

Sign up now for Fall 2003 Workshops!



Language Learning Center
newsLetter
University of Hawai'i at Mānoa

Fall 2003

Volume 14 No. 1

UH Mānoa Draws Future Conferences

With its picturesque, tropical setting and its dynamic, world-class, language- and literature-focused departments and centers, it is perhaps not surprising that the University of Hawai'i at Mānoa is increasingly becoming a choice spot for future conferences. Here's a sample of what's to come:

This fall, the Department of Languages and Literatures of Europe and the Americas (LLEA) will be hosting the **First International Conference on Latin(o)american & Iberian Cinemas** on November 5–7, 2003. The conference will bring together scholars from Europe and the Americas to discuss the current state of the following cinemas: Iberian (Spain and Portugal), Latin American and US Latino. The conference is scheduled to coincide with the presentation of six Latin American films as part of the Hawai'i International Film Festival. Details of conference and film times and locations are forthcoming. For more information, contact Paul A. Schroeder at paulschr@hawaii.edu.

On January 9-10, 2004, the National Foreign Language Resource Center (NFLRC) in association with **COTSEAL** (the Council of Teachers of Southeast Asian Languages) will convene a **workshop** to develop an

agenda for building US capacity in Southeast Asian languages. Participants will include language educators and other stakeholders in the teaching of Southeast Asian languages in the United States. For more information, contact the NFLRC at nflrc@hawaii.edu.

On December 17-20, 2004, the Dept. of Linguistics and the Dept. of Second Language Studies will be hosting the **inaugural conference of Generative Approaches to Language Acquisition - North America**. This conference aims to bring together researchers working within the generative framework in the field of language acquisition. Highlights of the conference include plenary talks by Nina Hyams (UCLA) and Rex A. Sprouse (Indiana

University) and a tutorial on generative syntax by Luigi Rizzi (University of Siena).

Abstracts for both paper presentations and poster displays are invited on all aspects of language acquisition from a generative perspective, including L1 acquisition, L2 acquisition, bilingualism, creoles and pidgins, language disorders, and in particular, child L2 acquisition and the acquisition of mood/aspect. The Call for Papers with full details on procedures for abstract submission (deadline - August 16, 2004) will be forthcoming. For more information, contact Kamil Ud Deen <kamil@hawaii.edu> or Bonnie Schwartz <bds@hawaii.edu>.

Finally, it's far off, but the NFLRC is pleased to announce that it has been chosen as host for the **2006 Computer-Assisted Language Instruction Consortium (CALICO) Conference**, which will be held May 20-24. Its workshops, presentations, poster sessions, and courseware showcase demos will feature uses of cutting edge technologies in foreign language teaching and learning and will be of vital interest to anyone in the field of Computer-Assisted Language Learning (CALL).

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We appreciate feedback: sltcc@hawaii.edu



from the Language Learning Center

The Language Learning Center welcomes a new Graduate Assistant, William Dressler, to its staff. William, a graduate student in the Second Language Studies Department, will be working with our returning GA, Yao Zhang, and they will share the duties of coordinating the monitors for our Multimedia Computer Labs. **If you would like to volunteer to be a monitor in our Mac or PC labs, please send an e-mail to labmontr@hawaii.edu.**

Last spring semester we experimented with evening hours in the PC lab. As a result of the response, we have decided to keep evening hours for the fall semester. Our new lab hours for the Fall are as follows:

PC Lab

Monday - Thursday 8:00 am - 7:00 pm
Friday 8:00 am - 5:00 pm

Mac Lab

Monday - Friday 9:00 am - 4:00 pm

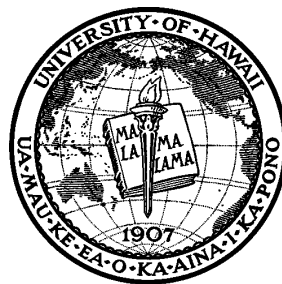
Please note that the hours are different for the Mac and PC labs. The earlier closing on Fridays in the PC lab is to allow our staff to do maintenance on the computers. The above hours are for student drop-in use. You may still reserve the labs for your class even if the class time does not coincide with these hours. **To reserve a lab for your class, please go to <http://mcl.lll.hawaii.edu> and click on "RESERVATIONS."**

Due to the large amount of wasted paper, we have installed a **printer manager program** in the PC lab. The printer will only print Word and Excel documents, and each print job will be limited to 10 pages. If you need to print a web page, you may copy and paste it into a Word document.

Over the summer the Mac OS X v. 10.2 operating system was installed on the Mac lab computers. Please let us know if this will have any affect on any software programs you may have been using for your classes. Also please inform us ahead of time of any special software needs you may have for the semester. Our contact email is mcl@hawaii.edu.

As reported in last fall's newsletter we are **digitizing audio materials for various languages** on a continuing basis and distributing them to students on CDs as Mp3 files. This semester the materials for Filipino 101-202 and Japanese 101-202 will become available. Already available on CD are the audio materials for Spanish 101-202, German 101-201 and Japanese 111-212. In addition the audio files can be accessed on the computers in both our PC and Mac labs.

Other UH News & Events



NRC GRANTS CONTINUED TO 2006

We are pleased to report that the Center for Pacific Island Studies (CPIS), the Center for Southeast Asian Studies (CSEAS), and the Center for East Asian Studies were successful in their applications to continue as Department of Education Title VI National Resource Centers (NRCs). Each center will receive funding through 2006 to conduct its proposed projects and activities. As the new grant cycle begins, each center will be helmed by new leadership. Dr. David Hanlon is Director for CPIS, taking over for Dr. Robert Kiste, who has retired. Dr. Barbara Andaya replaces Dr. Steve O'Harrow as Director of CSEAS, and Dr. Robert Huey steps in for Dr. Sharon Minichiello as Director for the East Asia Center.

We send our congratulations to the NRCs and look forward to continued collaboration with them in the future, particularly since languages and literatures play an important role in NRC activities and funding.

LLEA EVENT: "French Day"

The Department of Languages and Literatures of Europe and the Americas will be having a "French Day" on Wednesday, November 12, 2003. The event will consist of a visit by public and private high school French language students to the Manoa campus. For more information, please contact Marie-Jose Fassiotto at 956-4171 or <fmj@hawaii.edu>.

LAE LABS - OPEN HOUSE!

Attention new and continuing students! Do you know about one of LLL's newest resources? The Language Analysis and Experimentation (LAE) Labs are a research and teaching facility dedicated to human language and the cognitive mechanisms responsible for it. The LAE Labs house research on the articulation, acoustics, and perception of speech, the production and recognition of words, and the processing of sentences and discourse. Tools used by faculty and student researchers interested in all areas of language 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 experiment design and analysis software.

The LAE labs are planning an open house early in the Fall Semester; log onto our website for new developments: <http://www.ling.hawaii.edu/lae/>

Beginning Chinese online course debuts

UH's first beginning level Chinese online course (CHN 101, section 5) makes its debut this semester. Rather than meeting in a traditional classroom, students learn Chinese via the web and work with a tutor. UH students will interact with students at Dillard University in New Orleans, LA, and St. Mary's University in San Antonio, TX, who will also learn Chinese in the same online community. Contact Stephen Fleming for more information at <sfleming@hawaii.edu>.

FREE ONLINE RESOURCES

Interested in using technology for language learning & teaching?
Visit . . .



**Language
Learning &
Technology**

<http://llt.msu.edu>

a refereed journal for second & foreign language educators



Conducting research on foreign language reading? Go to . . .

Reading in a
Foreign
Language

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



Trying to find professional language organizations? funding
sources? online learning resources? professional development
opportunities? Check out the Resource Section at . . .

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawai'i at Mānoa

http://nflrc.hawaii.edu/resource_home.cfm

Fall 2003

Demos & Discussions

(open to the public - no registration required)

Group Dynamics in Language Classrooms

Monday, September 8

12:00–1:00, Moore 155A

Led by Tim Murphey, Dokkyo University (Japan)

Group dynamics is one of the most, if not the most, important areas for teachers who wish to create a well functioning, interactively supportive classroom for language learning. This presentation will look 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, will also be demonstrated and discussed. (N.B.: This presentation will be based on the book due out this fall from Cambridge University Press by Zoltan Dornyei and Tim Murphey entitled *Group Dynamics in the Language Classroom*.)

NOTE: Dr. Murphey has done three previous videos for the NFLRC, and this presentation will be video-taped 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.

What's Going on inside the Gingko Tower of Babel?: Foreign Language Curriculum Reform in a Japanese University

Wednesday, October 8

12:00–1:00, Moore 155A

Narahiko Inoue, Kyushu University (Japan)

As an insider in a large national university in Japan, Dr. Inoue is in the midst of curriculum reform of foreign languages especially English. He will discuss several factors that have influenced the existing curriculum of English as a foreign language as well as competing powers to foster or resist changes. As in many Japanese universities, Kyushu University gave individual instructor autonomy to design English courses with a heavy emphasis in grammar-translation along with reading materials drawn from classic texts as well as contemporary essays and novels. More recently, many of the undergraduate language courses teach "communication," that is variously interpreted by professors and students. Now a demand from some departments is to prepare their students for standardized tests, typically TOEIC (business/industry equivalent to TOEFL). The language faculty is responding to such a demand with a variety of strategies including needs surveys, placement tests, more controlled content, computer-based learning, and student evaluation.

Workshops

1 The Mac Lab and OS X

Thursday, September 4, 10:30-12:00
(Mac Lab • Moore 155B)
led by John Standal, LLC

Over the summer, all the Macs in the Mac Lab were upgraded from System 9 to OS 10.2. This workshop will show you how to use the new operating system and how to do tasks that were done under OS 9 under the new setup. It will include new 10.2 features, running "classic applications," how to access network drive folders (which include the class folders), and more.



2 Using Ka Ho'oilina Journal for Your Research

Wednesday, September 17, 12:00-1:00
(Mac Lab • Moore 155B)
Led by Emily Hawkins, Dept. of Hawaiian & Indo-Pacific Languages & Literatures

Ka Ho'oilina, the Hawaiian language legacy journal, is a new resource for those who do research on Hawaiian topics. This bilingual journal of archival materials from several collections has a website which includes sound files of the Hawaiian text as well. All materials can be accessed in either Hawaiian or English. There are 4 ways to view the information, one of them including a search tool. This hands-on workshop will introduce students and faculty to the website.

3 Flash MX Introductory Workshop

Thursday, October 9, 3:00-5:00
(PC Lab • Moore 153A)
led by Yao Zhang, LLC

Macromedia Flash MX helps you create graphics, text, animation, and applications for Websites. The topics covered by this workshop include how to create and import artwork, animation, and interactive movies in FLASH. *The audience for this workshop is expected to have some previous computer experience, such as with Powerpoint and Photoshop and preferably with website design.* The participants will learn how to make more visually effective Powerpoint presentations and websites.

4 Creating your first web page on UHUNIX with Netscape Composer

Friday, October 17, 3:00-5:00
(PC Lab • Moore 153A)
led by Dong-Wan Kang, LLC

One of the benefits of having a UH username is that you can create a personal homepage. This beginner level workshop guides you through the process of setting up/updating a web page in your UHUNIX account and creating a web page that incorporates text, tables, graphics, and links to other pages by using Netscape Composer. No experience is required

5 Use your own Styles on multiple web pages - Cascading Style Sheets (CSS)

Friday, October 24, 3:00-4:30
(PC Lab • Moore 153A)
led by Dong-Wan Kang, LLC

Cascading Style Sheets (CSS) is a set of style rules that allow you to control how your web pages will appear in the viewer's web browser. With CSS, for example, you can define the look of all your web pages in one file and change the whole site by changing just one file. Through demonstrations and hands-on exercises, you will learn the basics involved in creating web pages with CSS. Familiarity with HTML tags is REQUIRED.

MASTER MICROSOFT WORD!

IT IS HIGHLY RECOMMENDED
YOU TAKE ALL WORD CLASSES
IN THE SERIES (#6-10). EACH
BUILDS UPON SKILLS LEARNED
IN THE PREVIOUS CLASS.



WORD Basics (I)

Thursday, September 4, 1:30-3:00
(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, rules, character, paragraph, and document formatting. You're not alone! Come join us!



W * r k s h * p s

7

WORD Headers, Footers, & Footnotes (II)
Thursday, September 11, 1:30-3:00
(Mac Lab • Moore 155B)
led by Deborah Masterson, NFLRC

Learn how to make those pesky page numbers appear in the right place! Make footnotes behave - even renumber automatically! Plus a few other handy tricks as time allows. Minimal word-processing skills required.

8

WORD Style Sheets (III)
Thursday, September 18, 1:30-3:00
(Mac Lab • Moore 155B)
led by Pam DaGrossa, NFLRC

Save time and frustration while producing professional-looking documents with style sheets and templates. Some familiarity with Word or other similar word processor recommended.

9

WORD Tables (IV)
Thursday, September 25, 1:30-3:00
(Mac Lab • Moore 155B)
led by Deborah Masterson, 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 more. Some familiarity with Word or other similar word processor recommended.

10

WORD Review Tool (V)
Thursday, October 2, 1:30-3:00
(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 its 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 Fall 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

Type F2003 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:	F2003 WORKSHOP REG
----- Message Text -----	
name:	Anita Vukashun
e-mail:	vukashun@hawaii.edu
title/position:	grad student
dept:	HIPLL
phone:	X62222
I would like to register for the following workshops: #3 Flash MX Intro Workshop #6-10 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 HIPLL Department. I would like to register for the following workshops: #3 Flash MX Intro Workshop and #6-10 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.



The Teacher Portfolio & Preparation Series (TiPPS) is designed to help **future language educators** (specifically graduate students in language departments at the University of Hawai'i at Manoa) 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).

SCHEDULE (all sessions to be held in Moore 224):

- **SESSION 1: Conducting a job search/Putting together a teacher portfolio** (Tuesday, September 9, 12:00-1:30)
- **SESSION 2: Defining your philosophy of teaching** (Tuesday, September 16, 12:00-1:30)
- **SESSION 3: Creating effective curriculum vitae** (Tuesday, September 30, 12:00-1:30)
- **SESSION 4: Writing effective cover letters** (Tuesday, October 7, 12:00-1:30)
- **SESSION 5: Developed/adapted materials and other items to include in your teacher portfolio** (Tuesday, October 14, 12:00-1:30)
- **SESSION 6: Interview tips** (Tuesday, October 21, 12:00-1:30)
- **SESSION 7: "Where do I go from here?" wrap-up/evaluation** (Tuesday, October 28, 12:00-1:30)

Interested? Visit the **WORKSHOP REGISTRATION** section of the TiPPS website to find out what to expect and how to register:

<http://www.LLL.hawaii.edu/sltcc/tipps>

Don't have time to take the workshop but need the basic information from it? The newly updated TiPPS website has plenty of handouts and links to help you out. Though no substitute for the discussion and individualized feedback you'll get in the workshop, these resources offer a crash course when time is of the essence.

WHAT PARTICIPANTS HAVE SAID ABOUT TIPPS:

"I have benefited a lot by attending this hands-on workshop. I first thought 90 minutes was too long, but it wasn't!! Every session was well organized, and the assignments given were a fair amount."

"Overall, I found the TiPPS workshop to very helpful. I was able to get very useful feedback on the philosophy of teaching, CV, and cover letter which I had prepared before. The workshop was also a nice opportunity to write up an activity which reflects my teaching philosophy."

"The two coordinators were resourceful, friendly and supportive; the team-teaching was particularly good in that the participants had more feedback from them."

"Thank you so much for such a practical, useful and supportive workshop!!!"

Submission closing date: October 6, 2003

SUBMISSION AND REVIEW PROCESS WILL BE DONE VIA THE INTERNET ONLY

<http://www.aaal.org/aaal2004/>

<p>CALL FOR PROPOSALS</p>
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Nationally and internationally, the AAAL conference has a reputation as one of the most comprehensive and stimulating language conferences. The 2004 conference will be held in Portland, Oregon. The conference is known for its in-depth colloquia and paper sessions, topical and thought-provoking plenaries, and access to the latest publications via the book exhibits. It provides networking opportunities among established and new professionals. We are looking forward to your participation at AAAL 2004 in Portland.

Proposals

Proposals for presentations related to policy, research, and theory are invited in any area of applied linguistics. Proposals may be for individual papers, posters, or colloquia. Abstracts for all presentations formats are submitted for blind peer review.

The 2004 conference will be organized according to the following strands: Assessment and evaluation; Bilingual, immersion, heritage and language minority education; Language, cognition, and the brain; Analysis of discourse and interaction; Language acquisition and language attrition; Language, culture and socialization; Language and ideology; Language learner characteristics; Language planning and language policy; Second and foreign language pedagogy; Applied linguistics research methodology; Reading, writing and literacy; Sociolinguistics; Language learning and technology; Text analysis; Translation and interpretation.

Individual papers: 20 minutes for presentation; 10 minutes for discussion.

Poster presentations: Posters are for one-on-one discussion of work in progress. Posters are effective for presenting data visually (charts, graphs, or tables). A block of time will be designated when presenters are available to discuss their posters. Specific guidelines for posters will be provided upon acceptance.

Colloquia: Colloquia are scheduled for 3-hour blocks. Colloquium organizers may divide their time as they choose, but time should be allocated for opening and closing remarks, presentations, discussants (if included), and extended audience response. Organizers serve as the liaison between participants and the program committee.

Review/rating criteria for proposals: Abstracts for individual papers, including colloquia papers, and posters are evaluated by a team of reviewers from the relevant strand in each of the following categories:

- * Appropriateness and significance of the topic
- * Presentation of original research
- * Clear statement of question, data and collections procedures, and of analytic approaches
- * Manner of presentation (indicative of a clear and well-organized presentation)

Colloquium proposals are evaluated by a team of reviewers in each of the following categories:

- * Appropriateness and significance of the topic
- * Presentation of original and on-going research studies OR differing or dissenting perspectives on an important issue
- * Coherence and complementarity of the papers
- * Manner of presentation (indicative of careful planning for the implementation of the colloquium including a significant amount of time for discussion of the presentations and audience participation)



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.

Why alternate forms when addressing the same person?

Raising consciousness about the pragmatic use of the Japanese plain and *desu/masu* forms

Aim:

While the Japanese plain and *desu/masu* forms are generally understood as markers of informality and formality, respectively, recent research has revealed that the use of these forms in natural discourse cannot be explained solely on the basis of this dichotomy. That is, studies such as Cook (1997, 1999), Maynard (1991), and Okamoto (1998, 1999), which analyzed naturally occurring interactions, have shown native speakers of Japanese to pragmatically alternate the two forms depending on the context.

Schmidt (1993) claims that, “For the learning of pragmatics in a second language, attention to linguistic forms, functional meanings, and the relevant contextual features is required” (p.35). Based on this claim, the two activities introduced here aim at raising learners’ consciousness about 1) how the use of these two forms is not fixed depending on a simple contextual feature, e.g., the degree of closeness between the interlocutors, but rather that they can be alternated depending on the means of communication and 2) how the two forms can mark a

variety of pragmatic meanings in addition to informality/formality depending on various contextual features.

The situations which can be used for this activity include 1) a person talking on the phone with a close friend, 2) the same person leaving a message on the same friend’s answering machine, and 3) a letter written by the same person addressed to the same friend. (Audio recordings, transcripts, and a copy of the letter which the author used in his class can be accessed at <http://www2.hawaii.edu/~kazutoh/teaching/activities/dataset1.html>)

The first activity aims at raising the learners’ consciousness about how one could alter the forms depending on the situation. That is, in this activity, the learners are to focus on how differently the two forms are distributed depending on the means of communication. In the examples the author used, while the plain form was mostly used in situation 1 and the *desu/masu* form was mostly used in situation 2, the two forms were mixed in situation 3. In the second activity, the learners are to focus on how the forms are alternated *within* each of the situations and deepen their understanding of the pragmatic use of the two forms. That is, since it is not uncommon for the two forms to be mixed in a single situation, through the second activity, the learners are to closely analyze how they are alternated pragmatically depending on various contextual features.

Level: Beginning to Advanced

Preparation:

- Collect naturally occurring interactions produced by a certain individual through various means.
- Transcribe parts of the interaction to be used for analysis in class.
- Analyze how the two forms are used in the various interactions before conducting the activity.

ACTIVITY 1

Activity Time: 50-minute class period

Procedure:

1) **Guessing based on information provided:** Inform the learners that they are to deepen their understanding about the plain and *desu/masu* forms through this activity by analyzing interactions in various situations. Then, after explaining to the learners the situations they are about to analyze in terms of the relationship between the interlocutors (e.g., their age, length of acquaintance, etc.) and the means of communication (e.g., phone, letter, etc.), have them guess which forms will be used in each situation and why.

2) **Analyzing the data:** Have the learners listen to the

recorded interactions and also view the letter, paying attention to the forms used.

3) **Small group discussion:** Divide the class into small groups and have them discuss 1) which form they mostly heard or saw in the various situations, and 2) the reasons why they thought a particular form was preferred in each of the different situations. Transcripts of the interactions can be distributed to the learners at this point. Have each group write their findings along with reasons on transparency sheets.

4) **Presentation of findings:** Have each group present their findings and the reasons to the whole class.

5) **Whole class wrap-up:** Summarize what the learners have presented focusing on the different distributions of forms the learners observed and also on how the means of communication influenced one's choice of forms. Questions and additional comments can also be elicited from the learners.

ACTIVITY 2

Activity Time: 50-minute class period

Procedure:

1) **Summarizing current understanding:** As part of their homework, have the learners write a paragraph or two in English about their current understanding of the functions of the plain and *desu/masu* forms. Based on what they write, have the learners present their understandings of the two forms in class.

2) **Presenting sample analysis:** Show a piece of interaction in which the plain and *desu/masu* forms are alternately used. Using this sample, briefly show how the two forms can be alternated and how they can have various pragmatic meanings depending on various contextual features.

3) **Small group discussion:** Reintroduce the data from Activity 1 and remind the learners about the situations and the relationship between the interlocutors in the interactions. Divide the class into small groups and assign one situation per group to discuss 1) how the forms are alternated within the assigned situation, and 2) what pragmatic meanings the forms have. Transcripts of the interaction are to be provided to each group. A vocabulary list or an English translation of the interaction may also be provided depending on the learners' proficiency level.

4) **Presentation of findings:** Have each group present to the whole class what they discussed including the reasons to support their findings.

5) **Whole class wrap-up:** Summarize what the learners have presented focusing on their analysis of how the two forms were alternated within each situation and what kinds of pragmatic meanings they had depending on various contextual features. Questions and additional comments

can be elicited from the learners.

Variations & Notes:

- Selection of interactions could be adjusted based on the learners' proficiency levels. Other interactions, besides the ones listed above, which can be selected for the activities include face-to-face interaction and e-mail correspondences.
- While discussions may take place in English if the learners are at the beginning or intermediate levels, Japanese can be used for advanced learners.
- In order to assess how the learners' understanding of the use of the two forms has changed, they can be asked to summarize what they have learned through the second activity as part of their homework for that day and their summary can be compared to what they wrote about the two forms before the activity.
- While consent for data collection and its use in classroom activities should be obtained from the people in the interactions, it will probably be better not to inform them of the focus of analysis until collection of data is completed.

References:

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- Maynard, S. K. (1991). Pragmatics of discourse modality: A case of *da* and *desu/masu* forms in Japanese. *Journal of Pragmatics*, 15, 551-582.
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Author: Kazutoh Ishida <kazutoh@hawaii.edu> is currently a Ph.D. candidate at the Department of East Asian Languages and Literatures at the University of Hawai'i at Manoa. He has taught beginning and intermediate level Japanese courses and incorporated various activities which raise the learners' consciousness about the pragmatic aspects of the Japanese language.

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
publications update

AOZORA

Intermediate-Advanced
Japanese Communication



develops intermediate students' oral and written communicative skills and provides insights into Japanese society and culture. These materials encourage students to actively participate in a variety of authentic and intellectually stimulating activities including discussions of discourse and sociological aspects of the Japanese language. Three hours of natural language samples on CD provide students with examples of language use in multiple social contexts and useful functions and topics. The set includes a student text with three accompanying audio CDs and an *Instructor's Guide*.



A sample chapter is available at
nflrc.hawaii.edu/publications/Aozora/



LANGUAGE LEARNING SOFTWARE DATABASE

This recently upgraded website was originally the outcome of a 1998 technology and language learning symposium held here at UH. The online database of multimedia language learning programs also includes a comprehensive list of criteria for evaluating computer-delivered

multimedia language learning systems. The database is periodically updated and now contains language learning software for over 100 languages.

We invite language learners, teachers, software developers, and administrators to search the database, consult the evaluative criteria, and suggest additional programs.

nflrc.hawaii.edu/NetWorks/NW31

more info/order on line at nflrc.hawaii.edu