



What I did for my summer vacation...

## NFLRC events address the languages of the Pacific Rim and beyond

It was a very busy summer for the National Foreign Language Resource Center, which organized and co-sponsored a wide variety of successful conferences, symposia, and workshops for language educators representing Pacific, Southeast Asian, East Asian, and other less commonly taught languages. The biggest event this year, the upcoming Cultural Diversity and Language Education Conference (September 17–19), is right around the corner!

### coming this September Cultural Diversity and Language Education Conference

On September 17 through 19, 2004, the NFLRC and the Center for Second Language Research at UH Manoa will hold the exciting Cultural Diversity and Language Education Conference at the Imin International Conference Center on campus. This conference will focus on theories, policies, and practices associated with cultural and language diversity in educational contexts and will provide a forum for examining a broad range of issues concerned with the potential and challenges of education that builds on

diversity. The presentations revolve around the areas of foreign/heritage language education, bilingual/immersion education, English language education, language education planning and policy, and literacy education. Conference highlights will include keynote speeches by Sonia Nieto (University of Massachusetts, Amherst), Glynda Hull (University of California, Berkeley), and a panel of Hawai'i experts including Laiana Wong, No'eau Warner, Bill Hoshijo, and Kent Sakoda, colloquia and paper presentations, and hands-on workshops, plus a variety of planned social events (including a ticketed reception at the Waikiki Aquarium).

Full details on the conference, registration forms, and program schedules are available at the conference Website – <http://nflrc.hawaii.edu/prodev/CDALE/> (see page 11 for the conference flyer).



### Samoan language conference

Two highly successful international Samoan language forums were held this summer. The 13th annual international conference of the Association of Samoan Language Educators of New Zealand (FAGASA) and the 5th annual meeting of the International Samoan Language Commission (Faleula o Fatuailupu o le Gagana Samoa) were held concurrently at the Imin International Conference Center, July 5 through 9, 2004. Both were open to the general public and were co-hosted by the University of Hawai'i at Manoa's Samoan Language and

#### in this issue...

Kozok receives USDOE grant	3
Teacher training online	4
"Listenership" in Japanese	4
LLC News	5
LLL News	6
Just for Fun...	7
Demos & Discussions	8
Workshops	9
Upcoming conferences	11
LLT/RFL Update	12

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

Culture Program and the Center for Pacific Island Studies, with primary support from the NFLRC. Other sponsors included the Office of the President of the East-West Center, U.S. Congressional Representative Faleomavaega Eni Hunkin of American Samoa, the University of Hawai'i Foundation, and Grace Pacific.

The FAGASA conference attracted more than 150 Samoan language educators from New Zealand, American Samoa, Samoa, California, Washington, and Hawai'i. The conference provided a forum for academic papers and discussions on various aspects of Samoan language teaching and curriculum development. The conference theme this year was "Language Opens Opportunities to Success." The 2005 FAGASA meeting will be held in April at the University of Auckland.

The 2004 International Samoan Language Commission meeting was chaired by 83-year-old Aumua Mataitusi Simanu, an internationally respected Samoan educator and 15-year faculty member of the UH Manoa Samoan Language Program. The 40 commission members in attendance came from the association's five geographic regions which include New Zealand, American Samoa, Samoa, California, and Hawai'i. Current members include representatives of departments of education, church leaders, community leaders, and faculty from all tertiary level Samoan language programs in the Pacific region (National University of Samoa, Amosa o Savavau University of Samoa, American Samoa Community College, Victoria University-Wellington, University of Auckland, Brigham Young University-Hawai'i, and UH Manoa). The commission serves as an international forum for the discussion of issues related to

the promotion and preservation of the Samoan language and language planning issues. The commission meeting is held each year in one of the five regions with the host region selecting the commission president from among its local representatives. The 2005 commission meeting will be held in July at the American Samoa Community College.

For more information about these and other Samoan language forums please visit the NFLRC's Web site at <http://nflrc.hawaii.edu/>, FAGASA's Web site at <http://sites.tki.org.nz/samoa/>, the Samoan Language Commission's Web site at <http://www.ascc.as/slc/>, or contact John Mayer at 956-3558; [jmayer@hawaii.edu](mailto:jmayer@hawaii.edu).



## Technology in FL education

### The symposium

Participants evaluating the 2004 NFLRC Summer Institute symposium, "Distance Education, Distributed Learning & Language Instruction: Reports from the Field" clearly recognized the emerging role of UH Manoa as a center for innovation in the field of distance and distributed language education. The four-day symposium showcased UH achievements, provided a forum for fruitful exchange among presenters and participants, and, in a culminating brainstorming session, mapped future

directions for the field. Ralph Hines, Director of International Education Programs in the U.S. Department of Education delivered a forceful keynote emphasizing the critical role of technology in strengthening our nation's foreign language capacity and, by extension, the national security of the United States.

---

**Distance education** is education in which a physical distance between teacher and learners is bridged using electronic means. Distributed learning is education in which teaching and learning take place using some combination of communications media and face-to-face contact.

---

At the symposium, leaders in FL distance education field learned more about notable distance and distributed learning efforts at UH, including such uniquely Hawaiian efforts as UH Hilo's distance Hawaiian courses, offered out of Hale Kuamo'o. For close to a decade, UH Manoa, has pioneered distance and distributed FL education, beginning in the mid-1990s with Chinese language courses carried to neighbor island learners via interactive television and continuing today with the offering of Web-based and distributed courses in eight languages at a variety of levels. An exclusive in-house courseware system, BRIX, developed especially for FL education, allows language courses to include features such as voice-enabled forums and vocabulary banks.

Highlights of the symposium included demonstrations and discussions of open-source software and courseware such as Moodle, distance courses enabling study abroad students

in Italy to keep up their German, and research results showing the contribution of computer-based communication (CMC) to the development of language proficiency. The closing discussion centered on the need for more data-based research in the FL distance and distributed learning field.

---

*"The sessions focused a variety of lenses on the same issues — this was invaluable, nudging me to think differently and more deeply... Thank you very much for organizing this symposium! I would definitely recommend it to my colleagues."*

---

Symposium attendees universally expressed their intention to return for the May 2006 annual conference of the Computer-Assisted Language Instruction Consortium (CALICO), which the NFLRC will host on the Manoa campus.

#### **The workshop**

In the wake of the symposium's success, the NFLRC moved to extend the capacity of UH to serve as a center of instruction in Southeast Asian languages through the creation of Web-based courses. Development teams of UH instructional faculty, all of whom had been preparing for the workshop since early spring, came together for two weeks of intensive work (August 2–13), using BRIX and other courseware to implement instructional designs they had been working on earlier in the year. The courses produced in the workshop will expand the catalogue of distance education/distributed learning offerings at UH to include Advanced Filipino, Ilokano, and Indonesian and Intermediate Khmer (Cambodian). In Thai, one out of five weekly class sessions in traditional Beginning Thai will be

replaced by an online session using materials produced in the workshop.

FL distance and distributed learning initiatives in less commonly taught Asia/Pacific languages at UH have achieved significant successes. In the future, UH hopes to be able to leverage these initiatives to meet the Strategic Plan imperative of expanding leadership in international studies, emphasizing Hawai'i, Asia, and the Pacific.

#### **Incorporating pragmatics into the beginners' level JFL curriculum**

The Center for Japanese Studies (CJS) and the NFLRC co-sponsored a summer workshop titled "Incorporating Pragmatics into the Beginners' Level JFL (Japanese as a Foreign Language) Curriculum," which was held from August 9 through 13, 2004, on the UH Manoa campus. The workshop was led by Kazutoh Ishida (doctoral candidate, EALL) and Emi Murayama (doctoral candidate, EALL). Dina Yoshimi (Associate Professor, EALL) served as a consultant for the workshop. Approximately 20 local high school and college level language instructors as well as graduate students participated in the workshop. The participants' affiliations included Academy of the Pacific, Kaimuki High School, La Pietra Hawai'i School for Girls, Maryknoll School, Punahou School, Sacred Hearts Academy, W. R. Farrington High School, Chaminade University, Leeward Community College, and UH Manoa.

The aim of the workshop was to have participants gain an understanding of how the teaching of pragmatics can be incorporated into the JFL curriculum from the beginning

level and be able to develop materials and activities to be used in the classroom. The workshop provided the participants with models of classroom activities and demonstrations of instructional approaches for incorporating pragmatics into their current pedagogical practices. The workshop focused especially on ways of engaging learners in interaction with an awareness of how to be cooperative in carrying on a conversation, show interest in others, and express varying degrees of formality/informality one feels towards the other as an interaction unfolds. The participants had an opportunity to present their lesson plans or try out the materials and activities they developed in a small scale teaching session with beginning level learners of Japanese.

#### **Uli Kozok receives grant from US-DOE**

Uli Kozok of the Department of Hawaiian and Indo-Pacific Languages and Literatures has just received preliminary notification from the International Studies and Programs competition, Title VI, U.S. Department of Education, that his proposed project will be funded. He will develop three e-courses for advanced Indonesian using Web-based courseware. These three modular, thematic, proficiency-based units will be available as distance learning courses in Fall 2007, enabling many thousands of Americans – students, professionals, scholars, heritage learners, and others who have a proficiency level of from intermediate to advanced to improve their proficiency in Indonesian. The three course units will be supplemented by companion Web sites for instructors and students and will

also be made available as traditional text-based units on CD-ROM in Word and PDF format for instructors or learners who cannot or do not want to use the Internet-based version.



Dr. Kozok in Kerinci, Sumatra

The three proposed courses focus around different authentic language texts. Course 1 explores the life of street children in Yogyakarta based on recorded interviews with street children, their caretakers, and representatives of the local community. Course 2 explores the popular Indonesian movie *Ada Apa dengan Cinta (What's Up with Love)* (2002), and Course 3, which will also be published in print, explores authentic texts from various print-media sources.

Congratulations to Dr. Kozok for this groundbreaking project!

## New Web-based teacher training courses meet statewide need

The Hawai'i Teacher Standards Board has implemented a license renewal process requiring teachers to successfully carry out an approved Professional Growth Plan in order to be issued a license renewal for a 5-year period. Such plans can include credit-bearing professional development courses. Additionally, teachers who want to switch the discipline they teach or to add a discipline to their license are also required to

undergo professional development activities.

The Language Learning Center (LLC) of the UH College of Languages, Linguistics and Literature (LLL) is meeting these certification needs by offering online teaching methodology courses for Hawai'i world language educators for the first time. Development of the courses was funded by a grant under the No Child Left Behind Act in association with the Hawai'i Department of Education (HIDOE) World Languages Program and the Institute for Teacher Education (ITE) in the UH College of Education. Three new one-credit upper-division courses are now on offer to enhance teachers' knowledge of principles and instructional methodologies in their core academic subject, world (foreign) language. It is particularly significant that these courses are taught online so as to enhance teachers' use of computers and other technologies to, in turn, enhance student learning in Hawai'i's schools.

The instructional objectives of the three courses are threefold: (1) to provide second language teachers with new, appropriate, and tailored knowledge about recent developments in second language acquisition research and about the practical application of that research to their daily teaching in a constructive and collaborative way; (2) to create a learning community in which the participants grow in their professional knowledge and practice, exchange ideas and resources, and develop professional relationships that will extend to their schools and other language teachers; and (3) to help teachers learn, experiment with, and implement aspects of technology learning that may benefit their own teaching practices. In the courses, students initiate activities online dialoguing with their professor and classmates via forums (threaded

discussions) in preparation for carrying out offline independent activities, such as assigned readings. Students then return to the course Web site to continue whole- and small-group discussion for mastery of material.

The courses may be taken one at a time for one credit each, or together as a single three-credit course. The alphas and course names are:

LLL 451: Learning Communities Online and Practical Aspects of Teaching (1 credit)

LLL 452: Social Aspects of Learning and Technology in the Classroom (1 credit)

LLL 453: Second Language Acquisition Theory and Methods (1 credit)

LLL 455: Second Language Learning and Technology (3 credits)

### new NFLRC publication

#### "Listenership" in Japanese

*"Listenership" in Japanese: An examination of overlapping listener response*

by Keiko Ikeda  
(NFLRC NetWork #32)

NFLRC NetWorks are available at no cost online. Find this latest one at:

<http://nflrc.hawaii.edu/networks/NW32.pdf>

This study focuses on a particular listening pattern in Japanese which occurs by overlapping with the current speaker's incrementing utterance. Applying the Conversational Analysis approach to conversational data, the study delineates how native speakers utilize overlapping listener responses to indicate their strong alignment and why learners of Japanese, even at the advanced level, do not (or cannot) make use of overlapping responses.



---

# LLC News

## LLC Tape Library/Audio Lab Hours

### Tape Library (Moore 256)

Monday—Friday: 8:00am—4:00pm

(closed weekends and holidays)

### Audio Lab (Moore 253B)

Monday—Friday: 8:00am—6:00pm

(tapes checked out from the tape library must be returned by 4pm)

## Computer Lab Hours for Fall Semester

### PC Lab

Monday—Thursday: 8:00am—7:00pm

Friday: 8:00am—5:00pm

### Mac Lab

Monday—Friday: 9:00am—4:00pm



These hours are for student drop-in use. We are always in need of volunteer computer lab monitors. If you would like to volunteer as a lab monitor in either the PC or Mac labs, please send an e-mail to [labmontr@hawaii.edu](mailto:labmontr@hawaii.edu)

To reserve a lab for your class, please go to <http://mcl.ill.hawaii.edu/> and click on

"RESERVATIONS." Click on "SCHEDULES" to see what reservations have already been made.

Reservations are on a first come, first served basis.

We also have two PC computer carts that you can check out to take to your classroom (Moore Hall only). You can reserve a cart in the same manner as a computer lab using the URL given.

This semester we are adding Photoshop Elements to all the PCs in the PC lab.

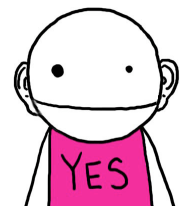
We continue to digitize audio materials for various languages for distribution to students on CDs as mp3 files. This semester we will add the materials for Italian 101–201, Samoan 101–201, and Japanese 301–302. Already available on CD are the audio materials for Filipino 101–202, French 101–202, German 101–201, Japanese 100, 101–202, and 111–212, and Spanish 101–202.

## Introducing Our Two New Graduate Assistants

This semester we welcome two new LLC graduate assistants, Chiyo Mori and Daniel Miller.

**Chiyo Mori** is a graduate student in SLS and will be taking over the duties formerly held by Yao Zhang. She will be recruiting, scheduling, and supervising the computer lab monitors. If she asks you to volunteer in the lab, please smile and say, "Yes!"

**Daniel Miller** replaces Dong-wan Kang and will be assisting our IT specialist John Standal in helping you with your computer related technical needs. Daniel is a graduate student in Linguistics.



### The WORD Doctors are IN

Throughout the fall semester 2004, Pam DaGrossa and/or Deborah Masterson of NFLRC are in the Mac lab every

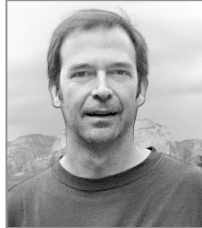
Monday (2:00–3:30) and Tuesday (1:30–3:00) ready and willing to answer your questions about Word or assist with your Word documents. Please feel free to stop by during these times. Additionally, they will be giving one-hour workshops in October and November (Monday, repeated on Tuesday, see schedule on pages 9 and 10) on selected highly useful Word tools that will save time, reduce frustration, and improve the quality of your documents.

---

# LLL News

## LLL Welcomes New Faculty Members

**John Norris** (Ph.D. in Second Language Acquisition,



University of Hawai'i) is an assistant professor in the Department of Second Language Studies at UH. After completing a B.A. in Modern Languages at Texas A&M University and spending a year as a Fulbright research scholar in Germany, he taught English

in the northeast of Brazil and later completed an M.A. in Teaching English as a Second Language.

During his graduate studies, he worked at the National Foreign Language Resource Center as research assistant on a project exploring task-based performance assessment, and the outcomes of this work have appeared in a number of presentations, articles, and two books published with the UH Press. He speaks German, Portuguese, and Spanish in addition to his L1 (English), and he has pursued research related to the teaching and learning of these, as well as other L2s. Recently, he spent several years as a visiting researcher and Mellon Fellow at Georgetown University, working on the development and evaluation of assessments in conjunction with curricular innovations in the German Department.

John's research and applied practice focus on program evaluation, educational research, and educational assessment in language education settings, and he has consulted extensively with second and foreign language programs in the US and abroad on related projects. Recently, he also worked as higher education assessment specialist for Northern Arizona University before returning to teaching and research in applied linguistics.

His work has appeared in a variety of journals, including *Foreign Language Annals*, *Language Learning*, *Language Learning & Technology*, *Language Testing*, and *Die Unterrichtspraxis*, as well as in a number of edited books. An article based on his collaborative work with Lourdes Ortega, entitled "Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis" was awarded both the ACTFL-MLJ Paul Pimsleur Award and the TESOL Distinguished Research Award in 2001.

Among other professional activities, John serves on the international advisory board for the Dutch Language Union's proficiency exam and as reviews editor for the journal *Language Teaching Research*. He fills his spare time with running, rock climbing, hiking, kayaking, and soccer.

**Lourdes Ortega** (Ph.D. in Second Language



Acquisition, University of Hawai'i) is an assistant professor in the Department of Second Language Studies, beginning this fall. Prior to joining the department, she taught in the applied linguistics programs at Georgetown University (1999–2000), Georgia State University (2000–2002), and Northern Arizona University (2002–2004).

Lourdes was born, raised, and university educated in Spain, but hasn't lived there since 1986. She spent a year in Germany (1983–1984) as an undergraduate studying Latin and Ancient Greek at the University of Munich. Her second home is Greece, where she was a Spanish as a foreign language teacher from 1986 until 1993 (and where she also was trained as an EFL teacher at the British Council). Her adopted country is the US, where she has lived for over 10 years now.

Lourdes teaches graduate courses in second language acquisition and related applied linguistics areas. She has taught doctoral seminars in interlanguage development, pedagogical grammar, and meta-analysis. Her long-standing research interests include the longitudinal study of second language and literacy development, the fostering of explicit and implicit grammar learning through activities organized around "doing things with words" in the classroom (or so-called task-based language learning), second language writing, the relationship between language minority education and foreign language education, and the use of research methods in applied linguistics, particularly research synthesis and meta-analysis.

Her work focuses on cognitive and social factors that need to be understood more fully in order to foster the attainment of advanced additional (that is, second, foreign, or heritage) language competencies during adolescence or adulthood. She works not only on English but also on other

languages (so far, mainly Spanish and German). The impetus for her research is producing knowledge that is useful to guide better policies and educational practices addressing (a) what it takes to move linguistic minority high school and college students beyond transactional survival use of English and into fully competent participation in bilingual and bicultural advanced literacy; and (b) what is needed to create truly multilingual citizens among members of the majority population (i.e., monolingual speakers of English in high schools and colleges who elect bilingualism as a social and intellectual value).

Her ongoing projects are a special issue of the *Modern Language Journal* on SLA research values, a co-edited John Benjamins volume on research synthesis, and a synthesis of longitudinal research funded by a National Academy of Education/Spencer Postdoctoral Fellowship.

Lourdes is an active member of the community of applied linguists and second language teaching

professionals. She will serve as Member-at-Large of the American Association for Applied Linguistics in 2004–2007. She is on the Editorial Boards of *Language Learning & Technology*, *The Modern Language Journal*, and *TESOL Quarterly* and on the Advisory Editorial Boards of *Applied Linguistics* and *Language Teaching Research*.

She was a Doctoral Mellon Fellow at the National Foreign Language Center in 1999 and a National Academy of Education/Spencer Postdoctoral Fellow in 2003. She was co-recipient with John Norris of both the TESOL Heinle & Heinle Research Award and the ACTFL-MLJ Paul Pimsleur Award in 2001.

Lourdes is committed to the mentoring of master's and doctoral students and welcomes inquiries from potential applicants to any of the programs offered in the Department of Second Language Studies who may be interested in doing work on her areas of expertise. She can be contacted at [lortega@hawaii.edu](mailto:lortega@hawaii.edu).



Make your own freeway signs online!  
(mahalo to Tara Severns)

<http://www.kurumi.com/roads/signmaker/>

just  
for  
fun...



Can you find a way to incorporate  
this site into a language lesson?

<http://www.emotioneric.com/>

with a group of people, attending parties, shopping, etc.

☐ YES ☐ NO

4. Direct-contact group discussions stimulate you  
and give you energy

☐ YES ☐ NO

5. The more people you speak to, the better you feel

☐ YES ☐ NO

6. You are usually the first to react to a sudden event:

[http://www.humanmetrics.com/  
cgi-win/JTypes1.htm](http://www.humanmetrics.com/cgi-win/JTypes1.htm)

What's your Meyers-Briggs  
personality type?

send your "just for fun" surf site suggestions to Deborah <[mastersn@hawaii.edu](mailto:mastersn@hawaii.edu)>

---

## Fall 2004 Demos & Discussions

*no registration required*

---



### Juggling with language learning theories

Friday, September 3, 12:00–1:00 in Moore 155A

Tim Murphey (Dokkyo University, Japan)

Learning to juggle has become popular among corporate training programs because it shows participants how to appreciate mistakes and use Intelligent Fast Failure (learning quickly by daring to make a lot of simple mistakes at the beginning of a process). Big business also likes the way juggling can get executives out of the box and into a more creative, playful state to work in. All this results in increased productivity.

This workshop in education shows how effective steps for learning to juggle are often parallel to effective steps for learning foreign languages, or, indeed, learning anything. Academic theories of language learning can be made more concrete and visual in the learning to juggle process, making the theories easier to conceptualize as students see them in action and have immediate experiential information. Specifically, while participants learn to juggle, they will look at Krashen's five hypotheses, Long's adjustment hypothesis, Swain's output hypothesis, and several concepts from Vygotskian socio-cultural theory. When foreign/second language learners learn to juggle in their language classes, it can facilitate many general education beliefs and attitudes that support learning and help them become more meta-cognitive about their learning.

*Tim Murphey is a professor at Dokkyo University in Japan. He is the series editor for TESOL's Professional Development in Language Education series and most recently co-authored with Zoltán Dörnyei the Cambridge University Press book, Group Dynamics in the Language Classroom.*

Note: Dr. Murphey has done four previous videos for the NFLRC, and this presentation will be videotaped for the production of another in the series. Your participation is welcome with the understanding that you will sign a consent form for the use of the video for educational purposes. Please do not come late or leave early as it will interrupt the recording.



### New developments in online foreign language courses at UH

Friday, October 15, 11:30–12:20 in Moore 155A

Stephen Tschudi (NFLRC), Clemen Montero (HIPLL), & John Standal (LLC)

Come and see what your colleagues in Southeast Asian Languages did this summer using LLL's in-house course creation and management system, BRIX. During a two-week intensive Summer Institute, development teams in Filipino, Ilokano, Indonesian, Khmer, and Thai developed new course material, using BRIX, which is being beta-tested during this Fall semester. A brief show-and-tell of some of the new course content will be followed by a demonstration of some of the newer features in the BRIX course system, such as live chat with video streaming.



### "So you want to organize a conference/workshop at UH..."

Wednesday, November 3, 11:30–12:20 in Moore 155A

Jim Yoshioka (NFLRC)

Interested in organizing a conference or workshop on the University of Hawai'i at Manoa campus but don't know where to begin? This session is for you! The presenter, who has had experience organizing local, national, and international language conferences, will discuss the questions you need to consider when planning out your event, give suggestions for developing timelines for getting everything done, and provide a list of resources (on-campus and off) for making your academic event into a reality. Questions welcomed!



---

# Spring 2004 Teaching & Technology Workshops

*register now (see page 10)*

---



## **WORKSHOP #1** **Using AUDACITY to record and create audio material**

*Thursday, September 23, 3:00–4:00pm in Moore 153A*

*John Standal (NFLRC)*

Have you ever wanted to capture to a computer file audio from your microphone, a tape player, record player, DVD movies, or even audio from internet radio stations and video feeds? This workshop will demonstrate the use of the wonderful and totally FREE audio software called Audacity. We will cover installation, capturing audio from various sources, editing the audio, and saving the audio to various formats including mp3! We will also cover adding one's voice to an existing audio file and exporting the combined mix to a file. Imagine one day where we can have students record their voices over a preset recording, export the combined mix to an mp3, and submit this to the instructor for evaluation.



## **WORKSHOP #2** **PHOTOSHOP: Look your best on the Web**

*Friday, October 1, 1:30–3:30pm in Moore 153A*

*Deborah Masterson (NFLRC)*

As an introduction to Photoshop for the Web, we'll prepare your photo (portrait, group shot, or other for your personal or class Webpage). The first half of the class is demo, the second half is hands-on. We'll tweak your photo to be mean and lean for fast browser loading. Bring a photo - electronic is preferred, but we can scan, too.



## **WORKSHOP #3** **WORD basics: Tabs & rulers**

*Monday, October 4, 2:00–3:00pm in Moore 155B*

*Tuesday, October 5, 1:30–2:30pm in Moore 155B*

*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.



## **WORKSHOP #4** **WORD basics: Formatting**

*Monday, October 11, 2:00–3:00pm in Moore 155B*

*Tuesday, October 12, 1:30–2:30pm in Moore 155B*

*Pam DaGrossa (NFLRC)*

You've mastered font types 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.



## **WORKSHOP #5** **Creating logos and header graphics in PHOTOSHOP**

*Thursday, October 14, 3:00–4:30pm in Moore 153A*

*Min Mo (NFLRC)*

We all know the value of successful branding. Your courses should have a brand too — an identity that is expressed in your handouts, your flyers, and on your Web pages. A unique logo can help you stand out in the crowd. In this workshop interested faculty (and students too) can learn logo-creation skills blending images, text, layers, and effects in Photoshop Elements, a simplified version of Adobe Photoshop.



---

## **WORKSHOP #6**

### **WORD basics: Headers, footers, & page numbers**

*Monday, October 18, 2:00–3:00pm in Moore 155B*

*Tuesday, October 19, 1:30–2:30pm in Moore 155B*

*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!

---



## **WORKSHOP #7**

### **WORD basics: Tables**

*Monday, October 25, 2:00–3:00pm in Moore 155B*

*Tuesday, October 26, 1:30–2:30pm in Moore 155B*

*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.

---



## **WORKSHOP #8**

### **WORD basics: Review tool**

*Monday, November 1, 2:00–3:00pm in Moore 155B*

*Tuesday, November 2, 1:30–2:30pm in Moore 155B*

*Pam DaGrossa (NFLRC)*

Did you know that there is a tool in Word that lets you make changes to a document while maintaining the 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**

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

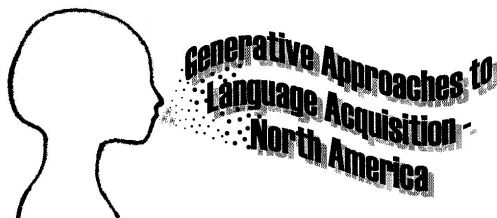
Workshops are free and open to faculty, staff, and graduate students in LLL. The number of participants per workshop is limited to 20, so register now via e-mail. Type "S2004 WORKSHOP REG" in the subject header and include the following information:

- name
- position/title
- department
- e-mail address
- daytime phone
- workshop number(s)
- workshop title(s)

**Questions? Call the SLTCC at 956-9424**

The Department of Linguistics, the Department of Second Language Studies, and the  
National Foreign Language Resource Center at  
**The University of Hawai'i at Manoa**  
announce the inaugural conference of

**G A L A N A**



**17, 18, 19, & 20 December 2004**

**Honolulu, Hawai'i**

**galana@hawaii.edu**

**www.ling.hawaii.edu/galana/**

**Plenary Speakers**

- **Nina Hyams, UCLA**
- **Rex A. Sprouse, Indiana University**

**Syntax Tutorial Leader**

- **Luigi Rizzi, University of Siena**

**Thematic Sessions**

- **Child L2 Acquisition**
- **Acquisition of Mood/Aspect**

**Special PhD Poster Session**



conference  
**CULTURAL DIVERSITY &  
LANGUAGE EDUCATION**  
September 17–19, 2004

University of Hawai'i at Mānoa

This conference, co-sponsored and organized by the NFLRC and the UH Center for Second Language Research, will focus on theories, policies, and practices associated with cultural and language diversity in educational contexts and will provide a forum for examining a broad range of issues concerned with the potential and challenges of education that builds on diversity. The primary strands for exploring diversity in language education at the conference are

- ▶ Foreign/Heritage Language Education
- ▶ Bilingual/Immersion Education
- ▶ English Language Education
- ▶ Language Education Planning and Policy
- ▶ Literacy Education

for more information or to register for the conference:  
<http://nflrc.hawaii.edu/prodev/CDALE>

---

*Check out these online journals. And please subscribe... they're free!*



Language  
Learning &  
Technology

a refereed journal for second and foreign language educators

September 2004 issue  
online at  
[llt.msu.edu](http://llt.msu.edu)

### articles

Second language socialization in a bilingual chat room: Global and local considerations

Wan Shun Eva Lam (*Northwestern University*)

Second language cyberhetoric: A study of Chinese L2 writers in an online usenet group

Joel Bloch (*The Ohio State University*)

The Internet as a glocal discourse environment: A commentary on Lam and Bloch

Dimitris Koutsogiannis & Bessie Mitsikopoulou (*National and Kapodistrian University of Athens*)

Supporting synchronous distance language learning with desktop videoconferencing

Yuping Wang (*Griffith University*)

Testing L2 vocabulary recognition and recall using pictorial and written test items

Linda Jones (*University of Arkansas*)

### software reviews

Tell Me More Spanish

Auralog Inc.

*reviewed by Barbara A. Lafford*

La Chaise Bercante

Les Éditions 3D & CBC Radio  
Canada

*reviewed by Lara Lomicka*

Live Action Spanish

Command Performance

Language Institute

*reviewed by Robert Blake*

### call for papers

Theme: Electronic Literacy



a refereed international online journal of issues in foreign language reading and literacy

### articles

Reading attitudes in L1 and L2, and their influence on L2 extensive reading

Junko Yamashita, *Nagoya University*

Extensive reading in Japanese

Claire Ikumi Hitosugi and Richard R. Day, *University of Hawai'i*

### reviews

Assessing Reading

J. Charles Alderson

*reviewed by: Mary Jane Hogan*

Assessing Reading

J. Charles Alderson

*reviewed by Brendan Moloney*

Reading and Adult English

Language Learners: A Review  
of the Research

Miriam Burt, Joy Kreeft Peyton  
and Rebecca Adams

*reviewed by Angela S. Y. Lo*