Language Learning Center newsLetter

University of Hawai'i at Mānoa

Pilot Korean Flagship Program Established at UHM

Under the National Foreign Language Initiative (NFLI), the National Security Education Program selected and allocated seed money for the establishment of pilot flagship programs at four US institutions — both the University of Hawai'i at Manoa (UHM) and the University of California at Los Angeles for Korean, Brigham Young University for Chinese, and the University of Washington for Arabic. The primary purpose of the NFLI is to produce a critical mass of advanced foreign language speakers with a proficiency of Superior Level on the American Council on the Teaching of Foreign Languages (ACTFL) scale or Level 3 on the Interagency Language Roundtable (ILR) scale, defined as "professional working proficiency" in listening, reading, and speaking. UHM was awarded approximately one million dollars to implement an innovative three-year pilot program for Korean.

During the first year of the program (AY 2002–2003), as a result of extensive recruitment efforts, inquiries and applications arrived from various places, including Korea, Arizona, California, Illinois, Hawai'i, Maryland, New York, and Texas. Interested applicants were required to apply to both UHM

Try it: "say-hey-boke mahn-ee ba-duh-say-yo" Happy New Year (Year of the Monkey)

and the Academy for Educational Development (AED). The final selection of Korean Flagship students was made based on the application questionnaire, ACTFL Oral Proficiency Interview (OPI) test

results, and follow-up interviews and contacts, combined with the results of the AED application/ selection procedure. UHM recommended 15 applicants to the AED for fellowship awards, and four were finally awarded full fellowships.

In summer 2003, the Flagship students' major academic areas or career interests were identified, and, as a result, three prominent domains emerged — international relations, business, and law. Curriculum and materials development for those language/content areas proceeded throughout the summer.

In fall semester of the second year (AY 2003–2004), an initial cohort of 16 students entered the formal program, which utilizes a task-based advanced Korean language curriculum and accompanying materials and assessment batteries. Three courses were offered in the fall, listed in the Department of East Asian Languages and Literatures as KOR 485 (Korean for Career Professionals), 499 (Directed Reading), and 499C (Sino-Korean), each with two tracks – political science or business. Each track contained topics related to law and was structured with equal relevance to those who were interested in law.

LLC News

LLC Tape Library/Audio Lab: New Hours, New Additions

Tape Library (Moore 256)

 **Monday—Friday: 8:00am—4:00pm**

  (closed weekends and holidays)

Audio Lab (Moore 158-B)

  Monday—Friday: 8:00am—6:00pm
  (tapes checked out from the tape library must be returned by 4pm)

NFLRC Videos Available in Tape Library

National Foreign Language Resource Center (NFLRC) videos cover such topics as early bilingualism, immersion, and motivation for learning a foreign language. The NFLRC also offers classroom technique demonstration videos and a collection of authentic Chinese materials. All videos are now available through the Language Learning Center lending library located in Moore 256. Check one out soon!
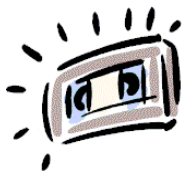
VD#01 Motivation for learning foreign languages, *Schmidt, R.*

VD#02 Integrating language and content instruction, *Curtain, H.*

VD#03 Immersion curriculum development project: A model in Hawaiian, *Ka'awa, M.*

VD#04 Bilingualism and early literacy, *Bialystok, E.*

VD#05 Pragmatik im Fremdsprachenunterricht, *Kasper, G.*

VD#06 Chinese language video clips for classroom use , *Fleming, S., Hiple, D., & Ning, C.*

VD#07 Foreign language partnership, *Davis , K., & Syed, Z.*

VD#08 Bridging gaps with technology in the ITV classroom, *Fleming, S.*

VD#09 Integration of National Standards in a Japanese language classroom, *Hijirida, K., Ishida, K., & Yamamoto, Y.*

VD#10 LSEV: Learner self-evaluated videos, *Murphey, T., & Kenny, T.*

VD#11 Shadowing and summarizing, *Murphey, T.*

VD#12 Mind, language, and epistemology: Toward a language socialization paradigm for SLA, *Watson-Gegeo, K.*

VD#14 NPRM – Near Peer Role Modeling, *Murphey, T.*

VD#15 Group dynamics in the language classroom, *Murphey, T.*

New Computer Lab Hours for Spring 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**

To reserve a lab for your class, please go to **http://mcl.lll.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.

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 French 101–202. Already available on CD are the audio materials for Filipino 101–202, German 101–201, Japanese 100, 101–202, Japanese 111–212, and Spanish 101–202.

LLL News

LLC Gets Grant for Web-Based Teacher Training

In collaboration with the Hawaiʻi Department of Education's World Languages Division and the UH College of Education's Institute for Teacher Education, the Language Learning Center (LLC) has secured a grant of approximately $20,000 to develop Web-based professional development courses for language teachers. Funding for the grant originated with the federal No Child Left Behind Act.

The rapid development of Web technologies poses challenges both for language teachers-in-training and for teachers already in service. Not only do teachers need to acquire hands-on mastery of the technologies themselves, they also need to learn about best practices in integrating Web technologies into language instruction and how these practices mesh with the state standards for language instruction. The new grant will allow the LLC to develop Web-based, universally accessible courses to help both groups of language teachers master these types of knowledge.

Three one-credit courses will be developed in Spring 2004 with input from the Institute for Teacher Education. One of the three courses focuses on the practical mastery of Web technologies useful to language teachers, such as bulletin boards and encoding in special character sets such as Japanese.

This course must be taken first; teachers may then take either or both of the remaining courses, which focus on understanding and using concepts related to standards-based language instruction, such as strategies for dealing with different learning styles or how to structure a curriculum around the so-called "5 C's": communication, cultures, connections, comparisons, and communities.

The courses will be beta-tested by in-service Hawaiʻi DOE teachers in late Spring and revised. In Summer 2004, the courses will be field tested by a group of DOE teachers who will receive professional training credits for their participation. After further revision based on this field testing, the courses will continue to serve as an important training resource for a diverse group of language teaching professionals, with a special focus on serving the in-service training needs that DOE teachers need to maintain their professional certification.

For more information, contact **sltcc@hawaii.edu**

New SLTCC Website

Want to get an electronic version of the LLC Newsletter or read past issues? Need some links to handy local and national resources available to language educators? Then visit the Second Language Teaching and Curriculum Center's new, updated website: **http://www.LLL.hawaii.edu/sltcc**

CSEAS News

Barbara Andaya Elected AAS Vice President

Center for Southeast Asian Studies director Barbara Watson Andaya has been elected vice president of the Association for Asian Studies (AAS). She will take office at the AAS 2004 annual meeting and become president in 2005.

Barbara Andaya

OPI Workshop for Critical LCTLs

On January 5-8, the American Council on the Teaching of Foreign Languages and the Defense Language Institute in association with the National Foreign Language Resource Center conducted an oral proficiency testing workshop for Southeast Asian and Pacific language faculty at UH. The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. It is a face-to-face or telephonic interview between a certified tester and an examinee that determines how well a person speaks a language by comparing performance of specific communication tasks against rating criteria. UH faculty will use their new skills to test their own students as well as government personnel who may be preparing for international assignments. Languages represented in the workshop included Filipino, Ilokano, Khmer, Samoan, Cebuano, Thai, and Vietnamese.

HIPLL Faculty Receive Grants

Two faculty members in the Department of Hawaiian and Indo-Pacific Languages and Literatures have been recently awarded a number of grants that will help them further develop teaching and learning materials in Southeast Asian languages.

First of all, congratulations to Yuphaphann Hoonchamlong for the numerous grants she has received to develop instructional materials for Thai. In Spring 2003, she received two funding awards from UH: an Arts and Sciences Faculty Award to develop a web-based multimedia presentation on "Learning Thai from Songs" (**http://www.hawaii.edu/thai/thaisongs**) and an award from the Educational Improvement Fund to work on developing a digital image resource for Thai language instructional material development (**http://www.hawaii.edu/thai/picarchive**). She also received a two-year grant (2003–2005) from the US Department of Education to develop a beginning Thai coursebook with CD-ROMs.

Congratulations also go to Chhany Sak-Humphry who also received a two-year grant from the US Department of Education (2003–2005) for her proposed project *Communicating in Khmer: An Interactive Advanced-Level Course With CD-ROMs.* Building on experience gained through previous work developing CD-ROMs for the intermediate-level, this two-year project will produce advanced task-based instructional materials which include a manual for teachers and students and two interactive-learning CD-ROMs. In addition, the project will conduct an on-line field test of the materials via the web-reading course. The project, as proposed, will fill the urgent need for advanced instructional materials in Khmer (Cambodian) and also will have a positive impact on Khmer pedagogy and methodology in the United States and abroad. For more information about the Khmer program, visit **http://www.hawaii.edu/khmer/**

Korean Flagship Program

In addition to classroom instructional efforts, conversational partner tutors were recruited and hired for the fall semester, each matched one on one with a Korean Flagship student in terms of domain. The tutoring sessions provided Korean Flagship students with an exciting opportunity to be exposed to and use Korean outside of class. This innovative conversational partner tutor support program proved to be a hit with the Flagship students and was evaluated as a smashing success at the end of the first semester.

In spring 2004, two tracks of KOR 486 (Korean for Academic Purposes) and KOR 499 (Directed Reading) are being offered. Korean-speaking faculty members and advanced doctoral students in political science and business are invited as guest lecturers to present a series of 50-minute lectures in Korean. Additional plans are under way to run a five-week summer intensive program of a similar design in May, which will include one week of pre-departure training and orientation to the study abroad component that aims to prepare Korean Flagship students for their one-year study and internship abroad experience at Korea University in Seoul, Korea in fall 2004 and spring 2005. This extended period of study or work in Korea through a specialized internship is designed to be the capstone Flagship experience because it provides the most potent opportunity for students to attain the ILR 3 level.

Currently, recruitment for a new cohort of Korean Flagship students to enter the program in fall 2004 is under way. Interested applicants can download application forms for the AED and the UH Korean Flagship Program (KFP) and additional information about the application procedures and requirements from the KFP website, **http://www2.hawaii.edu/~flagship**. The deadline for the AED application is February 13, 2004 and the UH KFP deadline is March 1, 2004.

Staff at the UH KFP include Michael Long (SLS) as principal investigator and director (on leave 2003–2004), Youngkyu Kim (SLS) as acting director, Dong Jae Lee (EALL) as coordinator of curriculum development, Young-Geun Lee (KFP) as coordinator of instruction, Joe Ree (KFP) as instructor, and Charles Hill (KFP) as office manager as well as a number of talented PhD and Master's students as graduate assistants. As the program continues to expand, there is a strong possibility that more instructors and graduate assistants will be recruited and hired. Interested candidates for future staff positions can send inquiries to Youngkyu Kim at 956–2785 or to **youngkyu@hawaii.edu** for more information. You are invited to send comments, suggestions, and any questions to the Korean Flagship Program via email at **flagship@hawaii.edu** or via phone at 956–8469. If you wish to visit the KFP, you can find it in the Temporary Portables, Room 110, located adjacent to the Center for Korean Studies on the UHM campus.

Spring 2004 Demos & Discussions
no registration required

Building interactivity in online courses

Karen Woodman, University of New England (Australia)

Wednesday, January 21, 12–1pm in Moore 155–A

Getting students to talk in any class situation can be difficult — creating interaction in an online environment can seem twice as challenging. In this workshop, Dr. Woodman will address the "carrot and the stick" approach to creating interactivity, which develops both students' desire and need to communicate and to interact online, by adapting traditional communicative teaching methods to the online environment.

Karen Woodman is the coordinator of the online Master of Arts in Applied Linguistics at the University of New England. She has also been involved in language teaching and language teacher training since 1988. Dr. Woodman has overseen the development of the fully online MA degree and developed four courses for the program. The online MA currently enrolls over 150 students in 20 countries.

The Annenberg/CPB teaching practices library — A fantastic free resource

Friday, February 6, 11:30am–12:20pm in Moore 155–A

Stephen Tschudi, NFLRC

The Annenberg Foundation and the Corporation for Public Broadcasting have a wealth of teaching and learning resources at their Web site, **http://www.learner.org**. One video series available at the site focuses exclusively on effective instruction and assessment strategies for the teaching of foreign languages in grades K–12. Footage of best practices - very professionally shot — is interspersed with discussion of teaching practices. Although they are geared towards a K–12 instructional context, these videos have great referential value for all language teachers. In this session, we will view a sample preview of the Library on videotape and then visit the Web site together.

Building rapport in language instruction: A microanalysis of the hybrid resources in teacher talk

Friday, February 27, 12–1pm in Moore 155–A

Hanh Thi Nguyen, Second Language Studies

Using conversation analysis, this presentation examines in close detail how rapport is concretely achieved in the moment-to-moment interaction of one ESL grammar class. Teacher talk is found to be a flexible hybrid of two resources: talk features that are strictly related to the immediate task, and those that are social and interpersonal. Examples include two correction sequences, a summarization sequence, and an attention-calling sequence. The analysis of these instances shows that the teacher strategically interweaves social talk features into instruction in order to facilitate the immediate instructional tasks at hand and to sustain the general goal of building teacher-student rapport. The teacher also successfully engages and invites students' co-participation in creating and maintaining rapport. This microanalysis not only offers a deeper understanding of the social processes inside the language classroom, but also suggests important pedagogical implications.

Coming This Summer...

The Teacher Portfolio & Preparation Series (TiPPS)

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 conducting job searches, tailoring curriculum vitae, writing effective cover letters, and preparing for interviews).The next TiPPS series will be held in June during Summer Session I. For more information, visit the TiPPS website at **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!

Spring 2004 Teaching & Technology Workshops
register now (see page 7)

WORKSHOP #1
Your computer security
John Standal, LLC

Thursday, January 22, 3:00-4:30pm in Moore 153–A (PC lab)

Computer security is a very important issue. Most UH faculty and staff computers are directly connected to the Internet, a very unsafe Internet. Learn how to keep your computer secure from these threats. Topics include system updates, antivirus, personal firewalls, and secure UH FTP and email login. This workshop will cover both PCs and Macs.
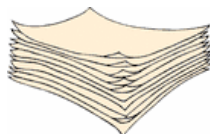
WORKSHOP #2
Managing the size of your UH email server account
John Standal, LLC

Thursday, February 5, 3:00–4:00pm in Moore 153–A (PC lab)

Most accounts on the UH email system have a storage restriction of 20 megabytes. Are you running out of space? This short workshop will tell you how to reduce your UH email account storage size. The main focus will be on how to move old messages from the UH mail server to folders on your Mac or PC hard drive.

WORKSHOP #3
Creating a consistent & stylish web site using style sheets
Dong-Wan Kang, LLC

Friday, February 27, 3:00–4:30pm in Moore 153–A (PC lab)

Do you want to create a web site with a consistent look and rich style? Use style sheets! They are very easy to understand and create. You can create or update the appearance of your website with one single file. Through demonstrations and hands-on exercises, you will learn the basics involved in creating web pages with style sheets. <u>Familiarity with HTML tags is REQUIRED</u>. More information on this workshop can be found at **http://www.lll.hawaii.edu/web/workshop/css/**

MyUHPortal Workshops (series of 3)

WORKSHOP #4
MyUHPortal tools for teachers
Marta Gonzalez-Lloret, LLEA, & Stephen Tschudi, NFLRC

Thursday, January 29, 3:00–4:30pm in Moore 153–A (PC lab)

In this hands-on session, learn to use (more in depth) the MyUHPortal bulletin board, chat room, calendar, and e-mail for your classes!

WORKSHOP #5
Using MyUHPortal course tools for task-based activities
Marta Gonzalez-Lloret, LLEA, & Stephen Tschudi, NFLRC

Thursday, February 12, 3:00–4:30pm in Moore 153–A (PC lab)

MyUHPortal includes a small suite of generic course tools available for every class at UH. This workshop will explore options for language teachers at every level who wish to use these course tools for task-based, communicative reading and writing activities. Hands-on activities will provide teachers with skills they can use right away.

WORKSHOP #6
Pushing student writing to a higher level in MyUHPortal forums
Marta Gonzalez-Lloret, LLEA, & Stephen Tschudi, NFLRC

Thursday, March 18, 3:00–4:30pm in Moore 153–A (PC lab)

Student contributions in response to tasks in on-line forums in language courses often reflect the student's baseline performance rather than the hoped-for "stretch" the teacher is looking for. In this workshop we will share strategies for helping students at every level self-correct and challenge themselves to reach toward the next level in writing. Strategies appropriate to each year-level will be explored.

Register Now
via e-mail: sltcc@hawaii.edu

Workshops are free and open to faculty, staff, and students in LLL. The number of participants per workshop is limited to twenty, 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

speech accent archive

http://classweb.gmu.edu/accent
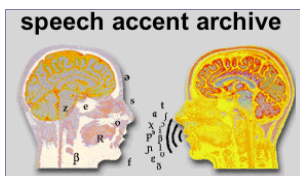
How good are you
at recognizing various
English accents?
(mahalo to Yuphaphann Hoonchamlong)

just for fun...

http://www.yabla.com/nflrt_demo.html#

BETA versions of interactive
Spanish, Portuguese, and German
language lessons
(mahalo to Stephen Tschudi)

FreeTranslation to Professional Translation

http://www.freetranslation.com/

Received an email in a language you
don't know? This works pretty well!

send your "just for fun" surf site suggestions to Deborah <mastersn@hawaii.edu>

CONNECTING COMMUNITIES & CLASSROOMS

18th Annual HALT Conference
Saturday, March 13, 2004 • University of Hawai'i at Mānoa

CALL FOR PAPERS, DEMOS, WORKSHOPS, AND DISCUSSIONS

The 2004 HALT Conference seeks to facilitate the sharing of resources, innovations, and information on issues relevant to Hawai'i's unique language teaching community.

Proposals for 45-minute papers, workshops, demos, and discussions are invited. Possible topics could include but are not limited to:

- pedagogical innovations (particularly ones that address the DOE 5 "C"s – Culture, Communication, Comparison, Connection, & Communities)
- student projects
- service learning
- using community resources
- cultural issues
- articulation, assessment, implementation of standards
- use of new technologies in the language classroom

DEADLINE – JANUARY 31, 2004

NEW!	SUBMIT YOUR PROPOSAL ONLINE! Go to http://halthome.org/Conference.html and click on the link

If you prefer not to submit online, FAX a hard copy version of your proposal to us at 956-5983.
Questions? Contact Jim Yoshioka at sltcc@hawaii.edu or 956-9424

The Department of Linguistics & The Department of Second Language Studies at

The University of Hawai'i at Manoa

announce the inaugural conference of

G A L A N A

Generative Approaches to Language Acquisition - North America

17, 18, 19 & 20 December 2004
Honolulu, Hawai'i
galana@hawaii.edu
www.ling.hawaii.edu/galana/

Plenary Speakers	*Thematic Sessions*
➢ Nina Hyams, UCLA	➢ Child L2 Acquisition
➢ Rex A. Sprouse, Indiana University	➢ Acquisition of Mood/Aspect

Syntax Tutorial Leader	*Special PhD Poster Session*
➢ Luigi Rizzi, University of Siena	

Distance Education
Distributed Learning &
Language Instruction

University of Hawai'i at Mānoa • July 27–30

The NFLRC invites language educators with significant experience using distance and distributed learning models to propose presentations for the symposium. Presentation proposals should address new technologies, innovative software, research projects, or new uses for old software. Possible topics could include but are not limited to

- Issues in distance/distributed learning administration, infrastructure, or delivery
- Instructional design or development of Web courses/materials
- Online interactions and community
- Electronic resources for educators

Proposals can be for 45-minute sessions, 75-minute sessions, or electronic poster sessions (e.g., class Web site tours, multimedia instructional materials demos, etc.). Financial support is available for presenters of 45-minute and 75-minute sessions only – up to $800 per session to help defray travel expenses, with the possibility of supplementary support if there are multiple presenters in a session.

Deadline for online proposal submissions is March 1, 2004.
more information: http://nflrc.hawaii.edu/prodev/DE2004/

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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

Proposals for individual papers, colloquia, or workshops related to theory, research, practice, and policy in these strand areas are welcome and can be submitted online.

Deadline for online proposal submissions is April 15, 2004.
more information: http://nflrc.hawaii.edu/prodev/CDALE/

"That could be, but ...." Improving ESL Discussion Skills

Because discussion skills are one of the most important skills for advanced learners, such as graduate students, this activity focuses on how to teach them in the classroom. It will prepare and motivate students to actively participate in discussions from the start and provide them with the opportunity to select topics that are intellectually stimulating to them. These two points are very important as they will aid in developing and improving their communication skills and their chances for academic success.

Level: Advanced (e.g., graduate students in a TESOL program)

Skill area: Speaking (group discussion)

Preparation time:

First Session: 2 hours for collecting and editing example topics and useful expressions for discussion that will subsequently be given to the students in handouts (e.g., see **http://www.LLL.hawaii.edu/sltcc/ TeachersCorners/S04TC.pdf**).

Second Session: 10 minutes to arrange the seats for discussion groups.

Activity time:

First Session: 15 minutes for introducing expressions and practicing with students, 15 minutes for pre-discussion in order to determine a topic for the main discussion in the next session and its subsequent report.

Second Session: 30 minutes for group discussion and 15 minutes for the report.

Procedures

First Session

1) Pass out a handout which covers some commonly–used expressions in discussions (e.g., see **http://www.LLL.hawaii.edu/sltcc/ TeachersCorners/S04TC.pdf**).

2) Ask the students to classify the expressions into five categories, such as agreement, disagreement, interruption, clarification, and pointing out/assertion.

3) Leave time for questions and answers with the students, so that they can discuss and better understand the expressions and their use.

The goal is for students to become familiarized with the target expressions and be able to use them properly.

4) Next, give a list of example topics for discussion.

5) Ask each group of students to have a discussion for 10 minutes, reminding the students that they should determine their own topics and their positions for the main group discussion (i.e., whether they are pro or con) in the next session.

The purpose of this stage is to provide the students with an opportunity to figure out through discussion the topic they are most interested in and willing to discuss. In addition, through specifying their positions for the discussion, they will be motivated to prepare for the next session's discussion and share responsibility for its success.

6) Have each group share their chosen topics with the rest of the class.

7) Ask each student to search for materials and prepare something to say for the main discussion that will follow. This can be given as homework.

Second Session

1) Ask each group to select a representative to lead the discussion and report its results.

2) Explain to the students what should be included in their report after the discussion.

3) Give the groups 30 minutes for discussion.

4) Circulate among the groups, giving help or feedback, if necessary or if asked.

5) Have each group report on and share with all of the students what took place in their discussion and have a whole-class discussion, focusing on what expressions they used in their discussions, how their discussion proceeded, what conclusion they reached, and what they might have experienced through the discussion this time around.

Variations & Notes

• Instead of step two in the first session, the teacher can provide a handout where the expressions have already been arranged under classified titles. This is desirable, particularly, for the intermediate and beginning learner.

• In step four in the first session, an article (e.g., a newspaper article dealing with the pros and cons about raising bus fares) can be given to and

discussed by all the students, instead of a list of example topics.

This activity would be an effective warm-up.

• In the second session, students can be assigned to write a report or an essay on the discussion they had, instead of, or additionally, producing it orally.

Author

Hyun Sook Ko (**hsko@hawaii.edu**) is a PhD student in the Second Language Studies Department and currently works as a GA for the NFLRC Corpus Linguistics for Language Teaching and Learning project.

Got a favorite "never fail" teaching activity? Been doing innovative work with technology in the classroom? Developed project ideas that really get your students to use the language in the classroom? We welcome submissions on any language teaching topic. If you're interested in contributing, please visit **www.LLL.hawaii.edu/sltcc/teachers_corner.html** *for submission guidelines. All submissions will be considered, and those that are accepted will appear in future issues of the LLC Newsletter.*

Language Learning & Technology

a refereed journal for second and foreign language educators

articles

Generalization of computer assisted prosody training: Quantitative and qualitative findings
Debra M. Hardison, *Michigan State University*

Composition medium comparability in a direct writing assessment of non-native English speakers
Edward W. Wolfe and Jonathan R. Manalo, *Michigan State University*

Towards an effective use of audio conferencing in distance language courses
Regine Hampel and Mirjam Hauck, *The Open University, United Kingdom*

Learners' perspectives on networked collaborative interaction with native speakers of Spanish in the US
Lina Lee, *University of New Hampshire*

reviews

Conversation and Technology
Ian Hutchby
reviewed by Jean E. Conacher

Connected Speech
Protea Textware Pty Ltd
reviewed by Joy Egbert

Business English: Meetings
English Language Centre, University of Victoria
reviewed by Pamela Couch

Reading in a Foreign Language

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

articles

Promoting English language development and the reading habit among students in rural schools through the Guided Extensive Reading program
Ratnawati Mohd Asraf and Ismail Sheikh Ahmad, *International Islamic University*

Technical vocabulary in specialised texts
Teresa Mihwa Chung and Paul Nation, *Victoria University of Wellington*

Literacy and foreign language reading
Tony Ridgway, *Queen's University*

At what rate do learners learn and retain new vocabulary from reading a graded reader?
Rob Waring, *Notre Dame Seishin University*, and Misako Takaki, *Okayama Board of Education*

reviews

Reading Comprehension and Text Organization
Alastair Sharp
reviewed by Sharynne Wade

Short Stories for Creative Language Classrooms
Joanne Collie and Stephen Slater
*reviewed by Moana Rosa*

NFLRC publications news

Were you fortunate enough to catch Tim Murphey when he was here last August to give a lively presentation on group dynamics and language teaching? The NFLRC videotaped this presentation and now makes it available through its publications division. This tape is also available for checkout through the LLC tape library in Moore 256 (see page 2).

## Group dynamics in the language classroom

Tim Murphey

Group dynamics, according to Tim, is one of the most important areas for teachers who wish to create a well-functioning, interactively supportive classroom for language learning. The presentation in the video looks briefly at the recent research and theory in the area and the practical aspects of dealing with forming, transition, performing, and closing with groups. The cohesive group, shifting leadership styles, student roles, and the contribution of the environment, and how we can adjust it, are demonstrated and discussed. Tim's class handout is also included.
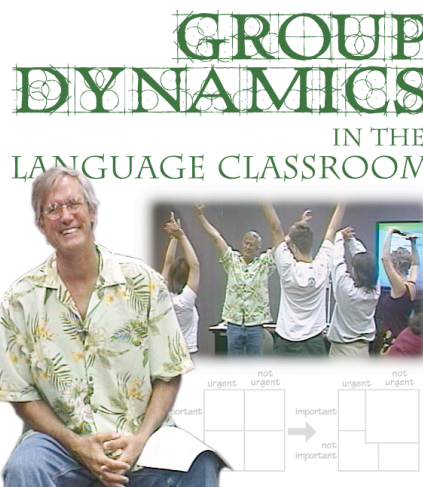
Task-Based Language Teaching: A demonstration module

M. H. Long, C. Doughty, Y. Kim, J.-H. Lee, & Y.-G. Lee
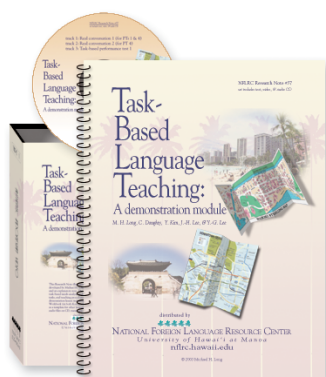
This Research Note illustrates Task-Based Language Teaching (TBLT) as developed by Michael H. Long. The set consists of a demonstration video, audio CD, and an explanatory text. The introduction in the text describes TBLT, the task-based needs analysis and materials development underlying pedagogic tasks, and teaching procedures. In addition, the text contains a demonstration lesson including a Teacher's Manual and Student Workbook (in both Korean, the demonstration language, and in English, as a template for other languages), color maps, scripts, Korean language audio files on CD, transcripts of the audio files, and two sample tests.

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