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# LANGUAGE LEARNING CENTER NEWSLETTER

UNIVERSITY OF HAWAII AT MĀNOA

Spring 2003

Volume 13 No. 2

## THE COLLEGE OF LLL WELCOMES 2 NEW CENTERS

The College of Languages, Linguistics & Literature is pleased to introduce 2 new centers.

The **Language Analysis and Experimentation Labs** are research and teaching facilities dedicated to human language and the cognitive mechanisms responsible for it. The LAE Labs house tools for research on the articulation, acoustics, and perception of speech, the production and recognition of words, and the processing of sentences and discourse. Instruments and equipment used by faculty and student researchers in these labs include audio and video recording hardware, acoustic analysis software, articulatory measurement devices, eye-tracking equipment, large language corpora, tools for building computational models of linguistic and cognitive behavior, and software for experimental design and analysis. The labs are housed in Moore Hall 162, Moore Hall 427, and Room 107 in the temporary portables behind the Center for Korean Studies.

Interested in using the LAE Labs for your future research and taking a tour of the facilities to see firsthand what's available? You're in luck! The LAE Labs will be having an Open House early this semester to familiarize interested faculty and students with what it offers. See page 5 for more details.

For more information about the LAE Labs, visit their website at [www.ling.hawaii.edu/lae/](http://www.ling.hawaii.edu/lae/) or contact the Labs Supervisor, Dr. Victoria Anderson (Linguistics), at [vanderso@hawaii.edu](mailto:vanderso@hawaii.edu).

The **Charlene Sato Center for Pidgin, Creole and Dialect Studies** (or the Sato Center for short) was set up in January 2002. The aim of the Center is to conduct research on pidgin and creole languages and unstandardized dialects - especially research that would be of some benefit to speakers of such varieties.

The Center is named after the late Charlene "Charlie" Sato, who was a well-loved member of the now Department of Second Language Studies, a popular teacher, a tireless supporter of Pidgin in Hawai'i, and

an outstanding researcher in second language acquisition and pidgin/creole studies.

The Center has started a new lecture series, held the last Thursday of each month. The speakers in 2002 were Jeff Siegel (UH): "The logical problem of substrate influence in creoles (and the role of second language acquisition)"; Claire Lefebvre (University of Quebec): "The role of the cognitive process of relexification in the genesis of new languages"; Joseph E. Grimes (SIL): "Doing lexicography in the Creole of Hawai'i"; Hirokuni Masuda (UH Hilo): "Pidgin is what we were born with: Seating Creolistics at the heart of linguistic science"; Theodore Rodgers (Professor Emeritus, UH): "Pidgin and pedagogy in Hawai'i: The first hundred years"; and Barbara F. Grimes (SIL): "Creoles around the world." Another program of speakers is lined up for 2003.

The Center has also been busy working on the Pidgin Today Project, gathering data on current Hawai'i Creole English. Ten field workers, mostly UH students, have been working for the project making tape recordings of Pidgin speakers. The Sato Center is located in room TP 101, in the "temporary portable" buildings behind the Center for Korean Studies, phone 956-2704.

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We appreciate feedback: [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu)

### **New LLC Website**

The Language Learning Center is pleased to announce our new, updated website. Please go to <http://www.lll.hawaii.edu/llc> to check out our new look and to learn about some of the new services that we are offering. There are also some new policies and procedures. In particular, please check out our new on-line reservation form for class labs, Moore 155A and 259. Now you can make your request on-line and do not have to come in and fill out a form. Computer lab reservations may also be made on-line. Equipment reservations still must be made by filling out our reservation form, but you can now download the form from our website, print it, fill it in and just drop it off or FAX it to 956-5134. Forms are also still available in Moore 256 as in the past.

If you have any questions about our new website and procedures or on how to use the on-line reservation form, please feel free to contact us. We would also appreciate any feedback you may have on the on-line reservation form or the website as a whole.

### **Spring 2003 MCL Computer Lab Hours Are:**

PC Lab (Moore 153A)  
M-F 8:00 am - 7:00 pm

Mac Lab (Moore 155B)  
M-F 9:00 am - 4:00 pm

*SPRING SEMESTER - PC LAB  
OPEN TILL 7 PM*

### **CALL FOR VOLUNTEERS**

The Multimedia Computer Lab is looking for volunteers to serve as Mac Lab (Moore 155B) or PC Lab (Moore 153A) monitors for Spring Semester 2003.

Perks of the job include the Lab Monitors' Orientation Pizza Party (where you get trained in handling monitor duties), the exclusive use of the lab monitor's computer station during your shift, and the respect and appreciation of the MCL and your colleagues for undertaking this valuable service!

For more information about signing up or about available shifts, please contact Yao Zhang at [labmontr@hawaii.edu](mailto:labmontr@hawaii.edu) or [yaozhang@hawaii.edu](mailto:yaozhang@hawaii.edu). Mahalo nui loa!



The American Association for Applied Linguistics is holding the 2003 Annual Conference in Arlington, Virginia at the Sheraton National Hotel, on March 22-25, 2003. For Annual Conference information, news, updates, and registration, please visit the 2003 Conference website at <http://www.aal.org/aaal2003/>

**The early registration deadline is February 2, 2003.** You may register at: <http://www.aal.org/aaal2003/register.html>

For hotel reservations, contact:

Sheraton National Hotel  
Columbia Pike & Washington Boulevard  
900 South Orme Street  
Arlington, Virginia 22204  
Phone: (703) 521-1900

A **special conference hotel reservation rate** has been negotiated for attendees. Please inform the hotel representative that you will be attending the conference for the American Association for Applied Linguistics. You may also reserve your hotel room by fax. A reservation form (with fax number) can be found at: <http://www.aal.org/aaal2003/reserveroom.pdf>

**The conference rate at the hotel is only guaranteed until Wednesday, February 19, 2003.**

**Student volunteers** are still needed for the conference. All volunteers will have their **registration fees waived**. Volunteers are required to work a 4 hour shift. A student volunteer sheet can be found at: <http://www.aal.org/aaal2003/Volunteer.pdf>

Volunteers to serve as **session chairs are also needed**. Any interested parties should contact Jim Yoshioka at [aaal2003@hawaii.edu](mailto:aaal2003@hawaii.edu). Please note, this duty does NOT earn a waiver of registration.

<http://www.aal.org/aaal2003/>

#### PLENARY SPEAKERS

Patricia A. Duff, University of British Columbia  
*New directions and issues in second language socialization research*

William O'Grady, University of Hawai'i at Manoa  
*Language without grammar: Some implications for applied linguistics*

Geoffrey Nunberg, Stanford University  
*Language questions*

Georgette Ioup, University of New Orleans  
*What's age got to do with it?*

Honorable Robert A. Underwood, Former Representative to the US Congress from Guam  
*Indigenous language survival in 21st century America: Improbable or just impossible?*

Joshua Fishman, Yeshiva University (emeritus) and Stanford University (visiting)  
*If sociolinguistics is applied, then what is theoretical?*

#### JOINT AAAL/ILTA COLLOQUIUM

*New voices in applied linguistics and language testing*

Organizers: Larry Selinker, New York University & Fred Davidson, University of Illinois at Urbana-Champaign

#### INVITED COLLOQUIA

*Classroom talks: A conversation analytic perspective*  
Organizer: Numa Markee, University of Illinois at Urbana-Champaign

*The discourse of health care dilemmas*  
Organizer: Heidi Hamilton, Georgetown University

*Instructed second language acquisition*  
Organizer: Catherine Doughty, University of Hawai'i at Manoa

*Cognitive linguistics and second language acquisition*  
Organizer: Peter Robinson, Aoyama Gakuin University

*The development of academic competence in adolescent English learners*  
Organizer: Aída Walqui, WestEd



Language  
Learning &  
Technology

a refereed journal for second and foreign language educators

# llt.msu.edu

IT'S FREE . . . CHECK IT OUT!

new issue

January 2003

**FREE ONLINE JOURNALS! CHECK THEM OUT!**

## Reading in a Foreign Language

*A refereed international online journal of issues in foreign language reading and literacy, co-sponsored by the National Foreign Language Resource Center and the Department of Second Language Studies at the University of Hawai'i at Manoa*

### ARTICLES FROM THE CURRENT ISSUE:

- Redefining Motivation to Read in a Foreign Language (Setsuko Mori)
- Chinese L1 Schoolchildren Reading in English: The Effects of Rhetorical Patterns (Alastair Sharp)
- Top Ten Principles for Teaching Extensive Reading (Richard Day)

The next issue will be out in April. The editors welcome your manuscript submissions. For more information about RFL or to peruse the journal, visit:

<http://nflrc.hawaii.edu/rfl/>

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# Spring 2003

## Demos & Discussions

(no registration required)

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### **BRIX - Tools for Language Course Creation**

**Thursday, January 23**

**12:00–1:00, Moore 155A**

**Led by Stephen Fleming (NFLRC) & Manisa Sawatpanit (SLTCC)**

This session will describe the development of a courseware authoring tool, BRIX, which was built specifically for the second language acquisition domain. Specific requirements of online language learning and the inadequacy of commercial course management systems with respect to these requirements will be discussed. BRIX has been developed to fulfill language educators' requirements focusing on reading, writing, and listening activities. The design of BRIX is based on pedagogic approaches and theories of teaching and learning second languages and on the results of analytic and empirical evaluation of test versions of the software. Attendees of the session will become familiar with BRIX courseware tools and their applicability to and limitations for language instruction and can assess the suitability of BRIX for their own future instructional needs.

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### **LAE Labs Open House**

**Friday, January 31**

**1:00–4:00, Phonetics Lab (Moore 162), General Lab (TP 107), & Tracker Lab (Moore 427)**

**LAE Lab staff**

What are the LAE Labs? When are the Labs open? How do I copy my audiocassettes and videos to a computer? How can I look at visual representations of speech sounds? How can I investigate learners' perceptions of speech sounds? What language databases can I find in the Labs? What statistical analysis packages are available in the Labs? How do I become a lab member? For the answers to these and other questions, come to the LAE Labs Open House, Friday, January 31, from 1:00 to 4:00 p.m. Lab staff will be on hand at all 3 locations to show you around. Locations - Phonetics Lab (Moore 162), General Lab (Room 107 in the second temporary portable building behind the Center for Korean Studies), & Tracker Lab (Moore 427). See cover story for more about the LAE Labs.

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### **The Survival of Pacific Languages in the 21st Century: Improbable or Just Impossible?**

**Friday, March 21**

**12:00–1:00, Center for Korean Studies auditorium**

**Honorable Robert A. Underwood, Former Representative to the US Congress from Guam**

For those of you who cannot attend the AAAL 2003 Conference in Arlington, VA (see page 3), we have some good news for you! We're bringing part of it to you! The Honorable Robert A. Underwood, Former Representative to the US Congress from Guam, who will be giving the fifth plenary talk at the conference, will be stopping here in Hawai'i to deliver a similar presentation here at the University of Hawai'i. His talk will explore the relationship between language policy and indigenous language survival in the U.S., particularly with Pacific island languages. He will discuss the lack of clarity of the meaning of "language survival" and the failure of federal policy and education in supporting language survival. Don't miss it! Light refreshments will be served after the talk.

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# Workshops

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1

### PowerPoint Made Easy

Thursday, January 23, 10:30-12:00  
(Mac Lab • Moore 155B)  
led by Steve Jacques, HELP

A step-by-step workshop to introduce language teachers to PowerPoint. We will discuss applicability to in-class and out-of-class situations, as well as learn how to create your own presentations and teach your language students how to do so. Participants will receive easy-to-follow instructions which can be translated into the appropriate foreign language for in-class projects. (Please bring a Mac-formatted Zip disk if you would like to save what you created during the workshop).

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2

### Introduction to Wenlin

Tuesday, January 28, 2:30-4:00  
(Mac Lab • Moore 155B)  
led by Yao Zhang, LLC

This is an intro/demo and possible hands-on workshop of the Chinese software Wenlin. Wenlin has the following features: Chinese text word processing for writing in both *fanti* and *jianti*, user designed flashcards, stroke-by-stroke display of characters, handwriting recognition, a search feature to find characters in existing texts, a pronunciation unit, a database of character compounds and their frequencies, and most importantly, a user-modifiable dictionary/database.

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3

### Creating a Web Page on UHUNIX with Netscape Composer

SESSION 1: Wednesday, February 19, 3:00-4:30  
SESSION 2: Tuesday, February 25, 3:00-4:30  
(PC Lab • Moore 153A)  
led by Dong-Wan Kang, LLC

Every UH faculty member and student receives a UHUNIX account with 20 MB of space. You can take advantage of this space by creating your own personal homepage. This workshop walks you step-by-step through the process of creating and updating your website on UHUNIX by using Netscape Composer. No experience is required.

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4

### Using Outlook - It's Not Just for Email

Tuesday, March 4, 10:30-12:00  
(PC Lab • Moore 153A)  
led by John Standal, LLC

The lab begins by covering the proper installation of Outlook (which includes a necessary service release for pre Outlook XP). Next we cover setting up Outlook to access the UH's email servers using either POP or IMAP. We then move on to cover mail folders, which let you group your messages for logical storage. Next we cover using the Outlook Contacts. Contacts is a powerful address book with many functions that you can also use when you address your email messages. Finally we will cover the wonderful Outlook Calendar, which makes storing dates and recurring appointments a breeze.

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## MASTER MICROSOFT WORD!

IT IS HIGHLY RECOMMENDED YOU TAKE ALL WORD CLASSES IN THE SERIES (#5-10). EACH BUILDS UPON SKILLS LEARNED IN THE PREVIOUS CLASS.



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5

### WORD Basics (I): FORMATTING

Friday, January 24, 1:00-2:30  
(Mac Lab • Moore 155B)  
led by Pam DaGrossa, NFLRC

You've mastered font type and size, but do you know how to spread words out? Are you confident formatting margins, indentation, spacing, columns, and sections? How do you change from one column to two, and back again? Come and master these six formatting techniques.

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6

### WORD Basics (II): TABS & RULERS

Friday, January 31, 1:00-2:30  
(Mac Lab • Moore 155B)  
led by Deborah Masterson, NFLRC

Don't be ashamed to admit you're not quite clear on how to use basic WORD functions: tabs & rulers. You're not alone.



# W \* r k s h \* p s

7

## WORD Basics (III): HEADERS, FOOTERS, & PAGE NUMBERS

Friday, February 7, 1:00-2:30

(Mac Lab • Moore 155B)

led by *Deborah Masterson, NFLRC*

Even pages? Odd pages? Different first page? Tame headers and footers and learn how to make those pesky page numbers appear in the right place!

8

## WORD Basics (IV): TABLES

Friday, February 14, 1:00-2:30

(Mac Lab • Moore 155B)

led by *Pam DaGrossa, NFLRC*

Never again battle with fickle tabs; corral your data into tables which allow you to easily manipulate it. You can sort data alphabetically and numerically, perform calculations, and even created colored graphs and charts within your Word document.

9

## WORD Basics (V): STYLES

Friday, February 28, 1:00-2:30

(Mac Lab • Moore 155B)

led by *Pam DaGrossa, NFLRC*

Styles save time. Tired of tab, tab, tabbing, and playing with line spacing, indentation, and fonts to keep your document's formatting consistent? Styles are the solution. Participate in a quick and dirty demonstration of Styles and how to use them.

10

## WORD Basics (VI): REVIEW TOOL

Friday, March 7, 1:00-2:30

(Mac Lab • Moore 155B)

led by *Pam DaGrossa, NFLRC*

Did you know that there is a tool in Word that lets you make changes to a document while maintaining it's original form? The Review tool is a fantastic option when you want to give (or receive) feedback on a document without permanently altering it, leaving the author the choice of accepting or rejecting the changes.

## Register now for Spring 2003 Workshops!

Faculty, staff, and graduate students in language departments may register for workshops by e-mail or voice mail on a first-come first-served basis. Please note that **the maximum number of participants in each workshop is 20**, so register now!

via e-mail: [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu)

Type S2003 WORKSHOP REG in the subject header. In the message, include your name, position / title, department, e-mail address, daytime phone, and your workshop selections. Be sure to include both the number and title of each workshop you would like to attend.

PINE 3.91 COMPOSE MESSAGE	
To:	sltcc@hawaii.edu
Cc:	
Attchmnt:	
Subject:	S2003 WORKSHOP REG
----- Message Text -----	
name:	Anita Vukashun
e-mail:	vukashun@hawaii.edu
title/position:	grad student
dept:	LLEA
phone:	X62222
I would like to register for the following workshops: #1 PowerPoint Made Easy #5-10 Master Microsoft Word	

via voice mail: (95)6-9424

Leave a voice mail message in the following form: "Aloha! My name is Anita Vukashun (spelled V-U-K-A-S-H-U-N) and I am a graduate student in the LLEA Department. I would like to register for the following workshops: #1 PowerPoint Made Easy and #5-10 Master Microsoft Word. I can be reached by phone during the day at 956-2222. Mahalo."

Be sure to include both the number and title of each workshop you would like to attend.

# Professional Development Opportunities abound . . .



The summer conference of the Society for Pidgin and Creole Linguistics will be held August 14-17, 2003 at the Imin International Conference Center at the University of Hawai'i. This is first SPCL conference to be held in the Pacific region! In addition to the usual papers on the linguistic aspects of pidgins, creoles and other language contact varieties, SPCL '03 will feature special sessions on creole literature and applied issues, such as the use of such language varieties in education. Plenary speakers will be Derek Bickerton (Professor Emeritus, UH), Barbara Lalla (University of the West Indies) and Kenneth Sumbuk (University of Papua New Guinea).

The **call for papers (deadline - February 28, 2003)** and further information about the conference can be found on the SPCL '03 web site: <http://www.hawaii.edu/spcl03>. Or send an email to [spcl03@hawaii.edu](mailto:spcl03@hawaii.edu).



Hawai'i Association of Language Teachers (HALT) and Hawai'i TESOL present:

**COME TOGETHER  
Celebrate Languages**

**First Joint Conference  
by Hawai'i TESOL & HALT**

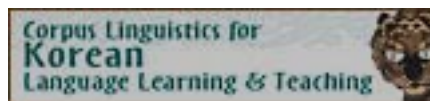
**February 22, 2003**

**8:30 a.m. - 3:30 p.m.**

**Kapi'olani Community College, Honolulu, HI**

The 2003 Joint HALT/ Hawai'i TESOL Conference seeks to facilitate the sharing of resources, innovations, and information on issues relevant to Hawaii's unique language teaching community.

**For updates, visit <http://halthome.org>**



The NFLRC Summer Institute workshop *Corpus Linguistics for Korean Language Learning and Teaching* will acquaint participants with the basic concepts of corpus linguistics, including corpus construction and annotation, concordancing, frequency counts and ranks, grammatical tagging, and related concepts. Participants will learn how to access Korean corpora and how to use the available computer programs for Korean corpus analysis. The workshop will outline techniques for the teacher to use in materials preparation and curriculum design and for the individual learner to use in exploring meaning, structure, and use in Korean. In the second part of the workshop, participants will engage in individual projects chosen with their own learning goals in mind.

**The deadline for online applications is February 1.** <http://www.nflrc.hawaii.edu/prodev/CLKor/>



*The Teacher Portfolio & Preparation Series (TiPPS) is designed to help future language educators (specifically graduate students in language departments at UHM) prepare for the job market they will face upon graduation. The 7-part TiPPS workshop will focus on helping participants develop a teacher portfolio (statement of teaching philosophy, documentation of their teaching) and prepare for their job hunt (tips for job searches, tailoring curriculum vitae, writing effective cover letters, and interviews).*

**The next TiPPS session will be held this summer. For more information, visit our new website:**

**<http://www.lll.hawaii.edu/sltcc/tipps/>**

Can't wait for the workshop and need teacher portfolio/job hunt tips right now? Check out our website resources!



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## . . . in Hawai'i and all around!

*Besides the National Foreign Language Resource Center at the University of Hawai'i at Manoa, there are 13 other national Language Resource Centers (<http://nflrc.msu.edu>). Check out their websites to find out about their Summer Institutes and workshops!*

### CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER)

The Pennsylvania State University  
Website: <http://calper.la.psu.edu>

### CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA)

University of Minnesota  
Website: <http://carla.acad.umn.edu>

### CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS)

University of Oregon  
Website: <http://casls.uoregon.edu>

### CENTER FOR LANGUAGES OF THE CENTRAL ASIAN REGION (CELCAR)

Indiana University  
Website: <http://www.indiana.edu/~celcar>

### CENTER FOR LANGUAGE EDUCATION AND RESEARCH (CLEAR)

Michigan State University  
Website: <http://clear.msu.edu>

### LANGUAGE ACQUISITION RESOURCE CENTER (LARC)

San Diego State University  
Website: <http://larcnet.sdsu.edu>

### NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)

University of Wisconsin-Madison  
Website: <http://african.lss.wisc.edu/nalrc>

### NATIONAL CAPITAL LANGUAGE RESOURCE CENTER (NCLRC)

Consortium of Georgetown University, the Center for Applied Linguistics, & the George Washington University  
Website: <http://www.nclrc.org>

### NATIONAL EAST ASIAN LANGUAGES RESOURCE CENTER (NEALRC)

The Ohio State University  
Website: <http://nealrc.osu.edu>

### NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)

University of Hawai'i at Manoa  
Website: <http://nflrc.hawaii.edu>

### NATIONAL K-12 FOREIGN LANGUAGE RESOURCE CENTER

Iowa State University  
Website: <http://www.educ.iastate.edu/nflrc>

### NATIONAL MIDDLE EAST LANGUAGE RESOURCE CENTER (NMELRC)

Brigham Young University  
Website: <http://nmelrc.byu.edu>

### SLAVIC AND EAST EUROPEAN LANGUAGE RESOURCE CENTER (SEELRC)

Consortium of Duke University and the University of North Carolina-Chapel Hill  
Website: <http://seelrc.org>

### SOUTH ASIA LANGUAGE RESOURCE CENTER (SALRC)

The University of Chicago  
Website: <http://salrc.uchicago.edu>

**Joint LRC website - <http://nflrc.msu.edu>**



The College of Languages, Linguistics and Literature, with the many diverse languages it teaches and its wide range of experienced faculty and students, serves as a valuable resource. We are hoping to tap into that resource with the introduction of a brand new LLC Newsletter column devoted to the sharing of language teaching ideas, activities, strategies, and approaches and called "The Teachers' Corner."

Got a favorite "never fail" teaching activity? Been doing innovative work with technology in the classroom? Have good suggestions for classroom management? Developed project ideas that really get your students to use the language in the classroom? We welcome submissions on any topic. If you're interested in contributing, please **send your idea or activity to us at [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu) by May 30, 2003**. All submissions will be considered, and those that are accepted will appear in future issues of the LLC Newsletter. (Grad students, this is a great opportunity to add to the list of publications on your resume or CV).

### "Making Cyber Friends in Your Target Language"

**Level:** Beginning

**Skill area(s):** Reading and Writing

**National standard areas:** Communication, Culture, Community, and Comparisons

**Aims:**

- To provide an authentic opportunity to communicate with native speakers of Japanese by exchanging letters (e.g., to obtain information, express personal feeling and emotions, and exchange opinions).
- To gain knowledge and understanding of cultural differences or similarities between the U.S. and the target culture.

- To get actively involved in multilingual communities beyond the school setting using the target language as the medium.
- To practice reading and writing in the target language through authentically produced letters.
- Taking advantage of IT (Information Technology) available today, to expand the relationship among students from a pen pal to an e-pal (e-mail "cyber" friend).
- To understand the concept of culture through comparisons of the target culture and the students' (L1) culture, which in this case is to learn the different ways of writing letters in different countries.

**Preparation time:** Approximately 3-4 weeks (and on-going for the e-mail exchanging stage).

**Activity time:** Integration of intra- and extra-curricular activity.

### PROCEDURE

1) The first step needs to be locating a suitable group of pen pals for your students. For example, if your students are learning Japanese, you should find a classroom of Japanese students. This can be done by contacting colleagues and friends in the target language country, or by numerous Internet forums designed just for this (see "Variations"). Our students' pen pals were from Miyazaki International College, found through one of our colleagues who teaches there.

2) Once you've located a suitable group of pen pals, conduct a lesson about letter-writing in the L2 culture. Our lesson on Japanese, for example, included information on how to write letters when using vertical writing (in addition to horizontal writing), how to address letters to Japan (since the address system is quite different), and what sorts of topics are generally included in a Japanese-language letter.

3) An optional activity which can be included is having the students fill out Venn diagrams pertaining to the letter-writing activity. In our class, we had students fill out Venn diagrams comparing Japanese letter-writing protocols with letter-writing protocols in their L1 culture. [See Venn diagram sample for the sorts of comparisons arrived at by the students.] These Venn diagrams can not only be used for comparisons, but can be the basis for sharing sessions in the classroom.

4) After a little introduction to Japanese letter-writing, have the students write letters to their pen pals for the first time, preferably through the post, rather than email. The students can be paired up with a student from the L2 classroom beforehand (so that they know to whom they will be writing), or they can be paired later on (after the first letters are sent out). If there are more students in one class than the other, it is fine to assign more than one pen pal per student.

5) We took photos of our students with a digital camera and made a class website with them. After having each student write his or her name in Japanese, we scanned the writing sample and included the written name underneath the photo on the website. This way, the students are identified, but it's more personal. The website address was sent to the pen pal classroom in Japan, so that they could see their language pen pals.

[If you would like to see our website, please visit <http://www2.hawaii.edu/~misatos/jpn101/pictures.htm> ]

6) The next step is to send the letters to the target language classroom. In our case, we proofread our students' letters for major mistakes, giving them the option to revise them, prior to sending them; however, minor mistakes were not corrected.

7) Now, after a short waiting period, your class should receive responses in the mail. The teacher gives each student his or her response(s) but does not read them. After the initial letter, it should be up to the students to negotiate meaning, and as always, they are aware that they can always come to the teacher for assistance.

8) Once the initial correspondence is made, encourage students to switch the medium of exchange to e-mail (if circumstances in the two language communities allow for this option). This allows the students faster response time, but more importantly, it allows them to begin acquiring computer skills in the target language. In our case, we did a hands-on lesson in a computer lab on how to input Japanese language on a computer and surf the Internet in Japanese.

9) Students continue the pen pal exchange throughout the semester (and beyond, if they wish).

#### Variations:

1. If the instructor is having a hard time looking for students who are the speakers of the target language, s/he may find some in the language programs offered by the ESL/SLS department of the university/college. There are usually many international students from all over the world study-

ing at your institution. It is also a good idea to contact international student organizations in the area.

2. If the instructor still has a problem finding students who would correspond in the target language, s/he may want to check pen pal websites such as [www.epals.com](http://www.epals.com), [www.happygold.com](http://www.happygold.com), or [www.mylanguageexchange.com](http://www.mylanguageexchange.com). On the site [www.epals.com](http://www.epals.com), for example, one can find other teachers looking for classrooms with which to exchange letters for the purpose of language learning.

3. Depending of the students' level of the language, they may correspond with their pen pals privately, or the instructor may include some activities in class to read and write letters to them. Letters can be used as the basis for later lessons, such as how to ask the meaning of unknown words. In Japanese 101 classes here at University of Hawai'i at Manoa, there is a particular lesson in which the students learn how to say *XXX tte, Eigo de nan desu ka?* "What is XXX in English?" or *XXX tte, donna imi desu ka?* "What does XXX mean?" One of the follow-up benefits about this project was that the students' real encounters of unknown words in the letter from their pen pals created an authentic reason to engage in the activity of the lesson. The students not only performed the task successfully, but also obtained useful information for their real, everyday lives by doing so.



You can also see this sample at the website:  
<http://www2.hawaii.edu/~misatos/jpn101/pictures.htm>

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## New video from Tim Murphey

“Near peer role models” are people near to us in possibly several ways, such as age, ethnicity, gender, interests, and so forth. Psychologists tell us that we generally find it easier to adopt behaviors from people we see as similar to ourselves — advertisers use this idea to great advantage.

The video demonstrates ways in which teachers might use near peer role models, students in their own classes, to motivate and inspire other students, to offer them more alternative strategies and beliefs, and to allow them to learn more quickly and deeply. Murphey presents structures that allow teachers to highlight selected students behaviors so that they have a greater influence on the group dynamic. Much of his data are taken from his 12 years of experience teaching in Asia. For more information read “Reported Belief Changes through Near Peer Role Modelings” in the December 2001 *TESL-EJ*.

Tim Murphey did his PhD in Switzerland and then taught

for 11 years in Japan, and is presently located in Taiwan. He has books published with OUP, Longman, Peter Lang, and MacMillan Language House. He is presently working with Zoltán Dörnyei on a book for CUP on Group Dynamics in Language Classrooms and is series editor for TESOL's *Professional Development in Language Education* series.



check out this and other Tim Murphey videos available from NFLRC publications

shadowing  
&  
summarizing



Shadowing and summarizing are deceptively simple tasks that can greatly enhance learning. This video shows a real class going through shadowing and summarizing activities which train them to do them in many ways. There are also explanations of the rationale and background to help teachers grasp the value inherent in shadowing and summarizing. The author, Tim Murphey, has presented shadowing and summarizing at numerous teacher workshops internationally and at several TESOL conventions.

LSEV:  
Learner  
Self-  
Evaluated  
Video



Regularly videotaping students' conversations for them to analyze gives them more holistic data from which they can learn and improve. *LSEV: Learner Self-Evaluated Video* shows teachers an innovative use of technology that enhances classroom interaction, increases students' ability to observe and control their learning, and provides teachers with rich data so they can teach to their students' needs and levels. This video presents a detailed procedure that teachers can follow or modify, details about equipment, and the rationale behind LSEV's success. LSEV has been the subject of numerous articles, a book chapter, and a TESOL Convention presentation.

more info/order on-line: <http://www.nflrc.hawaii.edu/>