SLTCC newsletter

News from the Second Language Teaching and Curriculum Center at the University of Hawaiʻi at Mānoa

1999 L L L Instructor's Award for Innovative Teaching

The Dean's office of the College of Languages, Linguistics, and Literature is pleased to announce the 1999 Instructor's Award for Innovative Teaching to reward excellence at the Instructor rank (I2) in the college. This semester the Dean's office will issue a call for proposals from Instructors seeking released time to develop pedagogically innovative projects. A committee comprised of representatives from all LLL departments will review the proposals, and up to four Instructors will be awarded a one-course release to pursue their respective projects during either the spring or fall semester 1999.

The 1998 LLL Instructor's Award for Innovative Teaching was awarded to Marta Gonzalez-Lloret and Jung Ying Lu-Chen. Marta completed her project last semester and reported on it at the August SLTCC Pedagogical Orientation Session. Marta will report on her project again this semester as part of the SLTCC Professional Development Series. Check the list of offerings in this newsletter for details and consult Marta's Web site at <http://nts.lll.hawaii.edu/spanishreadings/> to see the fruits of her labor. Jung Ying

Lu-Chen is carrying out her project this semester; we can look forward to seeing the results of her effort in the spring.

Additional information regarding the 1999 LLL Instructor's Award for Innovative Teaching may be obtained from the dean's office or from your department chair.

We appreciate feedback: sltcc@hawaii.edu

Immersion educators united

This past summer, the University of Hawaiʻi National Foreign Language Resource Center united educators representing foreign, heritage, and indigenous language immersion programs at the 1998 NFLRC Summer Institute on Advancing Language Immersion Education.

A dynamic array of educators representing diverse immersion programs met at the July 6–10 Symposium to lead presentations, panels, demonstrations, hands-on workshops, and interest group discussions on such topics as: policy and planning, the integration of culture and community in the immersion program, issues pertaining to indigenous and heritage language education, teacher training, technology, materials development and curriculum, and more.

The intensive July 13–24 Workshop focused on 4 modules: pedagogy, culture, technology, and materials development. Through presentations, discussions, practice, and demonstrations, Workshop participants carried out projects which prepared them to meet the challenges of language immersion education and share resources and information with colleagues. The Workshop was led by Helena Curtain,

Hawai'i Language Acquisition Workshop

Call for Papers

Saturday, January 30, 1999

A one-day workshop which focuses on language acquisition (both first and second) will be held on Saturday, the 30th of January, 1999, at the University of Hawai'i at Mānoa. It is hoped that this workshop will provide a forum for students and faculty members in various departments to exchange ideas on the field of language acquisition. Proposals are invited for papers, which will be allotted 25 minutes. Publication of selected papers from the workshop is planned. Please submit the following:

TO: Hawai'i Language Acquisition Workshop
Department of Linguistics
Moore Hall 569
1890 East-West Rd.
Honolulu, HI 96822

AND TO: lingconf-l@hawaii.

☑ TWO copies:
anonymous 450-word abstract
☑ (to be reviewed by external reviewers)
ONE card stating:
 • name of the author
 • department
 • e-mail address
 • title of the proposal

☑ anonymous 450-word abstract
☑ include in your message:
 • name of the author
 • department
 • e-mail address
 • title of the proposal

All abstracts must be received by November 1, 1998.

Keynote speakers:
Dr. Richard Schmidt
Dr. Patricia Donegan
Dr. Derek Bickerton
Dr. William O'Grady
Dr. Ann Peters

Professor of Curriculum and Instruction at the University of Wisconsin, noted expert in language immersion and author of *Languages and Children: Making the Match*, and Timoti Karetu, Maori Language Commissioner of New Zealand. Computer-based technology sessions were led by Makalapua Ka'awa, Instructor of Hawaiian language at UH.

Evaluations of the Summer Institute indicate that the Center achieved its overriding goal: to provide an opportunity for participants representing foreign, heritage, and indigenous language immersion programs to advance the field through the sharing of innovations, expertise, and diverse perspectives.

This is the eighth year that the National Foreign Language Resource Center at the University of Hawai'i has offered summer institutes to language professionals. The theme of the 1999 NFLRC Summer Institute is Self-Directed Learning: Materials and Strategies. Dates for the workshop and symposium are June 14–27, 1999. More information about the Institute will be available via the NFLRC Website (http://www.lll.hawaii.edu/nflrc) later this fall.

It's time to go SLRFing

Second Language Research Forum 1998
October 15 –18
Hawai'i Imin Conference Center

Ten years after the UH Department of ESL first hosted this international conference for second language researchers, SLRF is back at the University of Hawai'i.

By tradition a student-organized conference, SLRF maintains a unique position as one of the most highly-regarded venues for the presentation of research on second language acquisition. This year's conference will feature five plenaries and three invited colloquia, each representing a distinct area of contemporary research in second language acquisition. In addition, there will be over 100 individual presentations covering a range of SLA topics. Several social events — including a reception at the Waikīkī Aquarium — are also being scheduled to provide conference participants the opportunity to unwind and enjoy some of the unique experiences that Hawai'i has to offer.

SLRF '98 will be attended by more than 200 pre-registered participants traveling to the conference from 15 different countries, 24 states, and the District of Columbia. Sponsors of this year's conference include: the Hawai'i Association of Teachers of ESL, the National Foreign Language Resource Center, and the College of Languages, Linguistics, and Literature.

Join us! Late or on-site registration is available for those who have missed the Sept. 1 pre-registration deadline. Check out the SLRF '98 Website for more information:

http://www.lll.hawaii.edu/slrf98/

or contact us at:

slrf98@hawaii.edu

Journals, journals,

With so many journals on foreign and second language (FL/SL) teaching, it can be difficult to keep track of them all. Below is a list of selected journals which report on current trends in language teaching and generally promise pedagogical applicability across languages.

Note: Journals found in the Hamilton Journal Collection are preceded by "▢".
A URL is listed for those journals with online issues, subscription service, and other information.

▢ **CALICO (Computer Assisted Language Instruction Consortium)** is a good resource for instructors who use computer-mediated instruction in their language courses. Each issue includes a variety of research articles and software reviews. The Spring 1998 issue included the following topics:

Networked programs and foreign language teaching

Results of a survey on technology and teaching culture

http://calico.org/publications.html

▢ **CALL Journal** is another resource for teachers who are interested in learning more about research on computer applications for the language classroom and evaluations of computer-based methods of language instruction.

http://www.swets.nl/sps/call.html

▢ **ELT Journal** deals with both the practical concerns in the everyday language classroom and research in disciplines ranging from education to sociology that are related to the FL/SL classroom experience. ELT Journal includes articles and reviews. The April 1998 issue included the following main articles:

Skills and strategies for listening

Teaching grammar in context

http://www.oup.co.uk/jnls/list/eltj

▢ **ERIC Digests & Bibliographies** are provided by the ERIC Clearinghouse on Languages and Linguistics (Eric-CLL). The EricCLL Digest online can lead you to

ESL Lecture Series Fall 1998

Thursdays 12:00–1:20, Moore Hall 119

August 27
Professional topic 1:
Survival tips for the MA program (HATESL)
Graham Crookes & Kathryn Davis (ESL)

September 3
An exploratory study of interlanguage pragmatic development
Kenneth Rose (City University of Hong Kong)

September 10
Professional topic 2:
Scraping your way through life in paradise: DESL and UH guidelines and options for financial support in graduate study
Robert Bley-Vroman, Craig Chaudron, & Roderick Jacobs (ESL)

September 17
Evidence and proof in conversation analysis (or, the dark side of CA)
Jack Bilmes (Anthropology)

September 24
Universals or substrate? New evidence on the origins of Hawai'i Creole English
Jeff Siegel (University of New England & ESL)

October 1
Focus on form in task-based language teaching
Michael H. Long (ESL)

October 8
Consciousness-raising of downgraders in requests
Yoshinori Fukuya (PhD program in SLA)

October 22
Revisiting traditional assumptions in parameter (re)setting
Dalila Ayoun (University of Arizona & ESL)

October 29
Current status of research on elicited imitation
Craig Chaudron (ESL)

November 5
Teaching pronunciation to ESL students and issues in phonological theory
Helen Fraser (University of New England)

November 12
Panel on teaching listening and speaking
Organizer: Kenton Harsch (ESL)

November 19
'I don't think it's an answer to the question': Discourse structure and culture in the courtroom
Diana Eades (ESL)

December 3
Professional topic 3:
How are SPs and theses connected to publishing articles and books?
J.D. Brown (ESL)

Please address your suggestions to Gabriele Kasper, ESL Lecture Series Coordinator <gkasper@hawaii.edu>

Demos & Discussions
Moore 155A
registration not required

Integrated technologies in ITV-based language instruction
    Tuesday, October 13, 12:00–1:15
    Led by Stephen Fleming, EALL Department

Teaching on interactive television (ITV) involves handling multiple sources of input while finding ways for students at multiple sites to interact using a single video channel. This presentation will feature a video presentation on this topic followed by a Q&A session focusing on the teaching of language over ITV. Examples are shown in Chinese.

Web-based language testing: Opportunities and challenges
    Tuesday, October 20, 12:00–1:15
    Led by Carsten Roever, ESL Department

This lecture will provide an overview of the opportunities the WWW offers for language testing in various contexts (self-assessment in distance learning, placement testing, achievement testing). Problems specific to this testing medium and the possibilities it offers for contextualized, communicative language testing will be discussed.

Language-learning strategies: Student awareness and reflection
    Tuesday, Oct 27, 12:00–1:15
    Led by Kenton Harsch, ESL Department

This session will explore kinds of strategies students notice and will examine reflection on how self and peer strategy use affects the learning experience.

From pre-viewing to post-viewing: Five stages for video-based language lessons
    Wednesday, November 4, 11:30–12:20
    Led by Stephen Fleming, EALL Department

Natural comprehension strategies used by native-speaking viewers can provide an excellent basis for planning lessons based on naturalistic, non-"canned" video materials. This session will demonstrate lessons previously developed using a five-stage plan, and will include a Q&A session about materials development using authentic and simulated-authentic video materials.

Using authentic materials in language instruction
    Tuesday, November 10, 12:00–1:15
    Led by Marta Gonzalez-Lloret, ELL Department

This session will demonstrate how to look for authentic materials and how they can be stored for easy access for both teachers and students. It will also include some examples of how to apply these materials to language class syllabi.

Online language teaching: Is it for me?
    Tuesday, November 17, 12:00–1:15
    Led by Chad Green, ESL Department

Since the advent of the Internet, new and exciting opportunities have opened up for language teachers and learners alike. In this discussion, the presenter will provide an overview of the latest phenomenon in our field: online language instruction. In addition, he will showcase an online Spanish course that he is currently co-teaching this semester at the University of Maryland.

Performance assessment for the FL classroom
    Tuesday, November 24, 12:00–1:15
    Led by J.D. Brown, Thom Hudson, Young-kyu Kim, John Norris; ESL Department

This session will begin with a discussion of the potential benefits to be garnered by implementing performance-based assessments in the FL classroom and in FL programs. We will then briefly demonstrate integral steps in the development of performance assessments utilizing a variety of media, formats, and curriculum-relevant tasks.

Developing approaches for the explicit instruction of narration, explanation and other extended tellings
    Wednesday, December 2, 11:30–12:20
    Led by Dina Yoshimi, EALL Department

The presentation will include demonstration and discussion of the instructional approaches used in three experimental courses for intermediate and advanced learners of Japanese. The extent to which the learners improved their abilities to produce stories, summaries and other extended tellings, and the difficulties they encountered in the learning process will also be discussed. (No knowledge of Japanese is required.)

W✪rksh✪ps

Introduction to Internet audio-conferencing and Internet paging system: CoolTalk and ICQ
(Mac Lab–Moore 155B)
Wednesday, October 21, 12:30–1:20
Led by Candace Chou

①

CoolTalk is a free utility that enables you and your students to engage in voice conversations with native speakers on the mainland or anywhere in the world. ICQ (I seek you) is a free program that helps one in locating language partners on the Net for message exchanges, chat, and file transfer. ICQ is ideal for online small group discussion without the interference of intruders in the general chat rooms on public servers. This workshop introduces the basic functions of CoolTalk and ICQ for those who are interested in using Internet audio-conferencing and chat for language instruction/learning. Maximum number of participants: 14.

Introduction to WebCT I & II: Putting your course on the Web
(PC Lab–Moore 153A)
2-SESSION WORKSHOP
Session 1: Wednesday, October 28, 12:30–1:20
Session 2: Wednesday, November 4, 12:30–1:20
Led by Candace Chou

②

WebCT is Web-based courseware that has been adapted by the UH system. In the first workshop, the participants play the roles of students in getting familiar with WebCT functions such as navigation, syllabus, chat, forum, bulletin board, calendar, and homepage creation. In the second workshop, the participants play the role of instructor by learning different management tools for course content, forum, chat, calendar, and file database. Maximum number of participants: 14.

**Important: Please bring an electronic copy of your syllabus or introduction to your course on a disk to the workshop.

Make professional presentations with PowerPoint
(Mac Lab–Moore 155B)
Thursday, October 15, 1:30–3:00
Led by Chad Green

③

Students and teachers alike will benefit from this hands-on workshop that will show you how to create impressive presentations that you can even put up on the Web! We'll also cover examples of how other teachers have used this program in their classrooms.

How to upgrade your syllabus with authentic materials online

(PC Lab–Moore 153A)
2-SESSION WORKSHOP
Monday, October 26, 2:00–3:30
Wednesday, October 28, 2:00–3:30
Led by Marta Gonzalez-Lloret

④

Hands-on workshop on basic tools to search for authentic language materials on the Internet, how to store them using basic Microsoft Frontpage and what to do with them afterwards.

Website creation
(Mac Lab–Moore 155B)
2-SESSION WORKSHOP
Session 1: Monday, November 9, 3:00–5:00
Session 2: Monday, November 23, 3:00–5:00
Led by Tom Burke

⑤

In this 2-session workshop series, participants will learn the fundamentals of creating Websites using state-of-the-art software. Please come with at least a rough idea for a Web-based project that you'd like to do.

Introduction to scanning images, digitizing audio, and editing both
(Mac Lab–Moore 155B)
2-SESSION WORKSHOP
Session 1: Thursday, November 12, 3:00–4:30
Session 2: Thursday, November 19, 3:00–4:30
Led by Tom Burke

⑥

This two-session series will provide a basic introduction to: scanning photos and other graphic material, digitizing audio materials, and editing of both on the Macintosh for integration into Webpages or other computer applications. No prerequisites.

Using Japanese on the Mac
(Mac Lab–Moore 155B)
Tuesday, October 13, 3:00–4:00
Led by John Graham

⑦

An introduction to using Japanese on the Mac for word processing, Web browsing, e-mail, etc. Basic functionality, required software, and known problems will be covered. Assumes a fair degree of familiarity with the Mac platform.

Basic Excel for language professionals
(PC Lab–Moore 153A)
Tuesday, November 10, 3:00–4:00
Led by John Graham

An introduction to Excel and possible uses of its statistical

Worksh⬡ps

capabilities for language professionals. ⑧

Uploading & downloading documents
(PC Lab–Moore 153A)
Wednesday, November 18, 1:00–2:30
Led by Alf Maglalang

An introduction to uploading and downloading files on the Macintosh using a program called Fetch. Also covered will be how to deal with various type of coded documents. ⑨

Introduction to Eudora E-mail system
(Mac Lab–Moore 155B)
Monday, October 19, 3:00–4:00
Led by John Graham

The Eudora e-mail system allows users to send and receive e-mail in almost any foreign language. It also allows for cut-and-paste editing, easy downloading and uploading of files,

and convenient offline file management. Come for a basic ⑩ introduction on how to use Eudora.

Register now for Fall '98 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!

Before registering, please read workshop descriptions carefully, as some are single-session workshops and others are two-session workshop series.

Via E-mail: **sltcc@hawaii.edu**

Type **F98 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 <u>Anita Reyes</u>(spelled <u>R-E-Y-E-S</u>) and I am a <u>graduate student</u> in the <u>EALL</u> Department. I would like to register for the following workshops: Workshop <u>#5 Website creation</u> and <u>#7 Using Japanese on the Mac</u> . I can be reached by phone during the day at <u>956–2222</u>.

```
   PINE 3.91       COMPOSE MESSAGE

To:        sltcc@hawaii.edu
Cc:
Attchmnt:
Subject:    F98 WORKSHOP REG

        -----   Message Text   -----

name:            Anita Reyes
e-mail:          areyes@hawaii.edu
title/position:  grad student
dept:            EALL
phone:           X62222

I would like to register for the following workshops:
#5 Website Creation
#7 Using Japanese on the M
```

articles on materials, curriculum development, assessment, and current trends in FL/SL research. Recent digests have covered the following areas:

Chinese heritage language schools

Simulated Oral Proficiency Interviews (SOPI)

Also, EricCLL provides bibliographies on topics ranging from "Dialogue Journal Writing" to "Second Language Learning and Technology" to help you direct your own reading and research.

http://www.cal.org/ericcll/digest/

📖 **Foreign Language Annals** is a publication of the American Council on the Teaching of Foreign Languages (ACTFL). Articles in this journal focus on the improvement of FL/SL teaching at all levels, classroom research, and concerns and problems in the FL/SL profession. The Spring 1998 issue covered the following topics:

Discussion of FL/SL in the college curriculum

Students' anxiety about listening comprehension

The Foreign Language Annals also has a "Focus on Instruction" section which offers ideas about classroom activities.

http://www.actfl.org/htdocs/pubs/subscribe.htm

Journal of Second Language Writing is one of the skill-specific journals in the field of FL/SL learning. This journal includes classroom-based research articles with applications that are relevant to the college-level language instructor. The January 1998 issue included the following articles:

If I only had more time: ESL Learners' changes in linguistic accuracy on essay revisions

An investigation of L1-L2 transfer in writing among Japanese university students: Implications for contrastive rhetoric

Each issue also includes a helpful bibliography of SL writing articles that are published in other journals.

http://icdweb.cc.purdue.edu/~silvat/jslw/index.html

Language Learning & Technology Journal (LLT) is a fully-refereed journal that is published exclusively online. The goal of LLT is to disseminate research to foreign and second language teachers around the world on issues related to technology and language education. LLT focuses on issues which are related to language learning and language teaching and how they are affected or enhanced by the use of technologies. Recent topics have included:

Design and evaluation of the user interface of foreign language multimedia software: A cognitive approach

Multimedia CALL: Lessons to be learned from research on instructed SLA

http://polyglot.cal.msu.edu/llt/

📖 **Modern Language Journal** (MLJ) publishes articles on both classroom practice and research relevant to language learning theories. The Summer 1998 issue included the following articles:

A comparison study of student retention of foreign language video

Reasonable expectations: Oral proficiency goals for intermediate-level students of German

MLJ also features a listing of articles in other journals that would be of interest to language professionals ("In Other Professional Journals") and an extensive review section organized by topic and language.

http://polyglot.lss.wisc.edu/mlj/

📖 **Reading in a Foreign Language** is another skill-area journal with classroom-based research articles that should be of interest to ESL reading instructors and FL instructors alike. The Spring 1998 issue included the following titles:

And now for something not completely different: An approach to language through literature

The effects of the amount and type of simplification on FL reading comprehension

Each issue also contains reviews and an index of articles in past issues that is organized by topic.

📖 **TESOL Quarterly** (TQ) publishes research articles, a discussion of topics and practices in SL/FL teaching ("The Forum"), and reviews. A wide range of areas are covered by TQ including linguistic analysis, theoretical issues, case studies, ethnographies, and surveys. Research articles from the Spring 1998 issue of TQ included:

Qualitative report on teachers' pedagogical systems and grammar teaching

Research and teaching related to grammar instruction

In the same issue, the Forum featured comments on two articles: *Direct approaches in L2 instruction* and *A critical approach to critical thinking in TESOL*.

Also by TESOL…

TESOL Journal (TJ) offers classroom tips and a review section of materials and professional resources. Recent tables of contents from TJ are available at:

http://www.tesol.edu/pubs/magz/tj/index.html

TESOL Matters is a newspaper-style publication with current happenings in the world of FL/SL teaching.

http://www.tesol.edu

Focus on local issues

The Center for Second Language Research was established at the University of Hawai'i at Mānoa in 1983. It is administratively part of the Department of English as a Second Language and is supported by internally generated funds and outside contracts and grants.

The work of the Center is informed and influenced by the expertise of the ESL faculty director. Under the current directorship of Dr. Kathryn Davis, Center projects have focused on language issues in the Hawai'i context. This focus is reflected in the four most recent technical reports which were produced by the Center in 1997 and 1998.

The Foreign Language Partnership Project (Technical Report #12) was edited by Dr. Davis and Rebeca Jasso-Aguilar. This report describes a pilot project which trained at-risk high school language minority students to act as tutors for university students who were studying their languages (Ilokano, Tagalog, Samoan). The program served the dual purpose of promoting self-esteem and educational ambitions of language minority students while providing foreign language students with valuable natural exposure to the target language and culture.

Language Issues in Hawai'i: A Plan for Action (Technical Report #13), edited by Terri Menacker, is an overview of language issues in Hawai'i produced with the goal of informing language-related decision-making. The impetus for its creation came from the Hawai'i Council on Language Planning and Policy, a voluntary group whose members share a common interest in protecting and promoting Hawai'i's language resources and advocating for equity in language-related matters.

Literacy for Change: Community-based Approaches (Technical Report #14), edited by Terri Menacker, is the proceedings for the conference of the same name. The conference was held in Honolulu in 1997 and was made possible through the work of the Hawai'i Council on Language Planning and Policy and the Center for Second Language Research. The conference came about from a desire to share information about new approaches to literacy and language education. These approaches take a more holistic perspective than traditional ones and look at literacy activities as opportunities for organizing for change.

Ke A'a Mākālei: A Planning and Implementation Project for Hawaiian Language Regenesis (Technical Report #15), by Sam No'eau Warner, serves as a good orientation to Hawaiian language regenesis efforts and the current Hawaiian language use situation. It describes a study of Hawaiian language use, needs, and implementation of community-based programs. The study indicated the need for 1) adult language learning through other than traditional "chalk and blackboard" methods and 2) intergenerational use of Hawaiian and expansion of domains of use. Three major language learning programs were consequently developed involving learning Hawaiian through playing volleyball, playing baseball, and participating in a family education program which focused on language use in the home. The report describes implementation and evaluations of these community- and activity-based Hawaiian language learning programs. These descriptions allow for replication or adaptation of activities in other Hawaiian and indigenous communities concerned with language revitalization.

CENTER FOR

SECOND

LANGUAGE

RESEARCH

Report #12 (1997)
The Foreign Language Partnership Project
Kathryn A. Davis and Rebeca Jasso-Aguilar (Eds.)

Report #13 (1998)
Literacy for Change: Community-Based Approaches
CONFERENCE PROCEEDINGS
Terri Menacker (Ed.)

Report #14 (1998)
Language Issues in Hawai'i: A Plan for Action
Terri Menacker (Ed.)

Report #15 (1998)
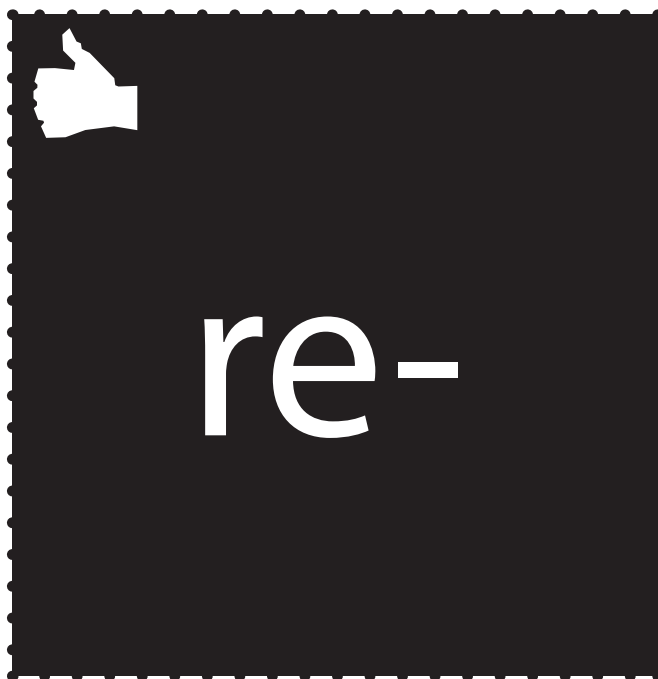**Ke A'a Mākālei: A Planning and Implementation Project for Hawaiian Language Regenesis**
Sam No'eau Warner

Copies of Technical Reports may be obtained for $5.00 each, which includes printing and postage, by writing to:
Director
Center for Second Language Research
Moore Hall 570
1890 East-West Road
Honolulu HI 96822

The CSLR conducts research and undertakes curriculum development and training projects in the general area of second language (SL) education. This includes basic and applied research on SL teaching and learning, on education through the medium of a second language, and on classrooms where second dialects are present (e.g., Hawai'i Creole English). The CSLR produces technical reports and videos based on research and curriculum development projects.

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and the Gutenberg Revolution of the 1500s. Like the introduction of the printing press, digital technologies are effecting an educational revolution by supporting and enhancing current pedagogical practices. A description of these practices follows, beginning with the ways in which process-oriented composition can be enhanced through word processing and desktop publishing software, as well as networking software such as Daedalus Integrated Writing Environment. Multimedia software with its sound, color, graphics, animation, and even video may allow individuals to pursue their preferred learning styles and proceed at their own pace with instant correction, explanation, and reinforcement. Internet exchanges via e-mail, real-time chat, and bulletin boards, and more recently simulations, can facilitate and stimulate authentic communication. Lastly, technology-enhanced collaboration in the form of professional-looking group presentations or intercultural exchanges can make task-based learning an exciting event.

The last few pages include a glossary of technical terms and a listing of relevant Websites and discussion lists. My only concern here is with this last section as it fails to include a number of key discussion lists, such as NE-TEACH-L, TESLCA-L, and LLTI to name a few.

In sum, *Technology in the Classroom* is a joy to read for both technophiles and technophobes alike. For teachers who fear computers may one day replace them, Hanson-Smith provides this advice: "Computers will not replace teachers, but teachers who use computers will — inevitably — replace teachers who do not" (p. 14).

Technology in the Classroom: Practice and Promise in the 21st Century

Elizabeth Hanson-Smith. Alexandria, VA: TESOL, 1997. 24 pp. TESOL Professional Papers #2.

Review by Chad T. Green, NFLRC & ESL Department

For language pedagogues struggling to keep up with the Digital Revolution, Hanson-Smith's "Technology in the Classroom" may offer some fast, temporary relief. This albeit brief paper manages to run the gamut of current practices in technologically-enhanced language learning and examine the pedagogical strengths and weaknesses of current and emerging language learning technologies. Overall it serves as an excellent matching resource with Mark Warschauer's "Computer-Assisted Language Learning: An Introduction" <http://www.lll.hawaii.edu/web/faculty/markw/call.html>.

The author begins with a comparison between the Digital Revolution

Teaching in Action: Case Studies from Second Language Classrooms

Jack C. Richards, Editor. Alexandria, VA: TESOL, 1998. 411 pp. (ISBN 0–939–79173–0)

Review by Tanja Yoder, ESL Department

Language teachers frequently lament the gap between language teacher education courses and their actual classroom experiences, particularly when they encounter problems not covered in their courses. Through a unique collection of 76 case studies from around the world, this extremely useful volume presents ESL teachers and teacher educators with the experiences of teachers who describe often familiar problems they have encountered in the classroom and how the problem has then been resolved. Each case study is then followed by a teacher educator's commentary on the problem and the teacher's solution. The short straightforward case studies explore a wide variety of issues that range from teaching specific language skills to improving teacher development with colleagues and students. As such, the book
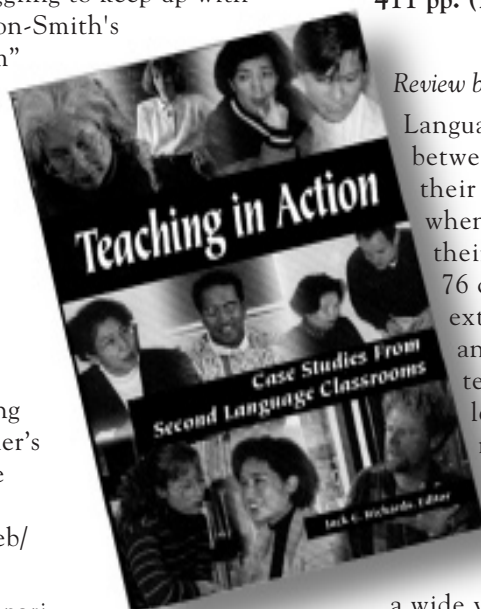
is helpful as a supplement to both pre- and in-service language teacher education programs for both teachers and teacher educators alike. It can also be of great use to those already teaching, because the problems and solutions are commonly recurring issues and are therefore likely to stimulate discussion in a number of relevant contexts.

New Ways of Classroom Assessment

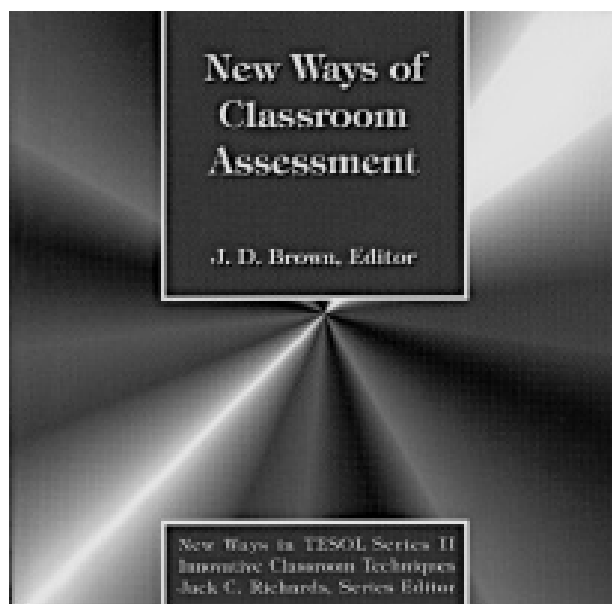**J.D. Brown, Editor. Alexandria, VA: TESOL, 1998.**

384 pp. (ISBN 0–939791–72–2)

Review by Yuichi Watanabe, ESL Department

Teachers face two questions in planning a lesson: what activity to do, and how to evaluate students' performance based on it. This book is a long-awaited valuable resource book for language teachers who are looking for new ideas to address these questions. The overriding motivation of the 95 activities included in the book is to promote students' learning. The assessment/feedback part of each activity, usually performance-based, is integrally tied to teaching. In fact, this will be a great resource book for those looking for new teaching activities as well.

The activities are targeted for a wide range of students: from children to adults, from beginners to advanced learners. They are sorted into six parts according to their

foci, which include methods (portfolios, journals/logs/conferences), feedback (self and peer), groupings (group and pair work), written and oral skills. Since each activity could contain a number of these aspects, a cross-reference chart is provided at the end of the book. The description of each activity has enough details and is accompanied by sample instruments such as grading scales and check lists. *New Ways of Classroom Assessment* is a great book to find new ideas about teaching and assessment for classroom language teachers.

TESOL publications can be ordered through the TESOL Website at http://www.tesol.edu/pubs/bkpromos/ads.html/ or by calling (703) 836–0774.

SLTCC newsLetter

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

...on the Web!

http://www.lll.hawaii.edu/sltcc/

Moore Hall classrooms wired to Internet

You can now bring the Web to your classroom. All general-use classrooms in Moore Hall now have datajacks for connection to the Internet. Two computer carts, one each with PC and Mac, are available for checkout. Both are equipped for projection. To reserve, e-mail <mcl@hawaii.edu> with date, time, course and room. Please also schedule a time to familiarize yourself with the cart and the various cable connections and to test it out so everything will run smoothly in the classroom. The classroom will have to be fully darkened for projection purposes. Moore Hall 155A is still available for Internet presentations as well. Reservations are also taken by e-mail to <mcl@hawaii.edu>.

NEW PUBLICATIONS

During the Spring semester of 1998, NFLRC added the following four publications to their catalogue:

New Technical Reports

The Development of a Lexical Tone Phonology in American Adult Learners of Mandarin Chinese
          by Sylvia Henel Sun
The study reported is based on an assessment of
three decades of research on the SLA of Mandarin
tone. It investigates whether differences in learners'
tone perception and production are related to differences
in the effects of certain linguistic, task, and learner factors.
The learners of focus are American students of Mandarin in
Beijing, China. Their performances on two perception and
three production tasks are analyzed through a host of variables
and methods of quantification.

Second language development in writing: Measures of fluency, accuracy, and complexity
          by Kate Wolfe-Quintero, Shunji Inagaki, & Hae-Young Kim
In this book, the authors analyze and compare the ways that fluency,
accuracy, grammatical complexity, and lexical complexity have been
measured in studies of language development in second language writing. More than 100 developmental measures are examined, with detailed comparisons of the results across the studies that have used each
measure. The authors discuss the theoretical foundations for each type of developmental measure, and they consider the relationship between developmental measures and various types of proficiency measures. They also examine criteria for determining which developmental measures are the most successful, and they suggest which measures are the most promising for continuing work on language development.

Designing Second Language Performance Assessments
          by John M. Norris, James Dean Brown, Thom Hudson, & Jim Yoshioka
This technical report focuses on the decision-making potential provided by second language performance assessments. The authors first situate performance assessment within a broader discussion of alternatives in language assessment and in educational assessment in general. They then discuss issues in performance assessment design, implementation, reliability, and validity. Finally, they present a prototype framework for second language performance assessment based on the integration of theoretical underpinnings and research findings from the task-based language teaching literature, the language testing literature, and the educational measurement literature. The authors outline test and item specifications, and they present numerous examples of prototypical language tasks. They also propose a research agenda focusing on the operationalization of second language performance assessments.

New Language Teaching Materials

Authentic Indonesian Video (text plus 3 video tapes)
          by Erlin Barnard, Julie Winter, & David Hiple
          This text & video set presents 20 intermediate to advanced lessons based on authentic programming