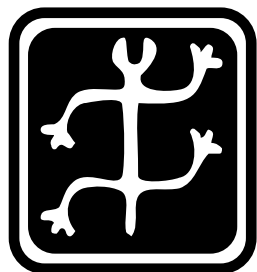




sign up now for Spring 2002 workshops



SLTCC

newsletter

News from the Second Language Teaching and Curriculum Center at the University of Hawai'i at Mānoa
Spring 2002

Volume 12 No. 2

Fostering heritage languages as resources and promoting academic success in Hawai'i public schools

The Center for Second Language Research (CSLR) at UHM has been awarded a federal Office of Bilingual Education and Minority Language Affairs (OBEMLA) grant for \$525,000 over three years, beginning summer 2001. The director of the CSLR and principal investigator, Kathryn Davis, describes this *Studies of Heritage and Academic Languages and Literacies (SHALL) Project* as designed to draw on community language and cultural resources to improve academic performance among bilingual students.

In developing a comprehensive heritage/foreign language, English language, and college preparatory model program within the Farrington complex, the CSLR has combined financial and staff resources with the UHM federally funded *GEAR-UP Project* (Joy Marsella and Amy Agbayani, co-PIs; Rod Labrador, Project

Director). *GEAR-UP* (Gaining Early Awareness and Readiness for Undergraduate Programs) provides predominantly Filipino and Samoan students from low-income families access to rigorous academic preparation, financial information, and individual scholarship accounts to attend college.

GEAR-UP sponsors a *Language Awareness and Culture Education*

(LACE) program at Dole and Kalākaua Middle Schools (Farrington High School feeder schools) for approximately 130 participating students. *LACE* provides 7th and 8th grade students with the solid foundation needed for the more academically intensive heritage/foreign and English language training they will receive in the Farrington High School *SHALL* program. *SHALL*, cooperatively sponsored by the CSLR and *GEAR-UP*, involves content-based Ilokano, Samoan, and English language courses based on three goals:

- **Academic development through L1.** Content-based Ilokano and Samoan language courses offer students the opportunity to develop complex and high-level language and literacy skills in their native languages through drawing on community language and cultural resources.

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We appreciate feedback: sltcc@hawaii.edu



from the Multimedia Computer Lab

Please check the PC Lab Schedule or Mac Lab Schedule to see if there are classes already using the labs. When the computer lab is reserved for a class, walk-in users may quietly use any open computers. For more information, please call 956-8047, or visit:

<http://www.LLL.hawaii.edu/mcl/>

What's available in the lab?



operating system	Windows 2000 Professional	Mac OS 9.1
12 languages supported	Chinese (Traditional & Simplified), English, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai, Vietnamese.	Chinese (Traditional & Simplified), English, French, German, Hawaiian, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Vietnamese.
wordprocessing	Microsoft Office 2000, including Word, Excel, Access, PowerPoint.	Hawaiian Appleworks and Microsoft Office 2000, including Word, Excel, PowerPoint.
Internet & utilities	Internet Explorer 6, Netscape 6.2, Telnet, FTP 95, MSN Messenger, NetMeeting, RealPlayer, Window Media Player 7, Quick Time Player, Acrobat Reader 5, PowerArchiver, and DVD Player.	Internet Explorer 5, Netscape Navigator 4, Telnet, Fetch FTP, MSN Messenger, RealPlayer, Flash, Acrobat Reader, Ka Ho'okele, Leoki, Webclip, Bbedit 4.52, and iMovie.

SPRING 2002 MCL HOURS OF OPERATION

for general use

PC Lab (Moore 153A):
Monday-Friday 8:00am-5:55pm
MAC Lab (Moore 155B):
Monday-Friday 8:00am-3:55pm



Technology in Teacher Education: PT3 Projects

March 11th & 12th, 2002

Wist Hall 135 (library)

9:00am – 4:00pm

public welcome

LEI Aloha (Learning Enhancement through Innovation) is a grant-funded project in the College of Education, UH Manoa, focused on promoting technology integration in the classroom. LEI Aloha is funded by the US Department of Education's Preparing Tomorrow's Teachers to Use Technology (PT3) grant program. PT3 projects from across the nation will be presenting the exciting, cutting-edge ways in which they are incorporating technology into their curriculum. Join us for these free and informative sessions.

For more information and presentation schedule, please contact Rachel Rivers at 956-2740 or e-mail rrivers@hawaii.edu.

Heritage...1 ->

- **Academic development through L2.** Students develop metalinguistic abilities through 1) textual, rhetorical, and discursive analyses of English oral language and literacy uses and 2) comparing and contrasting L1 and L2 language/literacy expectations for use.
- **Fostering a language as resource orientation in Hawai'i schools.** The approach to heritage language education described here not only promotes school success among linguistic minorities, but also fosters statewide recognition of heritage language resources.

A number of graduate students from the Dept. of Second Language Studies at UH are involved in the *SHALL Project*. Thuy da Lam is serving as Curriculum Director and Carrie Mospens is currently conducting formative qualitative evaluation with the help of alumnus Hae-Sun Cho. SLS alumnus Julius Soria is in charge of Ilokano teaching and curriculum development at Farrington. Dixie Crichton and Vai Leatiota are the Samoan teachers/curriculum developers.

One of the main challenges for realizing CSLR "language as resource" goals lies with getting more qualified heritage language teachers into the schools. Foreseeing this potential stumbling block, the CSLR applied for and received an OBEMLA Career Ladder grant for \$1.2 million over five years to prepare native speakers of languages other than English as heritage/foreign language and ESL teachers. Through working closely with relevant departments and colleges across UHM, this *Careers in Language Education and Academic Renewal (CLEAR)* project will develop an

undergraduate Bilingual Studies Program to help students develop academic abilities in their first languages, academic skills in English, and professional educational development (teacher training) in multilingualism/multiculturalism across the curriculum. This project promises to support academic success among undergraduate students and result in promoting bilingual and academic abilities among students in Hawai'i public schools.

The CSLR plans a number of outreach/professional development activities, beginning with an NFLRC Summer Institute symposium on *Heritage Learners and National Language Needs* and an NFLRC Summer Institute *Samoan Pedagogy Workshop* (see page 10 for more details). As part of the Summer Institute, a Second Language Studies course on *Transforming English and Foreign Language Education: Learning Across the Curriculum* will be offered to public school teachers. In the future, the CSLR also plans to publish a handbook for those interested in starting up similar programs in their educational institutions, which will contain the theories guiding projects, the curriculum developed from those theories, and critical ethnographic research detailing the successes and problems encountered in the projects.

The Second Language Teaching & Curriculum Center (SLTCC) congratulates the CSLR on its grants and innovative and important work and wishes the Center the best of success. For more information on CSLR projects, contact the Director, Kathryn Davis, at kathrynd@hawaii.edu.



Language Learning & Technology

a refereed journal for second & foreign language educators

Language Learning & Technology, a refereed journal sponsored and funded mainly by the University of Hawai'i National Foreign Language Resource Center (NFLRC) and the Michigan State University Center for Language Education And Research (CLEAR), seeks to disseminate research to foreign and second language educators in the U.S. and around the world on issues related to technology and language education. LLT is published exclusively on the World Wide Web three times per year (January, May, and September).

<http://llt.msu.edu>

The January 2002 issue (vol. 6, no. 1) includes the following feature articles:

- ✓ "Video Recording in Ethnographic SLA Research: Some Issues of Validity in Data Collection" (Margaret A. DuFon)
- ✓ "Social Dimensions of Telecollaborative Foreign Language Study" (Julie A. Belz)
- ✓ "Categorization of Text Chat Communication Between Learners and Native Speakers of Japanese" (Etsuko Toyoda and Richard Harrison)
- ✓ "Effects of Students' Participation in Authoring of Multimedia Materials on Student Acquisition of Vocabulary" (Ofelia R. Nikolova)
- ✓ "Visible or Invisible Links: Does the Highlighting of Hyperlinks Affect Incidental Vocabulary Learning, Text Comprehension, and the Reading Process?" (Isabelle De Ridder)
- ✓ "Providing Controlled Exposure to Target Vocabulary through the Screening and Arranging of Texts" (Sina Ghadirian)
- ✓ "Student Perceptions on Language Learning in a Technological Environment: Implications for the New Millennium" (Jonita Stepp-Greany)

online journal solicits manuscripts

Reading in a
Foreign
Language

The National Foreign Language Resource Center and the Department of Second Language Studies are pleased to announce their joint sponsorship of the journal, *Reading in a Foreign Language*.

Reading in a Foreign Language, first published in 1983 by the Modern Languages Department, University of Aston, Birmingham, England, will now be published exclusively on the World Wide Web beginning with Volume 14. The journal will continue to be a fully-refereed journal with an editorial board of scholars in the field of foreign language reading. It will be published twice a year, in April and October.

The editors seek manuscripts concerning both the practice and theory of learning to read and the teaching of reading in any foreign or second language. Conference reports and reviews of scholarly books and teaching materials will also be published. The language of the journal is English, but lexical citations of languages other than English are acceptable. From time to time, special issues are published on themes of relevance to our readers.

For manuscript guidelines

and other information for contributors, contact:

Richard R. Day: rday@hawaii.edu

Thom Hudson: tdh@hawaii.edu

Spring 2002 SLTCC Demos & Discussions

(no registration required)

The Listening Recall-Protocol: Comprehension Tool and Research Technique

Thursday, February 14

12:00–1:00, Moore 155A

Led by Catherine C. Baumann, University of Chicago (German)

This presentation will describe and give some of the theoretical background of the recall protocol, including a chance for participants to experience the difference between protocols and more discrete measures. The presenter will also report on the results of a study she conducted, which not only supports the use of recall protocols, but also shows how protocols provide insights into students' comprehension processes. The presenter will close with some tips on construction and using protocols as springboards for other classroom activities.

UHM's First Online Japanese Course: A Preliminary Report

Tuesday, April 16

12:00–1:00, Moore 155A

Led by Claire Hitosugi and Justin Ota, EALL (Japanese)

With support from the LLL Dean's Award for Innovative Teaching, the presenters have put together a web-based course for advanced reading and writing in Japanese, taking pre-existing Chinese and Korean online courses as a point of departure. The first semester has been a great success, with full enrollment and participation. The presenters will describe their experiences creating and offering the course and will offer suggestions for language educators considering offering courses online. (See the ad below for more information about the online course)

Study Japanese online!

Are you having trouble fitting a Japanese course in your schedule?

Have you studied Japanese and know the basics of reading and writing in Japanese?

Do you have access to the Internet and know how to navigate the web?

You could be a perfect candidate for the **Advanced Japanese Reading & Writing Online Course: JPN399**, the very first online Japanese course at UHM. JPN399 is a three-credit course entirely conducted on the Web. You can work on the course anytime and anywhere. All reading materials are authentic, and there is plenty of interaction online with teachers and classmates. The prerequisite for JPN399 is JPN301 or consent from the instructor. Contact Claire Hitosugi (hitosugi@hawaii.edu, 956–9103) or Justin Ota (ota@hawaii.edu, 956–2061) for further information and for future courses.

JPN399 can only be taken with a credit/non-credit option and will count as an elective credit toward the Arts & Sciences upper division requirements. It will be offered during Summer Session II (July 8-August 16, 2002) and Fall Semester (August 26-December 13, 2002).

Spring 2002 SLTCC Teaching & Technology Series

Workshops

1 The UH E-mail System Migration

session 1: Tuesday, February 12, 12:00–1:00
session 2: Thursday, February 21, 12:00–1:30
(PC Lab • Moore 153A)
led by John Standal, LTRLC

Session 1 will discuss the migration of the campus wide Unix e-mail system. It is a preview of what this migration is all about. Topics will include why the migration is needed, new e-mail services offered, and special cases where the users need to manually convert folders for their accounts. It will also cover any changes to user operation of the system. Session 2 will cover any issues users are having with the new system. It will also cover the new Web based e-mail system, which many users might switch to as their preferred method of using e-mail.

2 Introduction to Wenlin

Tuesday, February 12, 3:00–4:30
(Mac Lab • Moore 155B)
led by John Rylander, LTRLC



This is an intro/demo and possible hands-on workshop of the Chinese software Wenlin. Wenlin (version 2.1) has the following features: Chinese text word processing for writing in both fanti and jianti, user designed flashcards, stroke-by-stroke display of characters, handwriting recognition, a search feature to find characters in existing texts, a pronunciation unit, a database of character compounds and their frequencies, and most importantly, a user-modifiable dictionary/database. We will discuss how to work with text from online newspapers and magazines in Wenlin, how to create your own Wenlin teaching materials for classroom use, and how Wenlin can benefit your students.

3 Using the Reviewing Tools in Microsoft Word: A Paperless Solution to Giving Feedback on Students' Papers

Tuesday, February 19, 3:00–5:30
(PC Lab • Moore 153A)
led by John Rylander, LTRLC



In this workshop I'll go through the steps to show teachers and students how to add comments and edit text using the

Microsoft "Reviewing" tool used by copy editors, providing a paperless solution to giving feedback on papers. Along with this, we will look at the options for how to receive, retrieve, and store students' papers in a variety of free online storage units.

4 Video Camera Q & A

Wednesday, February 20, 2:00–3:00
(Conference Room • Moore 155A)
led by Clayton Chee, LTRLC

This workshop serves as a "Brown bag" Q & A session for instructors checking out and using VHS videocameras from the Language Telecommunications, Resource and Learning Center.

5 Personal Database with MS Access (2000)

Friday, February 22, 3:00–4:30
(PC Lab • Moore 153A)
led by Manisa Sawatpanit, SLTCC

This workshop provides basic knowledge on how to create and manipulate databases using MS Access (2000). Participants will learn how to design and create tables, queries, forms, and reports by using the MS Access wizard. Prerequisite: familiarity with PCs.

6 Communication Tools for Language Classes: NetMeeting & MSN Messenger

Friday, March 1, 3:00–4:00
(PC Lab • Moore 153A)
led by Dong-Wan Kang, LTRLC

Chat programs can be effective tools for interactive language learning and teaching. This workshop shows you what kind of options and activities are available using NetMeeting and MSN Messenger. Prerequisite: Participants will need a hotmail.com account.



Spring 2002 SLTCC Teaching & Technology Series

W * r k s h * p s

7

Web Publishing, FTP, and Telnet on UH Unix

Friday, March 8, 3:00–4:30
(PC Lab • Moore 153A)
led by Dong-Wan Kang, LTRLC

Every UH faculty and student receives a UH Unix account with 20 MB space. What many people don't know is that they can use this space as their personal briefcase or virtual small hard disk. More importantly, people can set up their own homepage. This workshop walks you step-by-step through the process of managing files and accounts on UH Unix, setting up and configuring your website on UH Unix from a beginner level to an intermediate level. No experience is required.

8

Web Resources and Ideas for Teaching the Four Skill Areas

Thursday, March 14, 1:30–2:30
(Mac Lab • Moore 155B)
led by Kerri Russell, NFLRC/EALL

At this workshop we will discuss ways in which the internet can be used to stimulate language learning both in and out of the classroom. We will look at a variety of web pages and discuss how they can be used to teach the four skills (reading, writing, listening, and speaking). This workshop is not language specific; several languages will be represented in our discussion.

9

Smile! You're on iMovie

Tuesday, April 9, 12:00–3:00
(Mac Lab • Moore 155B)
led by Leslie Arakaki & Clinton Iwami, Educational Technology



This hands-on workshop will take participants through each step of creating digital videos. Participants will use miniDV cameras to shoot video, import their video into a computer and digitally edit using iMovie2. Finally, participants will export their video into formats ready for the web, other software applications or VHS tape. Additional topics covered will include tips on shooting video for optimal viewing on the web and different video formats that work best with common software applications.

10

To H(TM)ell and Back: Introductory HTML (part 2)

Thursday, April 11, 3:00–4:30
(Mac Lab • Moore 155B)
led by Pam DaGrossa, NFLRC

This workshop for HTML beginners will build on the HTML workshop offered in the Fall, though it is certainly not limited to previous participants. Familiarity with HTML coding is invaluable in tweaking Web documents. We will review basic HTML coding and examine a few Web pages. Participants will also go through the process of cleaning up a Word document saved as a Web page. Please bring a Word.doc you'd like to webify on Zip disk.

11

PowerPoint-ing your Work

Tuesday, April 16, 12:00–2:00
(Mac Lab • Moore 155B)
led by Ari Eichelberger & Leslie Arakaki, Educational Technology



This hands-on workshop will introduce participants to the basics of creating presentations and pointers on how PowerPoint can help anyone be an effective presenter. "Tricks of the trade" such as visual design tips and effective use of graphic elements will be covered. Participants will design and produce their own presentations, which will include special effects such as sound and pictures to wow any audience. No experience necessary.

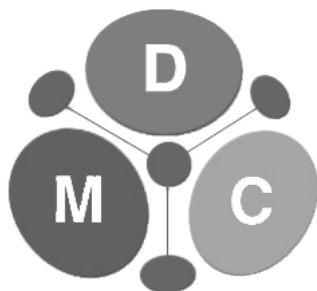
Register by e-mail

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

via e-mail: sltcc@hawaii.edu

Type S2002 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.

MORE WORKSHOPS & RESOURCES AVAILABLE AROUND UHM



Check out the
Digital Media Center (DMC)

<http://www.dmc.hawaii.edu>

Kuykendall 105

8:30am–4:30pm, Monday-Friday

appointments: 956–2719; dmc-l@hawaii.edu

The Digital Media Center (DMC) was established in October 1996 to provide faculty and staff training and support in the use of various digital/multimedia equipment and software. ITS staff are available at the DMC to assist in areas such as multimedia presentations, interactive CD-ROMs, instructional or departmental web site development, computer-based instruction, video/audio digitizing and editing, and graphics support.

Software available:

The DMC provides a variety of software for faculty and staff use. The following is a list of software commonly used in the DMC:

- Text Scanning using OmniPage Pro (optical character recognition software)
- Microsoft Office: Word, Excel, PowerPoint
- Adobe Photoshop 5.5
- Adobe Premiere 5.0
- Toast 5 Titanium (CD burning)
- Cleaner 5 (video compression)
- iMovie 2

Hardware available:

- Six Macintosh G4s with 17" flat panel Apple Studio Displays
- Two iMacs
- Two slide scanners
- Three flat-bed scanners
- VCR players
- Six Dell Pentium 4s with 17" flat panel displays (Windows 98)

Information Technology Services (ITS)
offers a multitude of
technology training
workshops each

semester. Previous
workshop topics have
included Photoshop,
MS Office, MS Word,
webpage design, Eudora, computer security,
mail merges, Excel, and much more. More
information available at:



<http://kuhi.its.hawaii.edu/training/>

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TALENT is a series of faculty development activities supported by the Distance Learning and Instructional Technology group of ITS.

TALENT is comprised of:

Semester based faculty development series
— a combination of discussion on the issues related to online instruction and hands-on and web-based tutorials (WebCT, PowerPoint, Photoshop, and more).

TALENT Show — a mini conference showcasing UH faculty currently engaged in online teaching.

TALENT Summer Institute — a week long, intensive institute which provides support for faculty preparing online courses.

<http://www.hawaii.edu/talent/>

More new faces in LLL

Yuphaphann Hoonchamlong is an Assistant Professor of Thai. She coordinates the Thai program of the Department of Hawaiian and Indo-Pacific Languages and Literatures. She has a PhD in Linguistics from the University of Wisconsin-Madison. She is no stranger to the University of Hawai'i where she got her Master's degree in Linguistics. Before coming to Hawai'i, she was an assistant professor in Linguistics at Thammasat University in Thailand. In addition, she has had extensive experience in teaching Thai as a foreign language since 1984.

Prof. Hoonchamlong's research interests include Thai language and linguistics (syntax, discourse (especially pronouns and zero pronoun reference), pragmatics), translation, speech/spoken language corpus and internet technology in language research and language instruction. She has recently completed a pilot project in Thailand on collection and web-dissemination of Thai speech samples such as Thai dialect wordlists, Thai regional folktales and Thai poetry; this includes a sample of web-based instruction of Thai listening comprehension.

Recent publications include: *Grammatical Theories* (book chapters in Thai), "Creating an Electronic Language Corpus: ThaiARC Project," and "A Feasibility Study of Government Forms and Document Format as Potential Templates for a Thai Word Processing Program."

E-mail: yuphapha@hawaii.edu

Paul A. Schroeder is an Assistant Professor of Spanish whose interests include Latin American film, Caribbean literature, and cultural studies. Born and raised in Puerto Rico, he studied at Georgetown (BA), Arizona State (MA) and Stanford University (PhD) and taught one year at the University of Missouri-Columbia before coming to the University of Hawai'i last fall. His first book, on Cuban filmmaker Tomas Gutiérrez Alea, will be published by Routledge Press this summer, and his next book, on how global migrations are transforming the once hegemonic cultures of colonizing nations, is currently in its research stage.

E-mail: paulschr@hawaii.edu

Jeff Siegel is a Researcher in the process of setting up the new Charlene Sato Center for Pidgin, Creole and Dialect Studies at UH. He taught English as a second language at the primary, secondary and tertiary levels in Fiji, Hawai'i and Papua New Guinea before getting his PhD in Linguistics at the Australian National University. Since then he has been teaching linguistics, first at the University of the South Pacific and then at the University of New England (Australia), where he is currently Associate Professor. He has done research on Fiji Hindi, Pidgin Fijian, Melanesian Pidgin, and Hawai'i Creole English.

Prof. Siegel's recent research has focussed on the role of processes of second language acquisition in the development of pidgins, creoles, and other language contact varieties and on the use of these varieties and minority dialects in education. His major publications include: *Language Contact in a Plantation Environment* (CUP, 1987), *Vernacular Education in the South Pacific* (AusAid, 1996), and *Processes of Language Contact* (Fides, 2000). He also produces the yearly *Pidgins and Creoles in Education (PACE) Newsletter*.

E-mail: jsiegel@hawaii.edu

John Standal is the new Information Technology (IT) Specialist for the Language Telecommunications, Resource and Learning Center (LTRLC). He graduated from the University of Hawai'i and has been working in the computer industry for many years. His computer experience includes LAN/server/user support, hardware/software support, and database development, including web page access of backend databases. His various duties will include overseeing the operations of the computers in the PC and MAC lab, server maintenance, database/web creation, and longer term IT related projects. His interests include music and outdoor activities.

E-mail: standal@hawaii.edu

Announcing the 2002 NFLRC Summer Institutes

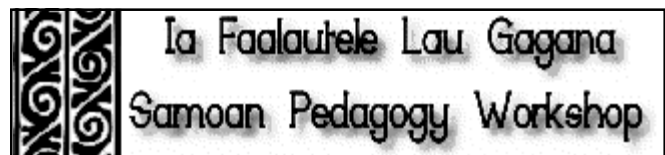


June 19–21, 2002

This symposium provides practical information, theoretical considerations, and program/curriculum models for language education that utilizes existing heritage language resources. Service organizations, government agencies, and businesses in the U.S. are increasingly calling for personnel with specialized bilingual abilities. Language specialists are under pressure to develop programs that provide individuals with the language and literacy skills needed for use across a broad range of occupations.

To meet these needs, there has been expanding interest among language scholars in capitalizing on the linguistic resources of language minority students through developing their heritage language skills. Not only does this language as resource approach (Ruiz 1988) have great potential for meeting foreign language demands, it can also provide educational and professional opportunities for language minorities who might not otherwise experience school success. In addition, the language as resource approach promotes foreign language development among monolingual speakers of English through programs in which heritage language speakers can serve as conversation partners and tutors.

Although many foreign language scholars can see the value in utilizing heritage language resources, they may not be familiar with information and models that can guide program/curriculum development for multiple languages and diverse spoken and literacy needs. This symposium will offer a range of language, culture, literacy, and technology workshops by experts who have extensive knowledge and experience in developing innovative K–16 heritage language programs.



June 24–28, 2002

Immediately following our Summer Institute symposium on Heritage Learners and National Language Needs, this 5-day workshop will bring together experts in Samoan Language teaching, teacher training, materials development, and Samoan Language content areas (e.g., oratory, grammar, literature) to share information and to discuss a range of Samoan Language curriculum development issues (e.g., community awareness, literacy education, resources, language structure, and use, etc.)



August 5–16, 2002

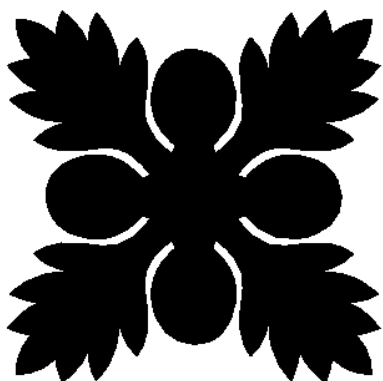
This workshop serves as an online professional development opportunity for *non-native-speaking teachers of Chinese and Korean language* at the K–16 level, with a focus on teachers in underserved areas. As part of our mission to serve the development and enhancement of Asian language and area studies in the United States, the University of Hawai'i NFLRC will offer 2 concurrent two-week intensive language courses in Chinese and Korean. The intensive courses, delivered entirely over the World Wide Web using a tested and proven pedagogic model, focus on the development and/or maintenance of communicative language skills at the advanced level, with strong emphasis on written communication meeting high standards of literacy.

For more information about NFLRC Summer Institutes, visit
http://nflrc.hawaii.edu/prodev_home.cfm

For information about Summer Institutes offered
by other Language Resource Centers, visit
<http://nflrc.msu.edu/summer02.html>

Hawai'i Association of Language Teachers

Beyond First Year



The 2002 HALT Conference seeks to facilitate the sharing of resources, innovations, and information on issues relevant to Hawai'i's unique language teaching community. Join us for presentations, demonstrations, workshops, and discussion sessions on:

- pedagogical innovations
- cultural issues
- student projects and portfolios
- preparing students for study abroad
- using community resources
- use of new technologies in the language classroom

2002 HALT CONFERENCE

Saturday, March 9

8:00am–2:00pm

Hawai'i Pacific University

Hawai'i Loa Campus – Kaneohe

keynote speaker: Dr. Dolly Young

University of Tennessee–Knoxville

Conference Pre-Registration

Postmark deadline: Friday, March 1, 2002

Conference fee includes continental breakfast. Pre-registration required for lunch.

		pre-registration	on-site
Mail this form with your check payable to HALT to:	HALT member	\$20	\$25
Tess Lane	non-member	\$25	\$30
46–369 Haiku Rd., #F1	student	\$15	\$20
Kaneohe, HI 96744	luncheon/awards ceremony	\$15	N/A
Questions?	TOTAL ENCLOSED:	<input type="text"/>	
Tess Lane, Conference Chair			
tlane@hpu.edu / 808–236–2052			

first name: _____ last name: _____

address: _____

city/st/zip: _____

e-mail: _____ phone: _____

affiliation (for nametag): _____

check one: ☐ school ☐ college ☐ university

NFLRC Publications news

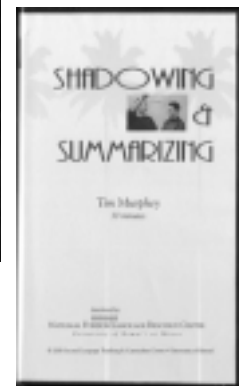
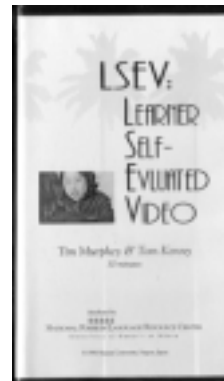
Did you know that the NFLRC has distributed well over 100 different publications in its ten years of existence? We pride ourselves on being able to offer very small press-run materials at low cost. Many of the materials we publish would not otherwise find an outlet, often because the audience for them (enthusiastic as they may be) is too small to make duplication and distribution viable for a commercial publisher. Here are a few of our "best-sellers" from 2001.



This self-paced tutorial text is designed to address common problems students face when learning to write Chinese characters.



Designed as a supplement to any first-year Indonesian text, Nah, Baca pairs authentic materials with a variety of exercises.



These entertaining and instructive videos are full of ideas for classroom teachers of any language.



Fifty video segments from footage shot on location in and around Beijing are useful for designing language lessons at all levels.

more info/order online: nflrc.hawaii.edu