep in touch. ☺

Christiane Keck
FLL Head and Professor of German



Wei Hong and Christiane Keck visit the Great Wall in China.

SECTION NEWS

The Department of FLL is subdivided into six academic sections: Chinese and Japanese (Eiji Sekine, chair), Classics and Italian (Anthony Tamburri, chair), French (Becky Brown chair), German (Herbert Rowland, chair), Russian (Christiane Keck, chair), and Spanish and Portuguese (Charles Ganelin, chair). Below are some of this year's highlights:

Chinese and Japanese

As our first Chinese faculty member to receive tenure and advancement to the rank of associate professor, **Daniel Hsieh's** August, 1997, promotion marks an important milestone for our developing Chinese curriculum. Now offering a minor, Chinese has added five new courses: Intermediate Chinese Conversation, Business Chinese, Intermediate Reading and Writing, Chinese Literature I: Traditional Chinese Literature, and Chinese Literature II: Modern Chinese Literature. There is also a new Chinese summer study abroad program (see the Study Abroad Web page at: <http://www.ippu.purdue.edu/sa/> for details).

Atsushi Fukada, associate professor of Japanese, was appointed Director of the Center for Technology-Enhanced Language Learning and Instruction (TELL, see article on p.7), and Director of FLL's Media Center.

Chikahide Komura joins the Japanese program as a visiting instructor who will teach JPNS 201 and JPNS 301. He is researching an innovative methodology of foreign language education.

We are currently searching for a tenure-track assistant professor of Japanese who specializes in the area of applied linguistics/second language acquisition for fall, 1998.

Anticipating the establishment of a Japanese major, four new Japanese courses have been approved: Teaching Japanese as a Second Language, Pre and Early Modern Japanese Literature, Modern Japanese Popular Literature & Culture, and Language and Society.

The MAJLS (Midwest Association for Japanese Literary Studies), whose headquarters are housed at **Eiji Sekine's** office at Purdue, held its sixth annual meeting at the University of Michigan at Ann Arbor, October 24-26, 1997.

Classics and Italian

Overall, Classics and Italian continue to thrive; enrollments have increased in most language courses, as interest remains high. Hebrew instructor **Sonia Barash**, and **Mary Stiller**, student of Hebrew and emerita professor of biology, have teamed up to develop Hebrew language activities on disk that students can practice independently on computer. Students also have access to HebrewDAvka, a word processing program that allows students to write in Hebrew. The pair have also developed a Hebrew web page; visit it at <http://www.sla.purdue.edu/fil/Hebrew>.

Keith Dickson, associate professor of Classics, is currently on leave from Purdue, teaching and working in Beijing to establish the first university-level Western Civilization program in China. Visiting assistant professor **Richard King**, whose recent work is on a book on Ovid's calendar poem, the *Fasti*, has joined the faculty. Long-time colleague, **John Kirby**, associate professor of Classics and Comparative Literature, in an international competition recently received the American Philological Association award for excellence in the teaching of the Classics. He has designed, written, and launched The Corax Zone, an extensive World Wide Web hypersite for the study of classical literature and ancient Mediterranean culture (<http://omni.cc.purdue.edu/~corax>). This year, the Classics program will hire a third, permanent member for Fall 1998. In addition, the Classics faculty is enhanced by the teaching of **Leon Tiche**, assistant professor of German, **Hanni Crammer**, administrative assistant, and **Paul Streufert**, teaching assistant and Ph.D. student in the program of Comparative Literature.

The ITALIAN section this year is joined by two new members for 1997-98. Visiting assistant professor **Colleen Ryan** joins us from Indiana University, where she received her Ph.D. Her main interests are twentieth-century Italian literature, film, and feminist studies. **Gloria Allaire**, whose book *Andrea da Barberino and the Language of Chivalry* was published by the University Presses of Florida, comes to us from Ohio University. **Ben Lawton**, as interim chair of the Interdisciplinary Film Studies Program, has been occupied primarily by the reorganization of the major, while as Chair of the Interdisciplinary Italian Studies Program he has been focusing

primarily on building the major and the minor. He will lead the Purdue Summer Program in Florence in 1998. Professor **Anthony Julian Tamburri** recently returned from Padova, Italy, where he was a guest speaker at an international conference on Italian Americans. His co-edited volume *Beyond the Margin: Readings in Italian Americana* (Fairleigh Dickinson) is due out in December, and his *A Semiotic of Ethnicity: In (Re)cognition of the Italian/American Writer* (SUNY) is forthcoming in 1998.

French

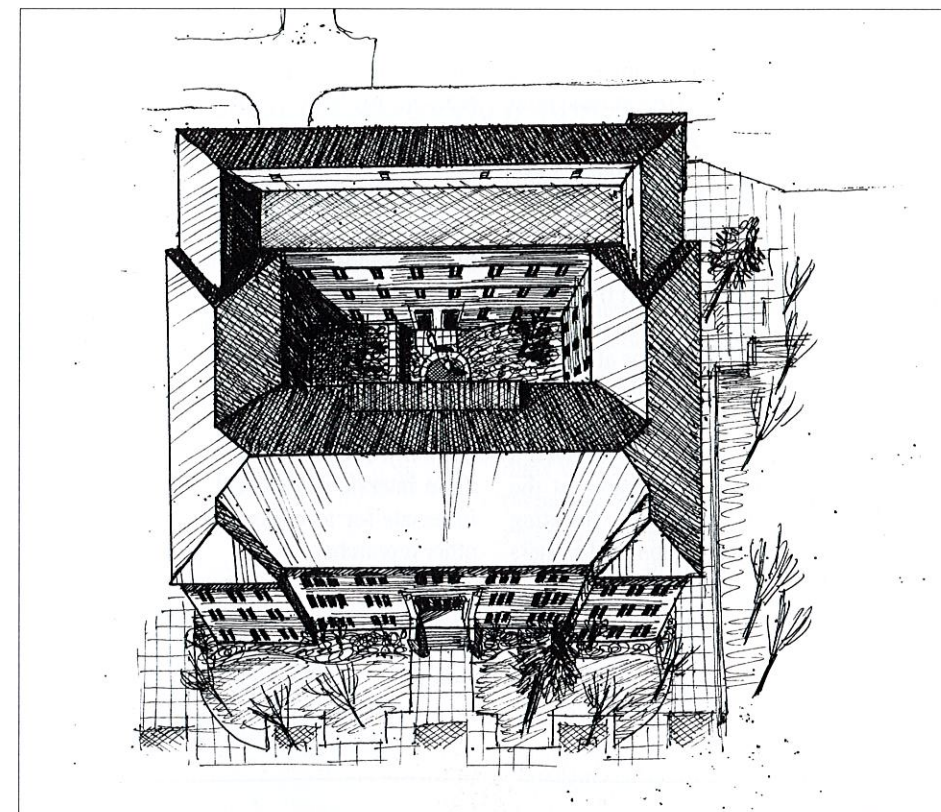
Congratulations to **Tom Broden**, promoted to the rank of associate professor of French, effective August, 1997, and welcome to **Valérie Orlando** who joins us as visiting assistant professor of French. Before coming to Purdue, Valérie was an assistant professor of humanities and literatures at Eastern Mediterranean University in the Turkish Republic of northern Cyprus.

The Association of Friends of French will award a \$500 scholarship to an Indiana high school student majoring in French at Purdue and a \$500 scholarship to a Purdue student accepted into the Montpellier, Rennes or Québec program. For more information, contact: Professor **Paul Benhamou**, AFF, Dept of FLL, Purdue University.

The French section was able to purchase over one hundred French documentaries and feature-length films in 1997 thanks to a successful \$5000 capital award by President Beering. Integrated into the collection of the Instructional Media Center (IMC) in the Hicks Undergraduate Library, the videos may be checked out for a week by students, faculty and staff free of charge. For a complete list of IMC holdings in French media, see their Internet site: http://www.lib.purdue.edu/library_info/departments/imc/index.html

Two undergraduates in **Tom Broden's** spring French 301 with honor's option who took advantage of the new French video collection were **Angela Kauffman**, a student in the School of Liberal Arts, who studied Bruno Nuytten's *Camille Claudel* (the heroine is the sculptor student of Rodin and sister of the poet-ambassador Paul Claudel), Claire Denis' *Chocolat* set in Africa, Diane Kurys' *Diabolomente* (Peppermint Soda) about two Parisian
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NEW ADDITION FOR STANLEY COULTER HALL



Artist's rendering of a bird's-eye view of Stanley Coulter Hall with addition.

A \$4.2 million addition to Stanley Coulter was approved by the Board of Trustees at its meeting on November 22, 1996. The three-story

addition will extend from the north side of the building and include seven new computer laboratories and 30 offices. "We've been de-

veloping undergraduate computing labs for seven years and have about 60 labs in place with about 2000 PCs," said Fred Ford, executive vice-president and treasurer. "We're running out of available space to put new laboratories, and the demand continues to grow."

The new laboratories in Stanley Coulter will provide more than 200 computer workstations to be used for instruction and individual study. A small student commons area is also planned. Twenty seven of the 30 new offices will house FLL faculty and staff, who will relocate from the Recitation Building. Computing Center staff will use the other three offices. A central courtyard will replace the original parking lot behind the building.

During the summer bids were taken for the project and an additional \$500,000 was approved by the Indiana State Budget Committee at the end of August. Construction work started in September and is scheduled to finish at the end of July 1998. The majority of FLL faculty and teaching assistants relocated during the summer to five other buildings on campus for the duration of the work. The new addition should be open and functioning in the fall of 1998. ♦

PSRL SPOTLIGHT ON FLL PUBLICATIONS

FLL houses the Purdue Studies in Romance Literatures (PSRL), a series devoted to literary criticism and critical editions. It started in the fall of 1977 as Purdue University Monographs in Romance Languages (PUMRL) with manuscripts sought in the areas of Spanish and French literatures. In 1991, the series expanded to include Italian and Luso-Brazilian literatures. Books are published in Spanish, French, or English.

John Benjamins B.V. of Amsterdam was the series first publisher; four volumes appeared in 1980. The last PUMRL volume (no. 42) was published in 1992 and then the series acquired a new name, PSRL, and a new publisher, the Purdue University Press. The first volume of PSRL was published in late 1992, and by this fall there are 13 volumes in print with volumes 14 and 15 currently in press.

Over the years, series editors have included Wolfgang Moelleken, William Whitby, Allan Pasco and Howard Mancing. This past May, series editor Enrique Caracciolo-Trejo retired, and Floyd Merrell (Spanish) was named to the editorship. The present editorial board is made up of Floyd Merrell, Jeanette Beer (French), Paul Dixon (Portuguese), Howard Mancing (Spanish), Anthony Tamburri (Italian), and Allen Wood (French). Susan Clawson, production editor, has been with the series since 1978. FLL faculty presently serving in an advisory capacity as associate editors are Paul Benhamou (French), Benjamin Lawton (Italian), Charles Ganelin (Spanish), and Patricia Hart (Spanish).

The equipment used by PSRL to produce camera-ready copy for the books has changed with advances in technology. In January, 1978, the

series purchased an IBM Electronic Selectric Composer to prepare the copy. In the next decade it upgraded to a Mac II and a 360-dpi LaserWriter, followed by a Mac IICI and a LaserMaster 1000-dpi printer. By the fall of 1996 that technology was obsolete and a PowerMac 8500/180 was purchased on which all the books are now set.

PSRL's top seller for 1997 is Joseph Ricapito's *Cervantes's "Novelas ejemplares": Between History and Creativity*, with Cristina Della Coletta's *Plotting the Past: Metamorphoses of Historical Narrative in Modern Italian Fiction* following close behind. Ricapito applies theories of New Historicism to the study of Cervantes's exemplary tales to produce some original insights. Della Coletta also looks at

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Spotlight (Continued from page 3)

history and fiction by applying Alessandro Manzoni's classic essay "On the Historical Novel" to three nineteenth-and twentieth-century novels, and reaches some new conclusions about the genre of historical fiction. Other recent releases include Deborah Lesko Baker's *The Subject of Desire: Petrarchan Poetics and the Female Voice in Louise Labé*, and Viviana Díaz Balsera's *Calderón y las quimeras de la Culpa: alegoría, seducción y resistencia en cinco autos sacramentales*. Expected this fall is a study by well-known Galdós scholar, Geoffrey Ribbans: *Conflicts and Conciliations: The Evolution of Galdós's "Fortunata y Jacinta, and Reading Boileau: An Integrative Study of the Early "Satires,"* by Robert T. Corum, Jr.

For a complete listing of books and ordering information see our PSRL listing on the department web page at: <http://www.sla.purdue.edu/fll>

Section News (Continued from page 2)

schoolgirl sisters, Jean-Jacques Beneix's counterculture hit *Diva*, and Marcel Carné's classic *Les Visiteurs du soir* (Evening Visitors); and **Adam Myers**, a student in the School of Science, who wrote a paper on *Tous les matins du monde* (All the mornings in the World), starring Gérard Depardieu and his son.

Professor **Jeanette Beer** annually organizes sessions on translation theory and practice at medieval congresses in England and the US. Her latest book, *Translation Theory and Practice in the Middle Ages*, published this year in casebound and paperback volumes, presents the collected papers from an international symposium she headed in 1993.

German

Promoted in August, 1997, to associate professor of German, **Beate Allert** proudly joins the growing number of tenured FLL faculty.

Susanne Rott joins us as assistant professor of German. Her teaching and research focus on second-language acquisition and language teaching (see article on p. 6). Susanne obtained her Ph.D. at the University of Illinois and will coordinate first year language instruction.

Also joining us as visiting assistant professor of German is **Andrew Ziarnik** who also received his Ph.D. from the University of Illi-

nois. Andrew specializes in romanticism and taught last year at both IUPUI and Butler University.

This summer, **Jay Rosellini** completed five years as chair of the German section and now returns to fulltime teaching and research. He received an NEH Summer Fellowship to work on his study of German intellectual history at the Universität Hamburg, Germany during his year of sabbatical leave. **Herbert Rowland** has taken over as chair for the next five years. During his spring semester of sabbatical leave, Herb worked on a book on Goethe at the University of Marburg, Germany, with the aid of a "resumption" (Wiederaufnahme) of his Humboldt Fellowship. **Joe Wipf** received a PRF travel grant to present a paper at the Internationale Deutschlehrtagung (meeting of the International Association of Teachers of German) in Amsterdam, which ran for a week, attended by 1,600 professors from all over the world.

The following German students received distinctions in the past year:

Elizabeth Erdman was named the Outstanding Senior in FLL for 1996-1997, while graduate student **Soheila Ghaussy** received a PRF grant for this entire year. **Seth Quartey** earned his MA in the spring and is continuing his graduate study at the University of Michigan. **Carla Nelson**, a comparative literature student in German and Classics, also received her MA and is currently pursuing her doctorate at Purdue (in absentia).

This academic year the revised undergraduate major in German was implemented allowing a new emphasis in civilization and culture. German majors and others may opt to develop language skills while focusing on business content in a three-course sequence on German business and international trade. Also, a new course in German for science and engineering has been added for students with special interest in those areas.

Russian

Often called upon as a conference interpreter by the US Department of State and other contracting agencies, **Dimitri Breschinsky** most recently travelled to Las Vegas for the 1997 national meeting of the American Chemical Society where he served as interpreter for Russian and American discussions on nuclear waste vitrification. Dimitri also continues his

mission to introduce Russian readers to the essays and short stories of the well-known American nature writer Loren Eiseley. His artistic translations of Eiseley works have been published by the Moscow University Press as well as by literary journals such as St. Petersburg's *Zvezda*.

In June, **Edith Clowes** and her collaborator, James West from Middlebury College, returned to Moscow to conduct more video interviews with new Russian entrepreneurs. The interviews focus on questions of social and cultural identity that show how these entrepreneurs are fitting into a society traditionally hostile to capitalism and a free market economy. The goal is to create a databank from these interviews that will offer audio-visual materials for teaching and provide data for other researchers.

Zinaida Breschinsky spent part of June in Novgorod, Russia, helping to get the Russia Corporate Fellows Program under way. The nine-week program gave ten Purdue agriculture students the unique opportunity to travel to Russia and work as interns in a company/organization involved in agribusiness, natural resources, or food science. The students were placed in non-paying internships in the city of Novgorod, which is located approximately 100 miles southeast of St. Petersburg. As in the previous year, the group's resident director was **Jeannie Sanke**, German Ph.D. graduate student who has also studied Russian at Purdue.

Midway through their internship the students traveled to Moscow for a week of cultural activities, and also spent several weekends in St. Petersburg visiting the many museums and palaces of the former Imperial capital. In addition, they organized a trade workshop in Novgorod aimed at introducing Indiana agribusiness to potential Russian business partners.

The program was funded by a U.S. Department of Education grant, and co-directed by professors Breschinsky and Michael Stitsworth, associate director of International Programs in Agriculture. This is the sixth consecutive grant the pair have received from various U.S. agencies to help fund Purdue undergraduate study programs in the former Soviet Union.

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FOCUS ON TECHNOLOGY

USING COMPUTER TECHNOLOGY FOR LANGUAGE LEARNING

Three FLL Professors Discuss Their Work

Maria Cooks, Spanish

Maria Cooks, assistant professor of Spanish, was FLL's first faculty member to use computer technology to enhance and accelerate the process of second language acquisition. She did this by creating hypermedia and multimedia computer interaction programs for Spanish language education and has published four video manuals for Spanish with Harcourt Brace publishers, the most recent with CD-Rom.



Maria Cooks

Please discuss your most recent work and comment on the fact that you were the first faculty member in this department's Romance Languages to use computer technology for teaching. How did this come about?

I became first interested in, and then fascinated by the role of computers in foreign language instruction in 1990 when I attended a CALICO (Computer Assisted Language Instruction Consortium) Conference at the Monterrey Language Institute, California, and visited the Army facilities there. With the use of computers the army greatly reduced the time needed to learn a language. Since then CALICO has provided a forum for learning more about new ways of using technology, and ways of assessing its role in language instruction.

At present, I am developing a multimedia video interaction which teaches language by

linking the forms, function and context of that language with their visual representations. This video interaction allows the user to segment the video into smaller units to aid comprehension. It also creates four different formats of interactions to help students get a better understanding of the video segment by interacting with the language presented on the video via listening, speaking, reading and writing activities. This video interaction also aims to develop critical thinking about the theme and context of the video via task-oriented, open-ended interactions that make the student focus on the relationships among the structure, context, and cultural values of the video.

What are your future goals?

To enhance, and accelerate the process of acquiring a second language by creating technologically-assisted tools. I want to enable grade school through university teachers with limited knowledge in computer technology to use technology-enhanced language learning materials to improve their instructional effectiveness. My current research is aimed at development of a multi-media program which will expand on the CALET (Computer-Aided Language Education Tools) software I developed a couple of years ago.

Tell us more about CALET. It is being used in several Spanish courses now, isn't it?

Yes. CALET is a hypercard-based authoring system I developed which teachers use for helping students to develop all four language skills: listening, speaking, reading, and writing. We look for 'oral literacy' in the first and second year and present programs and lessons the students first listen to, then read, and finally respond by writing about what they have heard. This is the 'student mode' part of the system and incorporates language drills of multiple-choice questions, matching pairs, fill-in-the-blanks, and jumbled sentences in the target language. Students can work on the lessons and exercises in the computer lab, and after they have completed a computer assignment it is automatically sent to a server where it is assessed and graded. It is very easy for

the instructors to keep track of each individual student's progress and adapt future exercises according to the strengths and weaknesses seen in the students' work.

So the instructors using CALET have a lot of autonomy in designing and preparing their lessons; they are not limited to a particular program or piece of software?

Exactly. The authoring system allows the creativity of each instructor to individualize her/his own class. This system also has the advantage that we can learn which lessons worked and which did not, and next semester we have a data bank of lessons from which to pick and choose and show instructors which ones we think are best, which ones didn't work so well, and why. Another advantage is that if you change the textbooks you are using with a particular class, or want to add a related electronic reading theme, you can do it readily.

This seems like a really new and innovative way of constantly revising the curriculum.

Yes, and also a way in which I can change the software according to feedback from the students and instructors who have used it. This is the exciting and challenging aspect of doing your own customized software instead of buying already made software. As I mentioned earlier, I am now working on CALET-multimedia, a new software that uses video on a CD-Rom. Students will have the computer lessons on video, and be able to hear and see the language in a visual context. This should prove to be an extremely important tool for teaching 'oral literacy.' As the technology advances I hope to be able to design software that will be even more interactive for students.

Caroline Grace, French

Caroline Grace, assistant professor of French, coordinates the lower division French program. She uses computer technology to teach the French 101-202 program and as part of her ongoing research. Students in first-year

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French meet weekly in one of Purdue's multimedia laboratories. During these sessions, students interact using the multimedia "Mais Oui!" CD-Rom (Houghton Mifflin, 1996) which features authentic interviews conducted throughout France. Students learn about the attitudes and everyday lives of French speaking people from all walks of life, while working on listening, speaking, and writing skills. Students in second-year French meet in multimedia laboratories bimonthly with these sessions centered on improving students' writing skills through cooperative writing activities.

Could you describe, for us, the research you are doing in language acquisition?

My main research interest is how to help beginning language students overcome barriers that can impede their success at higher levels of language learning. One such barrier is vocabulary acquisition. Today's CALL (computer-assisted language learning) software can provide effective tools to help students build vocabulary. A major decision foreign language teachers face when creating or selecting software for their program is whether the software should use the students' native



Caroline Grace

language as well as the target language. I am researching the effects of English on the retention of French CALL vocabulary for beginning second language learners. We use computers to present lessons and to gather data on the ways students use the different learning options available in the CALL lesson. These options include the use of visuals, French text and definitions, English translations, and aural presentations of the text.

How do you run your methodology course and train your teaching assistants?

My goal is to increase the French teaching assistant's awareness of foreign language pedagogy in the context of second language acquisition theories. Assignments include introspective journals on their own lesson plans, their observations of French 101-202 courses and other lower division foreign language courses. There are individualized observations, post-observation conferences, and at times, follow-up observations for students in the French teacher training course as well as other TAs in the French section.

How is your research affecting your own teaching?

I'm realizing that pedagogies intended for the L2 (second language) classroom cannot be directly applied to CALL. It is often assumed that L2 classroom pedagogies can be applied directly to computer-assisted language learning, just as they have been for L2 textbook development. Teachers and software developers have tended to directly apply pedagogies intended for the classroom context to CALL. However, I stress the fact that CALL and the traditional classroom offer two different environments. I am working to clarify those differences in an effort, not only to enhance my effectiveness as a teacher, but also to help other teachers better serve their students.

Susanne Rott, German

This fall, FLL welcomed Susanne Rott, new assistant professor of German, whose area of expertise is second-language acquisition and teaching. A recent Ph.D. from the University of Illinois, Susanne shared some of her ideas and goals for teaching and research at Purdue.

We're very excited to have you in the department, Susanne. You are a certified technology workshop leader in teaching German. How did you get this qualification?

I attended an AATG (American Association of Teachers of German) technology training seminar at St. Olaf's College in Minnesota in June. In the week-long workshop we discussed how to use computers in the curriculum to develop students communicative language skills, and how the use of computers can expand the classroom to the wider German culture.



Susanne Rott

What are the advantages of computer-assisted language learning?

Computer-assisted language instruction can enhance language learning and teaching in several ways. First of all, CALL motivates students: Using computers for learning is part of our students' way of life today. We find that they become more interested in the German culture when they can independently explore authentic German sources on the internet. Secondly, CALL intensifies interactive learning: using an effective computer program for independent homework and study that provides immediate feedback instead of waiting for papers to be graded and returned can accelerate student learning outside the classroom. A third advantage is that CALL fosters "real" communicative interaction like using e-mail for the meaningful exchange of information and ideas among students and instructors. Another big plus is that CALL frees instructors from repetitive grading so they can spend more time on individual assessment and interaction with their students, and developing new curriculum.

How will you use computer technology to teach German?

Our new first semester textbook *Kontakte* comes with an excellent CD-Rom with which students can do assignments and receive immediate feedback. During the fall semester my teaching assistants and I will assess our students to see how we can most effectively help them overcome any initial worries about using the computer technology. We will also enhance classroom instruction with internet activities such as shopping for furniture in a

German catalog, or putting together a travel guide for a German city. These will be structured activities with explicit goals. Students will not simply surf the net but gather explicit information about Germany which they will later share with their classmates as a follow up activity. After an introductory session on how to use e-mail, our 101 and 102 students will be paired up with students from a different class to engage in the exchange of new information using German to communicate via e-mail.

Are there any disadvantages to using CALL?

I don't think that CALL activities have any major disadvantages for the learning process. Some students may feel initially overwhelmed by the technology and get frustrated, but we provide the time and instruction to remedy this. As a curriculum developer I need to keep in mind what purpose the CALL activity should serve. CALL tasks not requiring students to interact with each other or the teacher can be done outside of class while valuable classroom time is reserved for person-to-person communication.

Do you think future technological advances will further enhance the teaching of languages?

In my capacity as an AATG technology workshop leader, I am planning a spring 1998 workshop, "Making effective use of the Internet to implement standards for foreign language learning," for high school German teachers in the area. I am very interested in teacher education and in sharing ideas with high school language teachers. I think we are at a stage where we have a lot of technological possibilities and many pedagogical suggestions on how to implement CALL tasks in the classroom. What is missing so far is the research confirming the effectiveness of CALL tasks for learners' language development.



THE CENTER FOR TELL

FLL's new Center for TELL (The Center for Technology-Enhanced Language Learning and Instruction) was established in January with a reinvestment grant from Vice-President Robert Ringel's office to support technology-oriented research and development in foreign language instruction. Sidney Pellissier, FLL's assistant head and associate professor of French, is principal investigator of the grant, and Atsushi Fukada, associate professor of Japanese is the current director.

The TELL center's first projects included Japanese professor Kazumi Hatasa's web-based interactive tutorial for undergraduate students and language teachers at all levels (K through college) on how to teach with technology, and a royalty-free collection of clip-art that can be used by teachers of all foreign languages. Kazumi also developed a set of culturally authentic Japanese photographs which Japanese teachers may download from the TELL center's web site.

USING COMPUTER TECHNOLOGY IN THE JAPANESE PROGRAM

Japanese instructional programs

The Japanese Language Program has installed a series of instructional software in the PUC (Purdue University Computer Center) labs for use by its students. Some of these programs teach kana (Japanese syllabic scripts), two of which, "Kana" and "World Geography", were written by FLL associate professor of Japanese, Kazumi Hatasa. There are also a vocabulary/kanji (Chinese characters) program with modules for JPNS 101 through 301; a vocabulary list generation program called AutoGloss; CATERS for reading practice and Jigsaw Listener for integrated learning. All of these programs are available to the general public free of cost.

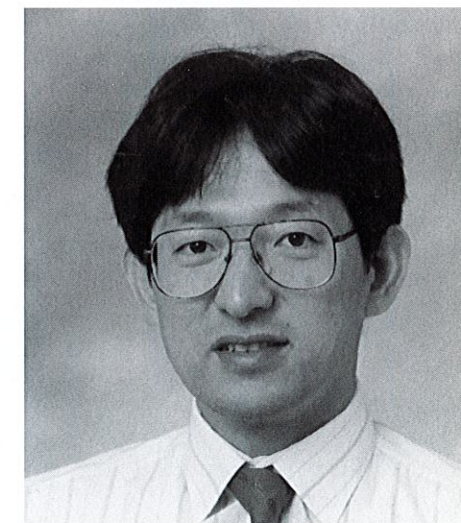
Japanese-related project Web site

Professors Hatasa and Fukada created and manage a series of web pages that provide the general public with information about some of the department's Japanese-related projects. There is also a document that contains detailed information about how to exchange e-mail in Japanese. This document has helped not only our students, but also Japanese language teachers and students all over the world. (Visit these web pages at: <http://www.sla.purdue.edu/fll/Japanese/>).

Other TELL center projects for 1997 include Allen Wood's (French) proposal to build a collection of passages from French literary texts which relate to business and economics with exercises and vocabulary help, and publish the finished product on the Web; Bob Channon's (Russian) proposal to computationally implement Russian verb conjugation and create an instructional application; Susanne Rott's (German) proposal to create web-based grammar exercises for German; Maria Cooks' (Spanish) proposal to revise and enhance the CALET system; and Floyd Merrell's (Spanish) proposal to create a hypertext version of his course packet for a culture and civilization course on the Web. For more information about the center's activities and services, please consult our web site at: <http://www.sla.purdue.edu/fll/TELLCenter.html>.

Home page for Japanese language courses

Atsushi Fukada created and manages a home page for Japanese language courses. It contains general technical information on how to



Atsushi Fukada

set up Netscape to read Japanese web pages, and has links to our teaching staff's individual home pages, individual courses' home pages, and to Japanese newspapers and tabloids.

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Use of mailing lists conducted in Japanese

In 3rd and 4th year courses, mailing lists are used as part of the required course work. These mailing lists function as discussion forums in which Japanese language students all over the world can exchange information and opinions in Japanese. This gives the students an opportunity to use Japanese for real communicative purposes.

CIC Project

Atsushi Fukada collaborates on a CIC (Committee on Institutional Cooperation) project titled "Development of Computer-based Materials for Japanese Instruction" with Northwestern and the University of Michigan. The purpose of this project is to collaboratively develop computer-based instructional materials for use in Japanese courses at each institution to enhance the quality and efficiency of instruction. Materials developed will be first shared among the three participating schools, and then made available to all CIC institutions. Finally, they will be released as freeware on the Internet as a contribution to the field of Japanese language teaching.



(For a intriguing glimpse of the students' experiences in Russia, see "My Most Memorable Experience" on the FLL web page at <http://www.sla.purdue.edu/fll>).

Spanish and Portuguese

Congratulations to **Silvia Dapía** and **Marcia Stephenson** both promoted to the rank of associate professor of Spanish effective August, 1997.

Marcia Stephenson traveled to La Paz, Bolivia this summer to give two invited presentations. One was to a group of Aymara and Quechua activists and intellectuals, who work with rural indigenous communities or *ayllus*, and hope to reconstitute traditional Andean forms of governance. The other was to a group of Aymara women from the Belen *ayllu* in Achacachi wanting to hear a comparative analysis of the intersections of race and gender relations in Bolivia and the United States.

Paz Macías-Fernández joins us as assistant professor of Spanish. She received her Ph.D. from Cornell University and came to Purdue from Georgia State University where she was an assistant professor of Spanish. Her areas of specialization are 18th- and 19th- century Spanish peninsula literature and cultural and women's studies.

The education office of the Embassy of Spain offers numerous scholarships for their summer institute programs on Spanish language and culture, and children's literature in Spanish, held at the University of Salamanca in Salamanca, Spain and at the Universidad Complutense in Madrid, Spain. These scholarships are open to U.S. and Canadian teachers of Spanish as a foreign language, grades K-12 and community college, for the Spanish language and culture courses, and to teachers in bilingual programs, grades K-8, for the children's literature in Spanish courses. For further information and application forms, write or call the Education Office of the Embassy of Spain, 2375 Pennsylvania Ave., NW., Washington, DC 20037. Phone: (202) 728-2335. Fax: (202) 728-2313

Increasing enrollments for Portuguese have made it the fifth most popular language in FLL. We were joined this semester by the following new teaching assistants or lecturers: **Elizabeth Birkinshaw**, **José dos Santos**, and **Mariana Monteiro**. Professor **Paul Dixon** and **Betty Cook** are writing their own textbook and exercises for the four-semester beginning Portuguese sequence. The text, entitled *Falamos, sim*, will include a set of computer drills.



VISIT OUR WEB PAGES

For a variety of interesting information about the Department of Foreign Languages and Literatures, see our web page at: <http://www.sla.purdue.edu/fll/>



New campanile (top right) peeks over the roof of Stanley Coulter Hall.

E-MAIL FROM MOSCOW

Karen Stephanie of Park Ridge, Illinois received her degree in Russian language from Purdue last May. In June, she left for Moscow, Russia, to take up an internship with AK&M (Analysis, Consultation and Marketing), a Russian company that provides information services about the Russian stock market. Karen found this internship through AIESEC (a French acronym for the international association of students in economics and business management, pronounced Aye-sec), an international student organization that operates in 87 countries and has 50 chapters in the US. Karen had been a member of AIESEC-Purdue, for two years and was matched to her internship through a fellow AIESEC member, Denis, from Moscow State University whom she met at an international AIESEC conference in Macedonia last year. They kept in touch after the conference and three months later he recommended Karen when an AIESEC student internship sponsored by Moscow State became available. Through e-mail, Karen has kept her family and friends informed of her life and work in Russia. Below she shares some of these experiences with us.

"Hi everyone:

"I arrived in Moscow on June 8. Everything is going great: work, living arrangements, and friends. I went to St. Petersburg for four days with friends from AIESEC, Moscow State University. We were met by other AIESECers from the two local committees in St. Petersburg who took us all around. We had a great time. The company I work for, AK&M, gathers news from the mass media, contacts companies for information, and trades stock prices.



With the Kremlin in the background, Karen, right, poses with Russian friend, Alyosha.



Karen poses with a statue of the old man with the golden fish in the new Manezhnyi Ploshad (square), completed for Moscow's 850th anniversary. The statues in the square depict folk tales—this one being Pushkin's "Story of the Golden Fish."

"There are very few companies like this in Russia and it's hard to track what's happening because most stock purchasing is done over the phone instead of through one central stock exchange. I've been doing mostly translating, but I'm hoping to do marketing and customer service as well. We put out a bulletin every week which includes news about the companies we work with, graphs of share prices, news that we get on-line and from Reuters. I do the translating for this and any other news releases. I'm learning a whole new language of technical terms: telecommunications, metallurgy, stock auctions etc.

"I rent a room in a two-bedroom apartment from a very nice older lady called Valentina Ivanovna. My room has a balcony, two beds, a closet and a desk, and is very clean and comfortable. I have my own keys and am free to come and go as I please. It's about an hour's travel from the center of the city but the air is fresher and we are not far from the metro. I work from 10 a.m. to 7 p.m. so don't have a lot of time to do much after work.

"Although there are an increasing number of western style stores, they are too expensive for a poor intern like me. I go to the market to buy my foodstuffs for the week. Fruits and vegetables are not the only things you can buy at markets; there are also markets for clothing, shoes, electronics, compact discs etc. Buying at the market or from people selling at the metro entrances is cheaper and tax free, so most people buy this way. For a social life, Russians get together with friends, go to the movies, the theater, or hang out at home like people in the US.

"Many people in Moscow own or rent a *dacha*. If they don't have a car they take the *electriczka*, an electric train that goes into the country. The average *dacha* is a small house, like a summer cottage, that usually has a garden and fruit trees. When people go to their *dachas* they take care of the property, do repairs, gather fruits and vegetables that grow there. A lot of people like to gather mushrooms that grow in the forests, and if there's a lake nearby, they swim.

"The basic diet here is meat, potatoes, rice, fish, salads and soups. Salad is often cabbage and carrots sliced up thin (sort of like coleslaw). Other common salads include beets and apples, eggs, peas and mayonnaise. Russians seldom use spices in their cooking so the food is a little bland. They eat a lot of meat; one thing I found strange at first was that they eat their leftover meat and potatoes for breakfast.

"Young Russians do the same things that young Americans do. One big difference is that there is no legal drinking age here so those under 21 can buy beer or liquor at the store. The style of clothes is different, especially in the summer when people tend to dress a little funky. The type of clothes for young people is reminiscent of the American 70s: oval sunglasses with lots of plastic around the lenses, long lapels, tight sundresses with daisies. Also shoes with huge, thick soles or very high heels are 'in'.

"One thing that drives me crazy is the pricing system here for museums, exhibitions, long-distance transportation, etc. All of these things

(Continued on page 10, column 1)

are twice as expensive for foreigners—as if all foreigners are rich. If I go to a museum, I can have a Russian buy my ticket at the Russian price, but when I went to St. Petersburg by train, I had to pay 150,000 RR for my ticket whereas my Russian friends paid only 80,000 RR for the same seat. Tickets are sold according to your passport. In St. Petersburg, we stayed at a “hotel” which was really one floor of a student dorm. When the managers found out I was a foreigner, they wanted me to pay the equivalent of \$10 a day whereas my Russian friends paid \$6-7. Eventually they allowed me to stay at the cheaper price if we all promised to speak only Russian in the hotel. I never speak English with my Russian friends anyway.”

When Karen’s internship in Moscow ends in November, she plans to move to Kazakhstan where she will work for six months for an investment firm in Almaty. She has already succeeded in persuading her future employer in Almaty to create a new AIESEC internship so other students may benefit from this opportunity in the future. While working in Almaty Karen will share an apartment with her former host sister with whose family she stayed, as a high school student, during 1991-1992, at the time of the collapse of the former Soviet Union.♦

GIFTS RECEIVED IN 1997

Many thanks to all the following friends and alumni, whose generous contributions have supported special events and educational activities and opportunities in our department.

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Mrs. Sonia Barash
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lated into the united Germany. We send our heartfelt congratulations to Dan on his highly commendable achievement.♦

Please send alumni news and information to:

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ALUMNI NEWS

Dan Ruth (BA German Education, 1973; MA German, 1981)

The Indiana Foreign Language Teachers Association runs an annual competition for the Lorraine A. Strasheim Memorial Scholarship. For practicing teachers, the scholarship awards financial support for a project, including travel to the country in which the language they teach, is spoken. FLL is proud to announce that IFLTA has awarded this prestigious scholarship for 1997 to Purdue alum Dan Ruth of Michigan City, Indiana. The award will be presented at the Adams Mark Hotel near the Indianapolis airport on November 6-8, 1997 at the annual IFLTA meeting. Dan Ruth teaches German and his project investigates how former East German youths have assim-

A SELECTION OF BOOKS PUBLISHED BY FLL FACULTY, 1996/1997

In the past year our faculty published 22 books, had another 16 books accepted for publication, produced 36 book chapters, authored 65 refereed articles, either published or pending, wrote 29 reviews and gave 76 conference presentations. For a complete listing, please see our web page at: <http://www.sla.purdue.edu/fll/>.

Jeanette Beer (French):
Translation, Theory and Practice in the Middle Ages, ed. Jeanette Beer, Kalamazoo: Medieval Institute Publications, 1997, 293 pp.

Paul Dixon (Portuguese):
Espelho: Revista Machadiana, No. 2, 1996, ed. Paul Dixon.

Atsushi Fukada (Japanese):
Development of the System for Teaching and Evaluating Reading Skills—in Scientific and Technical Japanese—, coauthored with

13 other researchers, Research report for a Science Research Grant (Ministry of Education, Japan), Tsukuba University, 1997.

Alan Garfinkel (Spanish):
Explorando con la familia de los monstruos: Exploratory Activities for Beginning Spanish Classes, coauthored with Thomas W. Alsop. Auburn Hills: Teacher’s Discovery, 1997, 150 pp.

Wei Hong (Chinese):
Practical Business Chinese, San Francisco: China Books and Periodicals, April, 1997.

Floyd Merrell (Spanish):
Pierce, Signs, and Meaning, Toronto: University of Toronto Press, 1997.

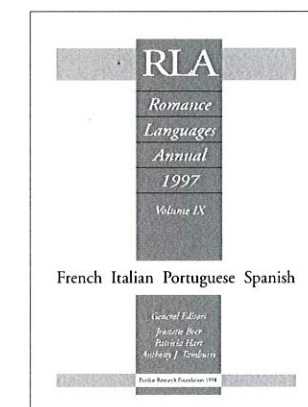
Herbert Rowland (German):
Matthias Claudius: Language as “Infamous Funnel” and Its Imperatives, Madison,

NJ: Fairleigh-Dickinson University Press, 1997, 335 pp.

Tracy D. Sharpley-Whiting (French):
Fanon: A Critical Reader, ed. Tracy Sharpley-Whiting, Lewis R. Gordon, and Renée T. White. London; Cambridge, MA: Blackwell, 1996.

Anthony Tamburri (Italian):
Italian Americans and the Media, ed. Mary Jo Bona and Anthony Tamburri, Staten Island: AIHA, 1996.♦

RLA ANNUAL 1997 TO APPEAR THIS SUMMER



The ninth volume of *Romance Languages Annual*, a collection of papers presented at the October 1997 Conference on Romance Languages and Film, is now in production. Publication is projected for summer 1997. The conference took place at Purdue University last October 9–11. The general editors are Jeanette Beer (French), Patricia Hart (Spanish), and Anthony Julian Tamburri (Italian).

The tenth anniversary conference will be held next year, October 15–17, 1998. Deadline for submission of papers is March 13, 1998. For further information contact Production Editor and Coordinator Deborah S. Starewich at (765) 494-7691; fax: (765) 496-1700; e-mail: dstarew@purdue.edu.♦

FLL RETIREMENT



Enrique Caracciolo-Trejo with students and colleagues at a reception celebrating his retirement held at Purdue’s Memorial Union.

In May we said goodbye to Enrique Caracciolo-Trejo, professor of Spanish in FLL for 17 years. Enrique has retired to England and France where he joins his wife, Nilda, and family. Enrique also served as series editor of

the Purdue Studies in Romance Literatures. We wish him much happiness in his retirement. If you would like to contact Enrique, you can reach him on e-mail at: e.caracciolo@wanadoo.fr.♦

