

Sign up now for Fall 1999 SLTCC Workshops!



SLTCC newsletter

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

Fall 1999

Volume 10 No. 1

NFLRC GRANT CONTINUED TO 2002!

The University of Hawai'i received news this past June that we were once again selected to serve as one of a small number of national language resource centers established to improve the teaching of foreign languages throughout the United States, particularly less commonly taught languages. The university will receive a total of \$923,924 to cover operations of the National Foreign Language Resource Center (NFLRC) here from October 1, 1999, to September 30, 2002. This brings the total amount awarded to the NFLRC to date close to \$4.5 million, with another \$1.5 million brought in through other grants linked to NFLRC projects. Richard Schmidt (ESL Department) is Director of the NFLRC, and David Hipple (SLTCC Director) is the Associate Director.

The US Department of Education's language resource centers program began in 1990, when 3 such centers (including the one at UH) were established. With each funding cycle, the number of centers has increased and there are now 9 in all, including UH, San Diego State Univ., Ohio State Univ., The Univ. of Minnesota, Iowa State Univ., Michigan State Univ., The Univ. of Wisconsin, Duke Univ., and a consortium of institutions (Georgetown Univ., George Washington Univ., and the Center for Applied Linguistics) in Washington, DC.

The NFLRC (which has a national focus) shares offices and staff with the Second Language Teaching & Curriculum Center (SLTCC), which is a unit of the College of Languages, Linguistics and Literature. NFLRC projects are founded upon expertise both in language teaching and applied linguistics and include faculty and students from most of LLL's departments. The NFLRC also has ties with other centers on campus with federal or other grant funding, such as the Centers for Japanese, Chinese, and Korean Studies, the Center for Southeast Asian Studies, the Center for Pacific Islands Studies, and the Center for International Business Education and Research (CIBER) in the College of

Business. The NFLRC focuses especially on the less commonly taught languages of Asia and the Pacific. While Japanese and (increasingly) Chinese are taught at many different universities, some languages taught at UH (i.e., Samoan, Khmer, Ilokano, Cantonese) are taught at only a few institutions in the US.

During the next 3 years, NFLRC resources will be focused on 7 major projects:

- Development of computer-based tests for less commonly taught languages (Project Directors: J. D. Brown and Thom Hudson)
- Task-based language teaching in foreign language education (Project Directors: Michael H. Long, Catherine Doughty, and Craig Chaudron)
- Teaching pragmatics in the foreign language classroom (Project Director: Gabriele Kasper)
- Drawing on community language resources to improve K-12 foreign language education (Project Director: Kathryn Davis)
- Community-based service learning in heritage languages (Project Director: David Hipple)
- Disseminating technology-based models for distance education (Project Director: David Hipple)
- Continued sponsorship of the electronic journal *Language Learning & Technology* (Project Director: Richard Schmidt)

in this issue...

News from LLL.....	2
More SLTCC updates.....	3
Announcements	4
Demos & Discussions	5
Workshops.....	6
Registration Info	7
Brown Bag Schedules.....	7
Summer Institute 2000.....	8
Reviews from LL&T.....	9
New from the NFLRC	12

We appreciate feedback: sltcc@hawaii.edu

A hearty welcome!

INTRODUCING THE NEW INTERIM DEAN OF LLL

We at the SLTCC would like to offer our warmest welcome and congratulations to Roderick (Ricky) Jacobs, who became the Interim Dean of the College of Languages, Linguistics and Literature after the retirement of Dean Cornelia Moore in August. Before taking the helm at LLL, Dean Jacobs served as a Professor of both Linguistics and English as a Second Language here at UH Mānoa and as Department Chair of ESL for the past 5 years. His educational background and subsequent scholarly work and interests represent a global perspective, well suited to his new role leading our college. He holds a B.A. (Hons) from



the University of London, an M.Ed. from Harvard with graduate study at MIT under Noam Chomsky, and an M.A. and Ph.D. in Linguistics from UC San Diego. He has authored, co-authored, and/or edited some 13 books and many articles in the fields of English linguistics, literature, Austronesian

and Uto-Aztecan languages, and ESL, the latest being his *English Syntax: A Grammar for English Language Professionals* (Oxford University Press, 1995). His English linguistics texts have been used at Harvard, MIT, and many other undergraduate and graduate programs, and a number of his books have been translated into Japanese, German, and/or Spanish. He has presented talks and seminars in the US, UK, France, Japan, and Malaysia.

Dean Jacobs is an honorary member of the Japan Association of Teachers of English. His academic specialties include cognitive linguistics, English syntax, discourse analysis, and various Austronesian and Uto-Aztecan languages. Before coming to Hawai'i, he taught English, French, and ESL in England, Canada, and Massachusetts, was employed as Language Arts and English supervisor for a New York State school system, was Associate Professor of English and Student-Teaching Supervisor at the State University of New York at Oneonta, and worked as a pedagogical linguist and folklorist on several Native American reservations in Southern California.

Our best to Dean Jacobs and the future directions in foreign and second language education, teaching, and research LLL will be heading in as we enter into the new millennium.

THE LLL INSTRUCTOR AWARD FOR INNOVATIVE TEACHING

The College of Languages, Linguistics and Literature is pleased to announce a third annual initiative to reward innovative teaching at the Instructor rank (I2) in the college. Pending available funding, up to two instructors will be awarded a one semester one course release to develop a project designed to enhance the teaching of languages and literature at UH. A college-wide committee comprised of instructors and pedagogy specialists will review the proposals.

Proposals should focus on one or both of the following: a) a product (software, video, or other instructional materials) or b) a classroom-based research project that will have an impact on teaching methodology, course curriculum, and so forth.

Applicants should send the following by November 8, 1999, to Acting Associate Dean Joseph O'Mealy, Bilger 101:

1. a project proposal up to 5 pages in length identifying the need, the procedures, the impact, and the outcomes of this project;
2. a statement explaining your ability to carry out this project in the semester allotted, and the methods you will use to assess its success;
3. the signature of your department chair; and
4. a curriculum vitae.

Announcement of awards will be made before the end of the fall semester. Recipients must agree to take their one course release during the Spring semester 2000 and to deliver a public presentation of their results at the end of that semester.

Candidates are welcome to review successful previous proposals. For further information, please call the Associate Dean's office at 956-7193.



UH to Offer Distance Education Resources Nationwide

Taking Our Show On the Road

Building on its past initiatives in distance education, the College of LLL is playing a formative role in the development of the foreign language distance education field nationwide as LLL distance education experts offer workshops and develop Web-based language courses over the next two years.

LLL faculty Stephen Fleming and Candace Chou will be seen on interactive television in Wisconsin, New York, and Southern California during AY 1999-2000 and 2000-2001, sharing techniques for language education via distance education technology in workshops made possible under the grant project "Disseminating Technology-Based Models for Distance Education in Critical Languages" (see *SLTCC Newsletter* vol. 9 no. 2, Spring 1999 <<http://www.LLL.hawaii.edu/sltcc/S99News/sltccs99.html>>, "Award to College of LLL"). In the first year, workshop content will focus on techniques for teaching foreign languages via interactive television, an area in which the institutional strengths of UH were first showcased in the 1997 UH NFLRC Summer Institute's workshop "Tools & Techniques for Interactive Television-Based Instruction." The workshops, which will primarily serve in-service ITV teachers of less commonly taught languages such as Swahili, Russian, Portuguese, Japanese, and Chinese, will be carried via videoconferencing technology, joining participants across large geographic areas served by regional distance education networks.

As they prepare to share expertise gained through previous projects by means of the regional workshops, the grant team is also pushing the distance education envelope using the rich resources of the World Wide Web. Chou and Fleming, working with colleague Jung Ying Lu-Chen, are gearing up to offer completely Web-based Chinese language courses



A foreign language ITV classroom at UH

which will serve as a model for development of similar courses in other languages. Spring 2000 will see the advent of the College of LLL's first completely Web-based language course, offered under the Directed Reading course rubric, CHN399V. Initial enrollment will be restricted to UH Mānoa students during this pilot offering. The core "text-book" for the course will be a multimedia CD-ROM of lessons based on authentic texts in Chinese, developed by the UH NFLRC in cooperation with the University of New Mexico under a grant from the US Department of Education.

In the second year of the grant, AY 2000-2001, additional Web-based Chinese courses will be developed and offered by the University of Hawai'i, and the focus of the "traveling workshops" will shift to strategies for Web-based foreign language education, an area of research that will become increasingly important as Web-based foreign language education continues to expand.

Meet our new Educational Specialist

We are pleased to introduce our new Educational Specialist, Jim Yoshioka! A recent graduate of the MA program in English as a Second Language here at UHM with varied research, teaching, and administrative experience (EALL Dept., NFLRC, English Language Institute, Manoa Writing Program), Jim will be coordinating the many workshops, conferences, summer institutes, and special programs the NFLRC/SLTCC regularly offers and the day-to-day business

of the office. He will be taking over for his longtime predecessor, Heidi Wong, who has gone on to pursue a Master's in Social Work full-time. Originally a native of San Jose, California, Jim greatly enjoys life in Hawai'i, pursuing his many interests – acting (he's been in 4 plays here), line dancing, music, computers, science fiction, ceramics, and cooking. If you need help from the NFLRC/SLTCC, please feel free to contact him at 956-9424 or sltcc@hawaii.edu.

TALENT Workshops

This semester's Teaching and Learning with Electronic Networked Technologies (TALENT) Faculty Development Series consists of 3 main components:

- 1) HITS (Hawai'i Instructional Television System) programs available through the media centers at each campus, in which we will discuss issues and concepts related to online distance education in general, and WebCT in particular
- 2) WebCT online modules available via the WWW <webct2.hawaii.edu> or WebCT Workshops available through the Digital Media Center (Kuykendall 105) at UHM, at which faculty can learn how to use WebCT
- 3) Skills Workshops (graphics, html) available through either the media or computing centers at each campus

Interested faculty may participate in any or all of the activities. Contact your media center (956-5662) <www.dmc.hawaii.edu>

SCHEDULE

Date	Time	Place	Subject
Oct. 29	1:30—3:00	DMC	Interm. HTML
Nov. 5	1:30—2:30	HITS Rooms	File Manager
Nov. 8	1:30—2:30	HITS Rooms	ITV
Nov. 12	1:30—3:00	DMC	File Manager
Nov. 19	1:30—2:30	HITS Rooms	Path Editor
Dec. 3	1:30—3:00	DMC	Path Editor
Dec. 10	1:30—2:30	HITS Rooms	Copyright

Videorecording available

The First Annual Heinle & Heinle National Satellite Videoconference

For those of you who missed this October 6 special event, a videorecording of the conference is available for viewing. If interested, please contact Daniel Tom (956-8047) in Moore 256.

Bringing Countries into Your Classroom

The International Channel broadcasts news, drama, and variety programs in over 28 languages. You can watch the International Channel in the Viewing Room, Moore 153. (Hours: Monday - Friday, 8:00 A.M. - 6 P.M.)

A schedule of current offerings is posted to the right. Faculty may request taping of programs for later viewing in class (please provide a blank videocassette). See Daniel Tom in Moore 256.

INTERNATIONAL CHANNEL Programming Schedule

8:00 AM	M - Th	Tara (Hindi)
	F	Hindi Variety (Hindi)
8:30 AM	M - F	Banegi Baat (Hindi)
9:00 AM	M - F	French Travelogue "Voila Paris"
9:30 AM	M - F	Korean Dating Game "Love Studio"
10:30 AM	M - F	Easy Cooking Show (Spanish)
11:00 AM	M - F	Norwegian News "Scandanavian Variety"
11:30 AM	M - F	"Vremya News" (Russian)
12:00 PM	M - F	Portuguese News "CBS Telenoticias"
12:30 PM	M - F	Spanish News "CBS Telenoticias"
1:00 PM	M - F	"Journal TV News" (French)
1:30 PM	M - F	"Antenna Satellite News" (Greek)
2:00 PM	M - F	"News Central" (Tagalog)
2:30 PM	M - F	"TV Asia News" (Hindi)
3:00 PM	M - F	"ART International News" (Arabic)
3:30 PM	M - F	Mandarin News "Worldwide Watch"
4:00 PM	M - F	"Int'l News Report" (Cantonese)
4:30 PM	M - F	"MBC News Desk" (Korean)
5:00 PM	M - F	Mandarin News "World Report"
5:30 PM	M - F	Mandarin News "Oriental Horizons"
6:00 PM	M - F	Italian News "RAI News"
6:30 PM	M - F	"Global Report News" (Vietnamese)
7:00 PM	M - F	"Angel Is A Man" (Vietnamese)
7:30 PM	M	"Channel V's Elite Korean Top Hits"
	T	"Channel V's I am Siam" (Thai)
	W	"Channel V's Indian Top 10" (Hindi)
	TH	"Channel V's Tokyo Sound Assn."
	F	"Channel V's Chinese Top 20" (Cantonese)
8:30 PM	T - TH	Soap Opera "Maria Clara" (Tagalog)
9:00 PM	M - W	Infomercial
	TH	"Jam E. Jaam" I (Farsi)
	F	"Tanin" (Farsi)
9:30 PM	M - W	Infomercial
10:00 PM	M - F	Infomercial
10:30 PM	M - F	Infomercial
11:00 PM	M - F	"News Central" (Tagalog)
11:30 PM	M - F	"TV Asia News" (Hindi)
12:00 AM	M - F	"LBC News" (Arabic)
12:30 AM	M - F	"ART International News" (Arabic)
1:00 AM	M - F	French News "Telematin"
1:30 AM	M - F	Mandarin News "FTV News from Taiwan"
2:00 AM	M - F	"Asia Market Wrap" (English)
2:30 AM	M - F	German News "Deutsche Welle"
3:00 AM	M - F	Spanish News "CBS Telenoticias"
3:30 AM	M - F	"Polsat News" (Polish)
4:00 AM	M - F	"Fujisankei News" (Japanese)
5:00 AM	M - W	"Tea Time" (Mandarin)
	TH - F	Mandarin Sports "Sport Arena"
5:30 AM	M - F	Soap Opera "Flames" (Tagalog)
6:00 AM	M - F	Cantonese Drama "The Unbeatable II"
6:30 AM	M - T	"Beautiful Sin"
	W	"Pretty Woman" (Korean)
	TH	"SBS Contact Movie World" (Korean)
	F	"SBS Unsolved Mystery" (Korean)
7:30 AM	M - F	"Angel Is A Man" (Vietnamese)

Demos & Discussions

Moore 155A (registration not required)

Web-based language testing

Wednesday, November 3, 12:00-1:30

Led by Carsten Roever, ESL Department

This presentation will provide an overview of the opportunities the WWW offers for language testing in various contexts (self-assessment, placement testing, achievement testing, testing in the service of learning). Examples of item types will be discussed and made available to participants.

A pedagogical model for a Web-based Chinese reading course

Tuesday, November 9, 12:30-1:30

Led by Jung Ying Lu-Chen, EALL Department/
Center for Interpretation & Translation Studies

Foreign language education presents a special case in Web-based course design. A Web-based course must consist of more than posted assignments and a chat room - but what other tools are there? What should motivate the sequencing of activities in a lesson? When, and why, are students gathered together in Web-based group activities, and when are they sent off to do things on their own? This session will explore these and other questions related to Web-based course development for foreign language education.

Communication strategies: Classroom activities for effective use

Wednesday, November 17, 12:00-1:30

Led by Gabriele Kasper, ESL Department

Communication strategies are problem-solving devices in speech production that all speakers make use of occasionally. But because second language (L2) learners' communicative repertoire is typically more limited than native speakers', they have a particular need to compensate for linguistic gaps. In this talk, I will suggest classroom activities that can help L2 learners use communication strategies more effectively.

NOTE: Kimi Kondo won the 1999 LLL
Instructor's Award for Innovative Teaching!

Activating metacognition with Action Logs and Guided Journals

Tuesday, November 30, 12:00-1:30

Led by Linda Woo & Kenton Harsch, ESL Dept.

In this workshop, we will discuss Action Logs and Guided Journals, two ways of guiding and facilitating students' metacognitive reflection on their language learning and language use. We will show examples of these journals and explain different ways they can be used to heighten learning awareness in your students. We will also discuss the benefits of using them, as well as a few practical considerations for designing your own Action Logs and Guided Journals.

Working with heritage, home, and community languages in the classroom

Thursday, December 2, 1:30-2:30

Led by Terri Menacker, NFLRC/ESL Department

This session will discuss ways to draw on the rich linguistic and cultural backgrounds with which many students come to school as well as language and culture resources in the surrounding community. Theoretical principles will be discussed and examples provided from model programs and initiatives around the US, abroad, and here in Hawai'i.

Attending to form in meaning-based foreign language curricula: Comparative effects of different types of instructional practice

Friday, December 3, 12:00-1:30

Led by Kimi Kondo, EALL Department

One recent debate about grammar instruction methodology concerns whether one type of practice is more effective than another. This experimental study investigated the beneficial effects among three types of practice in teaching lexical and sociolinguistic rules of Japanese verbs of giving and receiving. 64 students of second semester Japanese received the same explicit explanation about the target grammar and then were randomly assigned to one of the following groups: no practice with the target grammar (control group), mechanical output practice, structured input practice, and structured output practice. The results and implications of each of these instructional approaches will be analyzed and discussed.

Workshops

Japanese on the Mac

Thursday, October 28, 1:30-2:30

(Mac Lab - Moore 155B)

Led by Micah Himmel, EALL Department

The content of this workshop will consist of an introduction to the input method (Kotoeri), working with Japanese in word processing software, e-mail, and the Web (with attention to search engines). Basic familiarity with the Mac and Japanese is assumed.

1

easy-to-follow instructions which can be translated into the appropriate foreign language for in-class projects.

Using Korean on the Mac and the PC

Monday, November 1

3:00-3:30 (Mac Lab - Moore 155B)

3:30-4:00 (PC Lab - Moore 153A)

Led by Hyeri Joo, NFLRC/ESL Department

An introduction to using Korean on the Mac and the PC for word processing, Web browsing, e-mail, and so forth. Basic functionality, required software, and known problems will be covered.

2

Using the Web for authentic reading: Matching Web page text types to student reading proficiency levels

Friday, November 12, 2:30-4:00

(Mac Lab - Moore 155B)

Led by Stephen Fleming, NFLRC

This demonstration will provide participants with strategies for creating Web-based reading lessons which can be delivered to the student on paper or on instructor-created Web pages. We will review criteria for appropriate Web page selection according to context, function, and text type, and try rating a number of Web pages on the fly. We will then review useful principles for lesson design and design some instructional tasks ourselves based on Web pages we have found.

5

Japanese on the PC

Thursday, November 4, 1:30-2:30

(PC Lab - Moore 153A)

Led by Micah Himmel, EALL Department

Japanese on the PC can be a tricky issue, unlike the Mac, so I will demonstrate how to use the options available to users of the Multimedia Computer (PC) Labs: Twinbridge and MS Global IME. Focus will be on Japanese in word processing software, e-mail, and the Web (with attention to search engines). Knowledge of Japanese and the Windows environment is assumed.

3

Introduction to WebCT: Putting your course on the Web

Tuesday, November 16, 12:30-1:30

(PC Lab - Moore 153A)

Led by Candace Chou, NFLRC

WebCT is a Web-based courseware serviced by the UH system. In this session, the participants will learn about the basic functions of WebCT including forum, calendar, chat, quiz tools, file management, and so on.

6

PowerPoint made easy

Friday, November 5, 12:30-2:00

(Mac Lab - Moore 155B)

Led by Steve Jacques, ESL Department

A step-by-step workshop to introduce language teachers to PowerPoint. We will discuss applicability to in-class and out-of-class situations, as well as learn how to create your own presentations and teach your language students how to do so. Participants will also receive a diskette containing

4

Webifying documents

Friday, November 19, 3:30-5:00

(Mac Lab - Moore 155B)

Led by Pam DaGrossa, NFLRC

Submitting a manuscript to an electronic journal? Putting your resume on a Web page? Have a table of data you need to share with fellow researchers? Posting an assignment for your class? This workshop will cover how to convert a variety of documents to html format. It will focus on preparing the documents for webification and cleaning them up after conversion. No knowledge of html coding is required.

7

Workshops

Register now for Fall '99 SLTCC 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 F99 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.

Via Voice Mail: (95)6-5982
(for those who have no e-mail account)

Leave a voice mail message in the following form:

“Aloha

My name is Anita Berake (spelled B-E-R-A-K-E) and I am a graduate student in the EALL Department. I would like to register for the following workshops: Workshop #2 Using Korean on the Mac and the PC and #5 Using the Web for authentic reading. 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.

PINE 3.91 COMPOSE MESSAGE	
To:	sltcc@hawaii.edu
Cc:	
Attchmnt:	
Subject:	F99 WORKSHOP REG
----- Message Text -----	
name:	Anita Berake
e-mail:	aberake@hawaii.edu
title/position:	grad student
dept:	EALL
phone:	X62222
I would like to register for the following workshops: #2 Using Korean on the Mac and the PC #5 Using the Web for authentic reading	

Upcoming Brown Bag Talks (various UHM departments)

Center for Japanese Studies presents

On changes in the Japanese language (Agnes Niyekawa)
Friday, November 19, 3:00 - 5:00 p.m., Tokioka Room
(Moore 319)

Real Men Don't Eat Bread: Constructing Masculinities in Japanese Popular Song (Christine Yano, Anthropology)
Wednesday, December 8, 12 noon - 1:30 p.m., Burns 2118
[Co-sponsored with the Anthropology Department and the Cultural Studies Program at East-West Center]

The ESL Department presents

Recasts, focused recasts, and models: Effects on L2 Spanish word order (Cathy Doughty)
Thursday, October 28, 12:00-1:15 p.m., Moore 423

Development of L2 English writing by Spanish high school and university students (Craig Chaudron)
Thursday, November 4, 12:00-1:15 p.m., Moore 423

The Linguistics Department presents

Aspects of Chinese conversations (Woody Mott)
Tuesday, October 19, 12:00-1:00 p.m., St. John 11

Language variation in Hawaiian: How do you say 'Hawai'i'? (Ruth Horie)
Tuesday, October 26, 12:00-1:00 p.m., St. John 11

The (non)-palatalization of 's' in Cantonese (Blaine Erickson)
Tuesday, November 2, 12:00-1:00 p.m., St. John 11

For more info, contact gay@hawaii.edu (CJS),
eades@hawaii.edu (ESL), kozasa@hawaii.edu (Ling)

NATIONAL
FOREIGN
LANGUAGE
RESOURCE



2000 NFLRC SUMMER INSTITUTE

Since 1990, the NFLRC has offered summer institutes for professional development on a variety of themes and topics. Partial support is available to qualified applicants to defray expenses. The first 2000 Summer Institute will incorporate training in language test construction and evaluation and examine the role of technology in assessment, focusing on web and computer-based testing for less commonly taught languages.

- ☒ Develop techniques of test design
- ☒ Focus on multiple test formats
- ☒ Write tests for use around the nation
- ☒ Focus on self-assessment, proficiency, achievement
- ☒ Use the WWW as a test dissemination method
- ☒ Learn or develop competence in HTML and selected web editors

**June
12-23**

Applications are especially encouraged from instructors of East Asian (Chinese, Japanese, Korean) and Southeast Asian (Thai, Indonesian, Vietnamese, Tagalog/Filipino, Lao, Khmer) languages

apply on the web (starting November 15, 1999):
<http://www.LLL.hawaii.edu/nflrc/si2000/>

deadline for applications
**FEB 1
2000**

The second 2000 Summer Institute, a workshop for Chinese language instructors, conducted in tandem with summer Chinese courses at the University of Hawai'i at Mānoa, focuses on strategies for instruction and testing to enhance learner performance on communicative tasks in the four skills.

Performance-based Chinese Language Instruction

Performance-based Chinese Language Instruction will be led by veteran instructors and authors of instructional materials, Tao-chung Yao, Cynthia Ning, and Stephen Fleming. This task-oriented workshop, designed for participants teaching pre-collegiate or collegiate levels, will cover the following topics:

**July
10-21**

- The role of the textbook in the performance-based classroom
- The role of grammar instruction in performance-based curricula
- Principles of instructional task design
- Performance-based testing

Participants will learn through:

- **Demonstration**
- **Practice sessions**
- **Peer and instructor critique**

apply on the web (starting November 15, 1999):
<http://www.LLL.hawaii.edu/nflrc/chn2000/>

deadline for applications

**FEB 1
2000**

A handy resource for language teachers interested in technology

Language Learning & Technology (LL&T)-an online journal

Interested in finding out about the most current research and teaching ideas incorporating multimedia computer technology? Want the latest scoop on that new CALL (computer-assisted language learning) book you've heard about? Then check out *Language Learning & Technology* <<http://polyglot.cal.msu.edu/llt>>!

LL&T is a refereed journal with an editorial board of scholars in the fields of second language acquisition and CALL that began publication in July 1997. It seeks to disseminate research to foreign and second language educators in the US and around the world on issues related to technology and language education. Sponsored mainly by the NFLRC at UH Mānoa, the Michigan State University Center for Language Education and Research (CLEAR), and other contributing organizations, LL&T is currently published twice a year (July and January) exclusively on the World Wide Web and includes sections containing featured articles, commentaries, columns, and reviews.



On the following pages you'll find two book reviews from the current issue (Vol. 3, No. 1), reprinted with permission from the authors and LL&T. We hope you'll find LL&T a useful resource!

reviews



CALL Environments: Research, Practice, and Critical Issues

Joy Egbert and Elizabeth Hanson-Smith, Editors. Alexandria, VA: TESOL, 1999.

523 pp. (ISBN 0-939791-79-2)

Reviewed by Saad AlKahtani, Indiana University of Pennsylvania

CALL Environments is a collaborative work by a group of ESL/EFL teachers and CALL researchers. The book provides a background of ESL research, practice, and other important issues as related to the use of technology in language classrooms. ESL/EFL teachers in training and teacher-trainers will find this book helpful for its themes of SLA research and practical suggestions for the use of technology in classroom environments. Software developers and teachers who choose software for courses, programs, or departments will also appreciate the advice offered by the authors. In addition, CALL researchers will benefit from the ideas and questions for further exploration at the end of each part of the book.

The book is a collection of 28 chapters which are organized into eight parts. Each part is based on a theme in SLA research and its application supporting the use of technology in the language classrooms. Part 1, "Interaction," highlights the importance of high-quality interaction and negotiation in learning, and suggests ways to enhance interaction in computer-assisted classrooms. Part 2, "Authentic Audience," explains the notion of audience in language teaching and the authentic audience opportunities computer-mediated communication (e.g., electronic discussion lists, e-mail keypals, and the World Wide Web) offers to language learners. Part 3, "Authentic Task," emphasizes the importance of authentic second language tasks, and shows possibilities for using technology to create and use authentic

activities in language teaching and learning. Criteria for software evaluation are given at the end of this part. Part 4, "Opportunities for Exposure and Production," illustrates the concept of input and negotiation of meaning and its application to CALL and computer-mediated communicative language teaching. A variety of on- and off-line CALL resources that ESL/EFL teachers can use to help their students' language learning is also suggested. Part 5, "Time/Feedback," discusses new ways of assessment (e.g., observation, journals, role-plays, and portfolios) and how computer-based testing might change the way language learners are assessed. Part 6, "Intentional Cognition, Learning Styles, and Motivation," reports on differences among learners and the role computers might play in helping teachers provide varied learning activities to meet their students' diverse learning styles. Part 7, *Atmosphere*, raises the issue of classroom atmosphere with the aim of offering students the best learning experiences using CALL. Part 8, "Control," points out the concept of *autonomy* in language learning and how computer language software helps to give students control over their learning experiences. Part 8 ends with elements and characteristics that language software designers may take into consideration in order to support learners' autonomy. The book concludes with appendices on Internet resources for teachers and students, including information about professional organizations, electronic forums, interactive Web pages, freeware and shareware archives on-line, and software publishers.

EVALUATION

CALL Environments is well organized. It begins with a chapter that introduces the framework for the entire book, contains eight parts, and ends with a scenario of the ESL classroom in the year 2005. With the exception of Part 2, each part opens with SLA theory and research and closes with CALL issues. The title, *CALL Environments: Research, Practice, and Critical Issues*, accurately reflects the content and the approach of the book. The layout has drawings which make it fairly interesting, and a style quite similar to that of many actual academic course books.

The book rates quite high with respect to its approach, content, and organization. A major strength of the book is its underlying pedagogical framework based on ESL and SLA research. Most other CALL books do not have specific theoretical positions, which make this text a great contribution to the field and an essential reference for ESL/EFL CALL teachers and researchers.

The book has no major shortcomings. Readers, however, may not be able to predict the themes of Part 4, "Opportunities for Exposure and Production," and Part 5, "Time/Feedback," just by looking at their titles. While the first title is given to the theme "input, interaction, and CALL," the latter is for "assessment in the language learning classroom." It is also unfortunate that the book does not include an index. This makes it difficult for readers to search for names, subjects, activities, and software.

Despite these slight shortcomings, in large part, this is a very appropriate book for ESL teachers, researchers, and students in CALL graduate programs. At the end of each part, teachers and researchers are provided with ideas and questions for further investigation. Software designers and buyers will also find the criteria for software evaluation (p. 161 and p. 422) very useful.

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Electronic Literacies: Language Culture and Power in Online Education

Mark Warschauer. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

224 pp. (ISBN 0-8058-3119-3)

Reviewed by Loretta F. Kasper, Kingsborough Community College/CUNY

As we move into the 21st century, it is becoming increasingly clear that success in our present and future academic, social, and workforce environments requires proficiency in the multiplicity of discourses represented in the varied communication systems made possible by developing technologies (New London Group, 1996; Murray, 1991). As Warschauer notes in his book, "becoming fully literate in today's society, at least in the industrialized world, means gaining competent control of representational forms in a variety of media and learning how those forms best combine in a variety of genres and discourses" (p. 177). Digital technologies such as the Internet are rapidly changing our perception and definition of literacy, and this change demands research to clarify the complex interrelationships that exist among new electronic literacies, educational practices, and reform, and struggles for social and cultural equality.

Warschauer's book, *Electronic Literacies*, describes one of the early research studies to document the role of the Internet and other new digital technologies in the development of language and literacy. The book represents a revised version of Warschauer's doctoral dissertation at the University of Hawai'i and provides rich ethnographic data based upon his study of Internet use by a sample of culturally and linguistically diverse students in four language and writing classes in Hawai'i. Warschauer maintains that in their pursuit of literacy, these student populations often fall victim to inequalities in terms of technological access, language and discourse access, and cultural appropriation. In *Electronic Literacies*, Warschauer skillfully weaves the data he collected into an interdisciplinary theoretical base to describe his view of the relationship of technology to language, literacy, education, culture, and class.

EVALUATION

Electronic Literacies represents a much-needed contribution to the field of literacy and language education. Its well-balanced synthesis of relevant theory and pedagogical practice, as well as Warschauer's clear writing style make the book not only relevant, but also accessible to a wide audience of readers, both those with a good deal of experience in online education as well as those with none at all. As someone interested in the relationships that exist among technology, literacy, and language education, I found Warschauer's concise and cogent historical analysis of literacy practices and his presentation of the theoretical and practical foundations for electronic literacies to be particularly valuable. In addition, it is clear that Warschauer has researched his topic well, and his reference list provides the interested reader with a plethora of additional resources that can be used to further knowledge on this topic.

Balance is one of the key strengths of this book, in terms of both the design of the study described and the conclusions drawn from it. Warschauer's research design included students representing diverse populations, including those studying the Hawaiian language and those studying English as a first or second language. Because he studied diverse populations, his data are applicable to a broader audience of readers. The conclusions drawn and the recommendations made from the data are also balanced, taking into account the pros and cons of using technology in language and literacy education. While Warschauer is clearly in favor of technology use in education, he realizes that it does not represent a panacea for learning and literacy problems. In keeping with this realization, Warschauer is careful to address the concerns of both technophiles and technocritics and to point out weaknesses in the outcomes of his own study. Such a balanced presentation and discussion of data are critical to structured research, and it makes the book a valuable and reliable source of information.

Too often reading professional books is simply a matter of picking and choosing the sections and/or chapters that are most relevant to our own needs and interests. However, I believe that educators will, and I strongly recommend that they do, take the time to read *Electronic Literacies* from cover to cover. For whether those readers embrace, abhor, or are reticent with regard to technology in education, they will be prompted by this book to revisit and critically examine both their views on this issue and the bases for those views.

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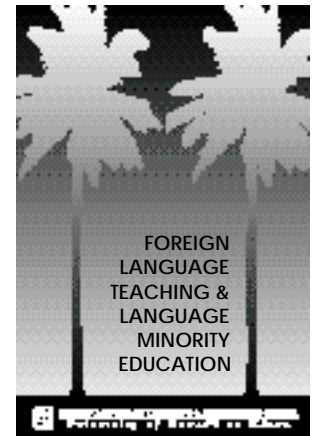
New Technical Report

Foreign Language Teaching and Language Minority Education by Kathryn A. Davis (Ed.)

This volume, #19 in our Technical Report Series, examines the potential for building relationships among foreign language, bilingual, and ESL programs with the goal of fostering bilingualism. In the first section, Social and Political Contexts for Language Partnerships, the various authors examine current obstacles to developing bilingualism and suggest possible implications of issues associated with acculturation, identity, and language for linguistic minorities. The potential for developing collaboration and partnerships across primary, secondary, and tertiary institutions is outlined.

In the second section, Community Language as Resource, the authors provide research findings on a project designed to capitalize on the resources of immigrant students to enhance foreign language learning. The concluding section summarizes the potential benefits of and promise for language partnerships in second and foreign language situations.

The authors, all recent graduates from departments in the UH College of Languages, Linguistics and Literature, include Rebeca Jasso-Aguilar, Audrey C. Burnett, Lourdes Ortega, Ann Shonle, Zafar Syed, and Megan Thompson Rolland.



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