SLTCC newsLetter

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

recipients of the LLL Instructor's Award

CONGRATS!

The Dean's office of the College of Languages, Linguistics, and Literature (LLL) is pleased to announce the recipients of the newly-instituted LLL Instructor's Award for Innovative Teaching.
This semester Marta Gonzalez-Lloret, Instructor of Spanish in the ELL Department, and Jung Ying Lu-Chen, Instructor of Chinese in the EALL Department, have each been awarded a one-course release to develop pedagogically innovative projects.

Marta Gonzalez-Lloret's project involves the establishment of a Website linked to the Spanish Division home page at the University of Hawai'i. This Web page will be a source of authentic reading and listening material appropriate for the content being taught in Spanish language courses (101 to 303) and organized around themes and topics. The goal of this project is to complement the materials that TAs, instructors, and professors use in everyday

Jung Ying Lu-Chen (EALL) & Marta Gonzalez-Lloret (ELL)

language teaching with up-to-date, relevant authentic materials from the Internet. The project will also serve the students, who will receive relevant source material for the completion of their homework assignments and in the development of class projects.

Jung Ying Lu-Chen will be compiling a "model package" for performance-based teaching and testing for third-level language courses. The WWW will be an integral part of this package given that it is considered the most convenient way to obtain authentic materials for foreign language teaching. A Fall '98 third-level Mandarin course will pilot this instructional package, which will include specific tasks, instructions, explanations and handouts as well as a homepage for teachers to use in class. Any upper-level language teacher can have access to these pages from any location.

New to the NewsLetter:

in this issue…

Farewell!

ALOHA!
or shall we say

Salaam!
....to Mark Warschauer,

a researcher at the NFLRC since August, 1994, when he embarked on his doctoral program in Second Language Acquisition in the Department of ESL. Dr. Warschauer, whose recently completed dissertation,
Electronic Literacies: Language, Culture, and Power in On-line Education has found an eager publisher (Lawrence Erlbaum Associates), is on his way to Cairo, where he will serve as Educational Technology Specialist on a $35 million USAID program for improving English teaching. He will be working closely with the Egyptian Ministry of Education to plan, design, implement, and evaluate uses of a variety of new technologies in primary, secondary, and tertiary education.

For three and a half years, Mark has made significant contributions to the field of second/foreign language teaching on local and international levels through his involvement in research and teacher training projects at the National Foreign Language Resource Center. At UH, Mark has led numerous Internet workshops and discussion sessions on technology & language instruction through the SLTCC Professional Development Series. He has also taught courses on second and foreign language pedagogy through the ESL Department and the College of Education.

A gifted networker and master of ceremonies, Mark hosted internationally-recognized, technology-based symposia for foreign language professionals at the 1995 and 1996 NFLRC Summer Institutes; proceedings from the 1995 symposium were edited by Mark and published as *Telecollaboration in Foreign Language Learning* (University of Hawai'i Press, 1996). An earlier Warschauer publication, *Virtual Connections: On-line Activities and Projects for Networking Language Learners* (University of Hawai'i Press, 1995), has sold like malasadas and is now in its second printing.

Originally inspired and now edited by Mark is *Language Learning & Technology*, one of the first scholarly journals to be published on the World Wide Web. LLT covers a broad range of issues related to the use of computers and other new media in the teaching and learning of languages. *Language Learning & Technology*, the second issue of which has just

1998 NFLRC Summer Institute
Focus on Immersion

Since 1991, the National Foreign Language Resource Center at the University of Hawai'i has united language professionals nationwide through its summer institutes, which have the overriding goal of providing intensive training in effective language pedagogy. Drawing on resources afforded by the Center's locale, NFLRC summer institutes focus on facilitating the teaching and learning of less commonly taught languages, particularly those of Asia and the Pacific.

The theme of the 1998 NFLRC Summer Institute is *Advancing Language Immersion Education*. Immersion educators representing all languages and instructional contexts, including indigenous, heritage, and foreign language immersion, will attend the Institute: a one-week symposium from July 6–10 and a two-week workshop from July 13–24. Drawing on the dynamic successes of language immersion programs in the Pacific — particularly Maori and Hawaiian — the 1998 Summer Institute will unite experts from East and West. The 1998 NFLRC Summer Institute will complement the FIPSE-funded Hawaiian Immersion Kukamaile Summer Institute for Hawaiian immersion teacher training, which will feature a three-week workshop and will culminate with joint sponsorship of the symposium.

Through papers, panels, hands-on sessions, and interest group discussions, the symposium (July 6–10) will facilitate the sharing of resources, ideas, and information about all aspects of language immersion education, including such topics as empowering the learner through immersion, culture and community in the immersion program, launching an immersion program, indigenous/heritage language education, teacher training, technology and immersion education, and materi-

advancing
LANGUAGE IMMERSION EDUCATION

http://www.lll.hawaii.edu/nflrc/si98.html/

als development and adaptation/curriculum design.

The two-week workshop (July 13–24) will examine further the themes of the symposium with special emphasis on four modules: pedagogy, culture, technology, and materials development. Through presentations, discussions, practice, and demonstrations, participants will carry out projects which will prepare them to meet the challenges of language immersion education and share resources and information with colleagues nationally and internationally.

The 1998 NFLRC Summer Institute on *Advancing Language Immersion Education* promises to offer a rich and compelling program that will facilitate communication and collabora-

Top 10 Website Picks from the Staff at SLTCC

http://www.elite.net/~runner/jennifers/hello.htm/

"'Hello' in over 360 languages" includes links to several other lists of translations in many languages: "welcome," "good-bye," "please," "thank you," "what is your name?," "my name is...," "do you speak English?," "yes & no," and "I don't understand." The site also includes a link to a useful page of "Internet Language Resources."

http://carla.acad.umn.edu/LCTL/experts.html/

An especially useful section of the CARLA (Center for Advanced Research on Language Acquisition) site is the page of "Experts Willing to Share Knowledge of Specific LCTLs." The individuals listed have expressed an interest in and willingness to respond to e-mail questions about specific languages.

http://www-personal.umich.edu/~chenq/chineseframe.html/

"On-line Resources for Students of Chinese" was developed by Prof. Chen Qinghai and colleagues at the University of Michigan. Dr. Chen is active in the area of Business Chinese, but the page is useful to all levels and types of learners of Chinese.

http://www.agoralang.com/

"Agora Language Marketplace" provides a hodgepodge of the latest Internet resources & other info of particular interest to language students and teachers: a comprehensive directory of publishers, employment opportunities, lists of professional organizations & conferences, archives from e-mail listservs (FLTeach), and a monthly newsletter. The December '97 newsletter featured an article by Wilga Rivers (Harvard) on *Principles of Interactive Language Teaching*. Check out the article, with links to her Ten Principles, at

http://www.agoralang.com/rivers/10Principles_0.html/

http://www-writing.berkeley.edu/chorus/call/index.html/

This CALL Chorus site offers detailed reviews on books and software for language instructors and students. This site also showcases cutting edge CALL demos.

http://www.nagano.olympic.org/

The Winter Olympics site, which offers English and Japanese

versions, feautures lots of authentic material for Japanese classes: sports, culture, travel. The site will be updated daily during the Olympics.

http://www.itp.berkeley.edu/~thorne/HumanResources.html/

Another useful site is Foreign Language Resources on the WWW, featuring a collection of good-quality language links in many foreign languages.

http://nts.lll.hawaii.edu/flmedia/

For a listing of software (mostly CD-ROMs) for many foreign languages, especially the LCTLs, visit the NFLRC's Foreign Language Multimedia project Website. Software incorporating a broad variety of design features, skill emphases, and languages as well as criteria for evaluating such software are listed; interactive forms on the site welcome suggestions for additional software listings and evaluations of currently listed software.

http://darkwing.uoregon.edu/~felsing/ceal/welcome.html/

The Council on East Asian Libraries site offers an excellent

collection of language and library resources in East Asia. The site provides a subject index to all East Asian countries. The subjects include, art, religion, cinema, education, health, government, law, music, and so on.

http://www.lmp.ucla.edu/

The Language Materials Project at UCLA houses a comprehensive LCTL materials database (more than 11,000 citations, covering over 900 LCTLs). Forty of the languages get special up-dated coverage, including a language profile (good for those Linguistics 420 assignments).

1998 HALT Conference
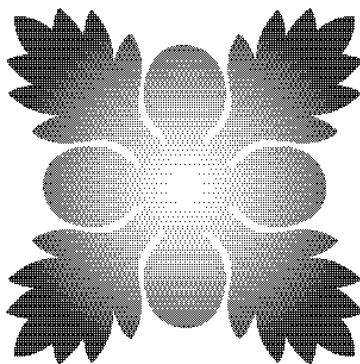
April 25, 1998
University of Hawai'i at Mānoa

The 1998 HALT Conference will facilitate the sharing of resources, innovations, and information on issues relevant to Hawai'i's unique language teaching community. The conference will feature papers, workshops, demos, and discussions on such topics as: pedagogical innovations, student projects, using community resources, cultural issues, articulation, assessment, and the use of new technologies in the language classroom.

This year, the HALT Conference will be held on April 25 on the UH Mānoa campus. Conference sessions will be held in Moore Hall classrooms and multimedia computer labs. Conference registration, exhibits, and luncheon will take place across East-West Road at the Hawai'i Imin International Conference Center (EWC) in rooms overlooking the Japanese garden.

Unique to this year's conference is the 1998 HALT Conference theme contest. Through snail mail and e-mail announcements, members of Hawai'i's language teaching community have been encouraged not only to submit proposals to present at the conference but also to submit a brief, catchy, and innovative 1998 HALT Conference theme that is relevant to current issues challenging Hawai'i's unique language teaching community. The conference registration fee and luncheon will be waived for the author of the winning theme. The deadline for submitting proposals and theme contest entries was February 1. Those who have submitted proposals and/or contest entries will receive notification of the status of their submissions by March 1.

Pre-registration information, including an announcement of the winning conference theme, a tentative schedule/program preview, and pre-registration form will be available in March. For more information about the 1998 HALT Conference, contact Heidi Wong at the Second Language Teaching &

Rewarding & Relevant

At the beginning of each semester, the Second Language Teaching & Curriculum Center coordinates a pedagogical orientation session for language instructors and teaching assistants in the language departments at UH Mānoa. Thirty-five teaching assistants and instructors participated in this semester's session on January 8, a morning of half-hour workshops and demos on: developing a personal philosophy of teaching, audio services & resources for the language teacher, enhancing the textbook, using the Internet in language instruction, and an overview of software in the multimedia computer lab. Evaluations indicate that participants found the session offerings rewarding and relevant. Suggestions for future session topics are welcome. Contact Heidi Wong at **sltcc@hawaii.edu** or (95)6–9424.

ESL Lecture Series Spring 1998

January 15
Ted Rodgers (UH Professor Emeritus)
Language and language teaching in Uzbekistan

February 12
Yoshinori Fukuya (SLA), Melissa Reeve, Jennifer Gisi,
& Mary Christianson (ESL)
Does Focus on Form work for teaching sociopragmatics?

February 19
Jeff Siegel (University of New England, Australia)
Language transfer in SLA and its role in pidgin/creole development

February 26
Scott Todd & Sona Ishankulieva
Educating Rita: The cultural forces at work in the Turkmen system

March 5th
John Norris (SLA), J.D. Brown, & Thom Hudson (ESL)
Central issues in L2 performance assessment: Task difficulty and the rating of task accomplishment

March 12
TBA

April 2
Robert Bley-Vroman (ESL) & Naoko Yoshinaga (Hirosaki Junior Women's College)
Who ate what? The acquisition of wh-questions

April 9
Richard R. Day, Kenton Harsch, & Thom Hudson (ESL)
Panel on teaching reading

April 16
Roderick Jacobs (ESL)
Some developments in semantics

April 23
Carsten Roever (SLA)
Web-based language testing: Perspectives and challenges

Demos & Discussions
Moore 155A

Winging It in the SL Classroom
Wednesday, February 25, 11:30–12:20
Led by Cynthia Ning, Center for Chinese Studies

Text material too dull? Didn't have time last night to work up an interesting alternative lesson plan for today? This session will share some ideas for pinch-hitting by utilizing the students, yourself or another native-speaking buddy, or any realia you have handy, to develop a relevant and substantive on-the-spot lesson.

Dealing with Individual Differences
Tuesday, March 3, 12:00–1:15
Led by Ray Moody, ELL Department

This session will explore how innate personality and accumulated experience influence language learning strategies. Audience participation plays a major role in this presentation.

Motivating Reluctant Readers with Clever Questions
Wednesday, March 11, 11:30–12:20
Led by Richard Day, ESL Department

The workshop, whose goal is to provide language teachers with opportunities to develop interesting and varied reading comprehension questions to motivate the most reluctant reader, begins with a discussion of the various forms of questions and a consideration of the different levels of comprehension. The participants then work in pairs to develop a set of questions, using reading materials from their classes*.

* Participants are asked to bring reading materials from their own classes.

Using CDRoms for Language Instruction:
What You Need to Know
Tuesday, March 17, 12:00–1:15
Led by Candace Chou, NFLRC &
Irene Thompson, NFLRC

This session will provide an introduction to the evaluation of multimedia software in second/foreign language instruction. Demos of selected programs will be provided, the importance of assessing language multimedia software will be discussed, and participants will create collaborative pedagogical and technological criteria for evaluating language learning software.

Out-of-class Adventures
Wednesday, April 1, 11:30–12:20
Led by Puakea Nogelmeier, HILL Department

In this session, Puakea will discuss how field trips and immersion camps can be incorporated into the curriculum for memorable pedagogy.

Using Peer Feedback in FL Writing
Wednesday, April 8, 12:30–1:20
Led by Tess Lane, Hawai'i Pacific University

This session will present ways to use peer feedback and collaboration in writing for all levels of foreign language instruction.

Developing Instructional Materials Using
Authentic Video
Thursday, April 16, 12:00–1:15
Led by David Hiple, SLTCC/NFLRC &
Ruth Mabanglo, HILL Department

This session will focus on considerations for developing materials using authentic video, including choosing clips, structuring activities, and producing a finished product. Examples from an NFLRC Tagalog video publication will be shown.

An Overview of the Oral Proficiency Interview (OPI)
Wednesday, April 22,11:30–12:20
Led by Armando Armengol,
University of Texas at El Paso

Armando Armengol, visiting professor of Spanish-American Literature, will talk about the OPI, especially as it relates to foreign language teaching. While the presentation will be in English, the examples will be drawn largely from Spanish.

Registration not necessary.

Workshops

Navigating Your Way Through UHUNIX ①
    2-SESSION WORKSHOP
    Mondays, March 9 &16, 3:30–4:30
    PC Lab • Moore 153A
    Led by Alfred Maglalang

This two-session workshop will deal with the basic and advanced features of applications available in UHUNIX. This includes Pine (e-mail/news reader), Pico (a simple text editor), EMACS (a powerful text processor), FTP (file transferring utility often used between a PC and UHUNIX). Where appropriate we will also learn the underlying unix commands.

E-mail for the Language Teacher ②
    Monday, March 9, 2:30–3:30
    Mac Lab • Moore 155B
    Led by Heidi Wong

This workshop will provide an introduction to making the most of e-mail for administrative tasks and (learner-centered) pedagogical activities. Prerequisite: some minimal experience using e-mail (pine).

Downloading and Uploading Documents ③
    Wednesday, March 4, 3:30–4:30
    Mac Lab • Moore 155B
    Led by Tom Burke

An introduction to uploading and downloading files on the Macintosh using a program called Fetch. Also covered will be how to deal with various types of coded documents. Prerequisite: some minimal experience using e-mail (pine).

Introduction to Eudora E-mail System ④
    Wednesday, March 11, 3:30–4:30
    Mac Lab • Moore 155B
    Led by Tom Burke

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 off-line file management. Come for a basic introduction on how to use Eudora.

Introduction to Japanese on the Mac
    Thursday, April 2, 2:30–4:00
    Mac Lab-Moore 155B
    Led by Justin Ota

⑤ This workshop will provide a brief introduction to using Japanese in the Mac lab. Topics will include Japanese word processing, viewing Japanese Web pages, and Japanese e-mail.

Introduction to Chinese E-mail: Eudora, Pine, and File Transfer
    Tuesday, April 14, 12:00–1:15
    PC Lab • Moore 153A
    Led by Candace Chou & Jung Ying Lu-Chen

⑥ This hands-on workshop will cover the following topics: viewing and sending e-mail in Chinese using Eudora and Pine; 2) sending documents through e-mail.

How To Be PC
    Friday, March 13, 3:00–4:00
    Friday, April 24, 3:00–4:00 (repeat)
    PC Lab • Moore 153A
    Led John Graham

⑦ This one-hour workshop will be an introduction to using PCs. Basic operations such as running programs, saving files, and accessing the Internet from the PC lab will be covered. Basic experience with either Macs or PCs is presumed.

Using Japanese on the PC
    Friday, March 13, 4:30–5:30
    Friday, April 24, 4:30–5:30 (repeat)
    PC Lab • Moore 153A
    Led by John Graham

⑧ This one-hour workshop will provide a brief introduction to using Japanese in the PC lab. Topics will include Japanese word processing, viewing Japanese Web pages, and Japanese e-mail. Additional general information will be presented about the issues and possibilities of processing Asian (double-byte) languages on the PC. Some knowledge of PCs and Japanese is presumed.

An Introduction to Internet-based Multilingual Chat
    Tuesday, April 7,12:00–1:15
    PC Lab • Moore 153A
    Led by Candace Chou

This workshop is designed to provide an overview of two Internet-based conferencing systems: EWEB Chat

See page 8 for registration information.

Workshops

and Microsoft Comic Chat. EWEB Chat can be used ⑨ on Mac or PC in the language of your choice. Comic Chat provides a set of characters for users to adopt for communication with each other on the PC platform. New Chat may be introduced depending on the availability of the program at the time of the workshop.

Dreamweaver:
Dynamic, Animated Webpages Made Easy
3-SESSION WORKSHOP
Wednesdays, April 1, 8, & 15, 3:30–5:00
Mac Lab-Moore 155B
Led by Tom Burke ⑩

Dreamweaver is the latest & greatest Web editor. Combining the ease of use of a visual editor with the power of the BBEdit HTML editor, it will bring joy to the hearts of both the PageMill/FrontPage and the BBEdit folks. Works on both Macs & Windows. As a prerequisite, this fast-paced, three-session workshop series expects that you have at least some previous experience in creating Webpages and an idea for a Web-based pedagogical project you'd like to do.

Publish Your Resume on the Web with
Adobe PageMill
Monday, March 2, 3:30–5:30
Mac Lab • Moore 155B
Led by Chad Green

PageMill is a quick and easy tool for creating personal ⑪ Web pages. In this workshop you will get a brief overview of effective Web page design, followed by hands-on practice in how to generate your own resume page. Bring your resume on a floppy disk. Prerequisite: some minimal experience using Netscape (or any other Web browser).

Task-Based Activities for the Audio Class Lab
Tuesday, March 17, 2:30–3:20
Moore 258
Led by Daniel Tom

This workshop will introduce task-based language activities designed to take advantage of the technology of the audio

class lab. These activities provide a communicative ap- ⑫ proach to audio class lab use and are designed to be integrated into the curriculum at various levels.

Creating Video Interviews
Thursday, March 12, 2:30–4:00
Thursday, March 19, 2:30–3:30
Moore 155A
Led by Clayton Chee & Stephen Fleming

This two-session workshop is for teachers who are interested in doing quick-and-dirty materials development for the purpose ⑬ of supplementing their current curriculum or for original curriculum development. The first session will cover points for attention in two areas: shaping the interview to fit with your curriculum, and video production and post-production. As homework, participants will be asked to outline a video project that they are interested in. The second session will involve sharing those ideas and getting concrete feedback on the feasibility and logistics of carrying out such a project.

Daedalus (When Your Students Just Won't Stop Writing)
Thursday, March 5, 3:00–4:30
Mac Lab • Moore 155B
Led by Mouna Stanzani & Jennifer Wishnoff

This workshop will help teachers get acquainted with the Interchange feature of Daedalus, a writing program which allows students to participate in real-time interactive writing while in the language lab. Daedalus has proven very popular ⑭ with students and teachers alike, and is extremely useful in promoting writing fluency.

FileMaker Pro for the Language Professional
2-SESSION WORKSHOP
Mondays, April 13 & 20, 2:30–4:00
Mac Lab • Moore 155B
Led by Pam DaGrossa

This two-session workshop will introduce the joy of database management using FileMaker Pro 4.0 to the interested language professional. ⑮

About the College of LLL Multimedia Computer Labs

The College of Languages, Linguistics, and Literature currently maintains two multimedia computer labs in Moore Hall for the purpose of facilitating the teaching and learning of languages.

The Mac Lab, equipped with PowerMacs, is located in Moore 155B. The lab offers multilingual software which facilitates word processing in languages using other than standard roman character sets, such as Chinese, Cyrillic, Hawaiian, Japanese, and Korean, and will be adding support for additional languages as it becomes feasible. The lab also has a high-speed Internet connection. In addition, the lab is networked with Daedalus Integrated Writing Environment, a computer conferencing system which allows for "real-time" written communication among students in the lab. The Mac lab is open from 7:30am to 5:00pm, Monday through Friday.

The PC Lab, which is located in Moore 153A, is equipped with Windows 95 machines. The PC lab features a high-speed Internet connection and offers Twinbridge Chinese and Japanese software applications as well as Microsoft Office 97. The PC lab is open from 8:00am to 6:00pm, Monday through Friday.

The labs can be used on a walk-in basis by individual faculty, students, and staff in language departments and can also be reserved for formal class instruction. Faculty and TAs wishing to use either lab for classes may reserve the lab by sending an e-mail message to Dan Tom at **mcl@hawaii.edu**. In the subject header, type: LAB RESERVATION. Include the following information in your message: your name, department, course name and section number, which lab you'd like to reserve (PC or Mac), date/time you'd like to reserve the lab, phone number, and e-mail address.

The labs are monitored by volunteers. To volunteer in the lab, contact Alfred Maglalang at **alf@hawaii.edu**.

For more information about the College of LLL multimedia computer labs, visit the Website at: **http://www.lll.hawaii.edu/mcl/**

Register now for Spring '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 multi-session workshop series. If you are registering for a single-session workshop that is being repeated, be sure to indicate which session you'd like to attend.

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

Send an e-mail message to **sltcc@hawaii.edu**.

Type **S98 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.

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        PINE 3.91      COMPOSE MESSAGE

To:          sltcc@hawaii.edu
Cc:
Attchmnt:
Subject:     S98 WORKSHOP REG
        -----   Message Text   -----
name:            Anita Reyes
email:           areyes@hawaii.edu
title/position:  grad student
dept:            EALL
phone:           X62222

I would like to register for the following workshops:
#1 Navigating Your Way Through UHUNIX
#12 Introduction to Japanese on the Mac
```

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 Reyes (spelled R-E-Y-E-S) and I am a graduate student in the EALL Department. I would like to register for the following workshops: Workshop #1 Navigating Your Way Through UHUNIX and #12 Introduction to Japanese on the Mac. 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.

SLRF's Up Once Again

The Second Language Research Forum returns to Hawai'i this Fall, from October 15 through 18, ten years after the UH Department of ESL first hosted this international conference for second language researchers. 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.

SLRF '98 promises to fulfill some 300 prospective participants' expectations for an outstanding conference. Taking place at the East-West Center's Hawai'i International Imin Conference Center, the conference will feature five plenaries, each representing a distinct area of contemporary research interest on second language acquisition. Two invited colloquia have also been planned. Inviting proposals from renowned second language researchers and pioneering graduate students alike, SLRF '98 is expecting to offer approximately 75 refereed papers and up to 50 poster sessions. Social events 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.

Sponsors of the conference include: the Hawai'i Association of Teachers of ESL (HATESL), the National Foreign Language Resource Center, and the College of Languages, Linguistics, and Literature. Chairing this 18th annual research forum are John Norris, Lourdes Ortega, Dana Petteys, and Heidi Wong. The SLRF '98 organizing committee is being assisted by faculty advisors from the Department of ESL: Gabriele Kasper, Michael Long, and Richard Schmidt. As hosts of the conference, HATESL members will play a central role in the successful orchestration of SLRF '98.

The deadline for submitting proposals to present refereed papers and poster sessions at SLRF '98 is April 15, 1998. More information can be accessed via the SLRF '98 Website at **http://www.lll.hawaii.edu/slrf98/** or by e-mailing the SLRF '98 organizing committee at **slrf98@hawaii.edu**.

The Second College-wide Conference

for Students in Languages, Linguistics, and Literature (LLL) will be held at UH Mānoa on Saturday, March 7. The conference will feature papers and reports of works-in-progress on topics within the disciplines of LLL by students and recent graduates in the College. The goal of the conference is to create a forum for scholarly interaction among the students and faculty in the College of LLL, as well as members of the university at large, and interested members of the community. The deadline for submitting proposals to present at the conference was February 1. A volume of conference proceedings containing selected papers from the conference is planned. For more information about the conference, please contact Katsura Aoyama at **aoyama@hawaii.edu** or Jeff Hatcher at **jhatcher@**

SECOND LANGUAGE RESEARCH FORUM 1998

Complementary Perspectives on Second Language Research
October 15–18
University of Hawai'i at Mānoa
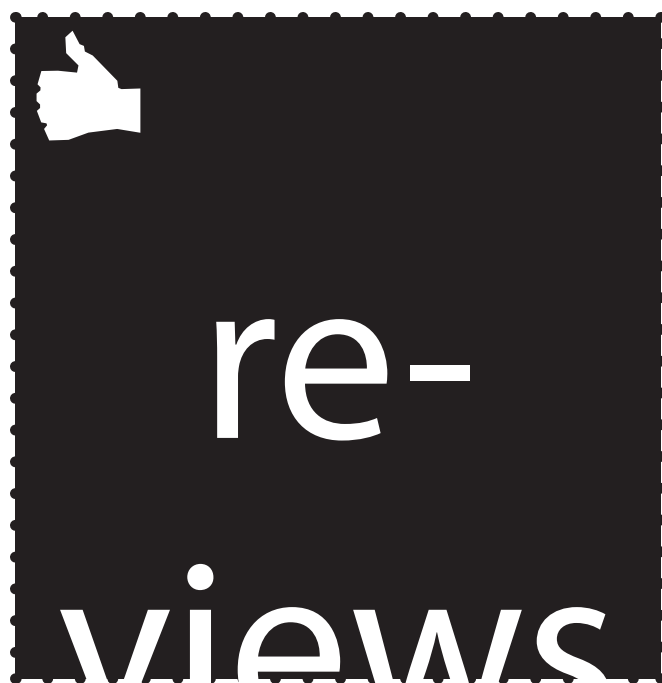

PLENARISTS
KATHLEEN BARDOVI-HARLIG
CATHERINE DOUGHTY
NICK ELLIS
JÜRGEN MEISEL
KATE WOLFE-QUINTERO

CALL FOR PAPERS, POSTERS, & COLLOQUIA
Deadline: April 15, 1998
For proposal information, visit our Website at
http://www.lll.hawaii.edu/slrf98/ or e-mail us at **slrf98@hawaii.edu**

re-views

New Ways in Teaching Adults

Marilyn Lewis, Editor. Alexandria, VA: TESOL, 1997. 266 pp. (ISBN 0–939791–68–4)

Review by Dana Petteys, ESL Department

In keeping with the promise of the series' originality, *New Ways in Teaching Adults* offers the language (primarily ESL) teacher an innovative organizational framework: chapters in this resource book are organized not by skill area, level of difficulty, or activity type but rather according to input. Input types range from "The News" to "Word Prompts" to "Nonverbal Stimuli." The drawback to enjoying such innovation is that one has trouble navigating through chapters to locate an activity with a particular ability level in mind. Although this volume is primarily intended for and written by ESL teachers, many of the activities are adaptable for use in foreign language classes.

While the book offers a wide variety of activities with which second and foreign language teachers may be able to supplement an existing syllabus, it unfortunately aims to reach too wide an audience with respect to the types

and levels of students and course goals toward which the activities are geared. *New Ways in Teaching Adults* is thus a resource book that may be turned to occasionally by many different kinds of teachers, but not one that will be extremely useful for any one particular teaching situation. • • • • •

New Ways of Using Computers in Language Teaching

Tim Boswood, Editor. Alexandria, VA: TESOL, 1997. 324 pp. (ISBN 0–939–791–69–2)

Review by Stephen Fleming, SLTCC & EALL Department

It is an open question whether computers save more time than they demand for file maintenance, upgrades, and the learning curve. With the "doubling time" for advancements in computer software and hardware growing ever shorter, any resource that can help teachers use computers more effectively will find a ready market. This varied and lively hands-on compendium of computer-based activities for ESL should prove extremely popular among teachers who have at least occasional access to computer resources for their students.

The book is structured according to software/media type, with one section for word processing and desktop publishing; one for e-mail and MOOs (multi-user object-oriented environments); one for the Web, including both browsing and Web creation; one for CD-ROM-based multimedia software; one for concordancing; and one for other applications. Since the activities come from a variety of authors, they show a healthy diversity of conception and purpose; at the same time, most of them share a solid performance-oriented pedagogical orientation. The diversity of activities extends also to the degree of proficiency required on the instructor's part: directions for a few of the activities would make any but the most dedicated techno-geek's hair stand on end. Overall, this handy volume, while not the place to seek a theoretical treatment of the use of computers in language learning, is a valuable reference tool and great jumping-off point for teachers who want to keep abreast of the technological wave. • • • • • • • • • •

New Ways in Teaching Culture

Alvino E. Fantini, Editor. Alexandria, VA: TESOL, 1997. 236 pp. (ISBN 0–939–79170–6)

Review by Tanja Yoder, ESL Department

Fantini observes that despite the progress that has been made in language education and intercultural communication, educators in these fields have followed fairly separate paths. Suggesting
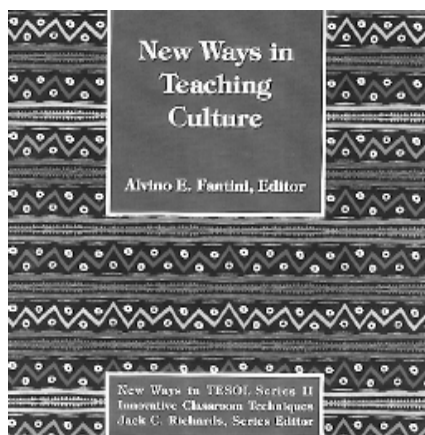
the need for a more holistic approach to culture in the second and foreign language classroom, Fantini aims to brings these paths closer together in *New Ways in Teaching Culture* .

The book is well laid out: several introductory articles set up the conceptual framework, of which practical use is made in more than fifty activities which follow. Gathered from an international group of instructors, these activities are categorized in terms of language-culture, sociolinguistics, culture, and intercultural exploration. Although some of the activities are labeled adaptable for any level, the majority of them seem to presuppose some prior knowledge of the target language. The activities tend to be geared towards English as a second/foreign language classrooms, but a limited number could be used in other language settings. Clearly no book could hope to cover all aspects of culture and interculture, but this one does indicate some areas of importance for any multiculturally aware instructor of language. ● ● ● ● ● ●

New Ways of Using Drama and Literature in Language Teaching

Valerie Whiteson, Editor. Alexandria, VA: TESOL, 1997. 155 pp. (ISBN 0–939791–66–8)

Review by Mouna Stanzani, ESL Department

This useful volume offers EFL and ESL teachers a wide collection of activities whose focus is the use of literature and, to a smaller extent, drama as tools for language learning.
The book's four sections ("Prose", "Poetry", "Drama" and "A Mixed Bag") each present several content-based activities which help introduce English literature to non-native students. Even with a literature focus, most of these activities collected from teachers worldwide use an interactive and integrative approach and are not limited to reading and writing skills.

One of this book's strengths is how widely applicable its activities are: although most are designed for intermediate to advanced college students, quite a few can be adapted for different levels and ages; had activities been organized according to levels of proficiency, the text would have been even more user-friendly. At any rate, most activities are described clearly and thoroughly; at the end of each description, a useful section ("Caveats and Options") offers additional ideas to implement the activities suggested in different environments.

While the word *Drama* is included in the title, only a rather small section of the text is devoted to drama-oriented activi-

ties. Drama here is intended as a subtopic of literature, and teachers won't find much in the way of improvisation or role plays. *New Ways of Using Drama and Literature in Language Teaching* is altogether a useful, easy-to-use text for teachers who want to exploit the many possibilities offered by literature in a language classroom setting. ● ● ● ● ● ● ● ● ●

Teaching by Principles: An Interactive Approach to Language Pedagogy

H. Douglas Brown. New Jersey: Prentice Hall Regents, 1994. 467 pp. (ISBN 0–13–328220–1)

Review by Mark Warschauer, NFLRC & ESL Department

Teaching by Principles is an outstanding text for use in undergraduate or graduate courses in second language pedagogy. The book begins by summarizing theory and research on language learning, discussing extrinsic and intrinsic motivation, providing an historical overview of language teaching methods, and analyzing social and classroom contexts affecting language education. Later sections of the book discuss interactive and cooperative work, learning strategy training, testing, lesson planning, classroom management, and the teaching of particular skills, such as listening, speaking, reading, writing, grammar, and vocabulary.

Teaching by Principles is thoroughly grounded in Brown's interactive, humanistic approach to language teaching. There is an excellent mix of theory and practice, and the book is rich with examples of actual exercises and activities taken from second language textbooks. Well-chosen suggestions for further reading and listed topics for discussion help make the book effective as a classroom text.

As an undergraduate textbook, the volume can more or less stand on its own, though those training teachers of languages other than English may want to add some supplementary materials, since the book is designed especially for ESL teachers. Those using it in graduate TESOL courses may want to add additional supplemental readings, especially in areas related to task-based learning, the teaching of reading and writing in academic contexts, needs analysis, and uses of new computer media.

Teaching by Principles is clearly written, well organized and a joy to read and use. It is an excellent complement to Brown's other book, *Principles of Language Learning and Teaching*, which is recommended for use in introductory courses on second language learning.

Books in the *New Ways Series* as well as other TESOL ●

publications can be ordered through the TESOL Website at **http://www.tesol.edu/pubs/bkpromos/ads.html/** or call TESOL, Inc. at (703) 836–0774. TESOL members can enjoy discounts on TESOL publications.

H. Douglas Brown's *Teaching by Principles: An Interactive Approach to Language Pedagogy* can be found both in Hamilton Library and at the UH bookstore (textbook department).

NEW PUBLICATIONS

NEW TRENDS & ISSUES IN TEACHING JAPANESE LANGUAGE & CULTURE
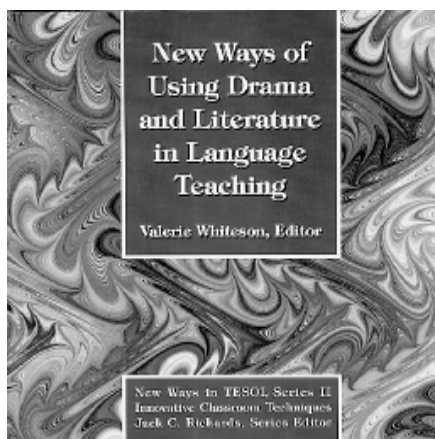
During the Fall semester of 1997, NFLRC added the following four publications to their catalogue:

New Technical Report

New Trends and Issues in Teaching Japanese Language and Culture
by Haruko M. Cook, Kyoko Hijirida, & Mildred Tahara (Eds.)

In recent years, Japanese has become the fourth most commonly taught foreign language at the college level in the United States. As the number of students who study Japanese has increased, the teaching of Japanese as a foreign language has been established as an important academic field of study. This technical report includes nine contributions to the advancement of this field, encompassing the following five important issues:

- Literature and literature teaching
- Technology in the language classroom
- Orthography
- Testing
- Grammatical versus pragmatic approaches to language teaching

New Language Teaching Materials

Intermediate Reader in Technical & Scientific Japanese
by Rumiko Shinzato
This textbook is designed so that intermediate Japanese students may learn complex grammatical structures and reading strategies at the same time that they acquire scientific and technical knowledge. The reading passages gradually increase in grammatical and structural complexity while becoming conceptually more sophisticated. Thus students with little scientific or technical background can "read to learn" new knowledge. The topics include batteries, semiconductors, computers, biochips, biotechnology, and AIDS. This user-friendly textbook also keeps the interest of readers with its ample illustrations, intriguing trivia facts, and up-to-date discussion topics such as environmental issues, trade friction, intellectual property rights, and cloning.

New NetWork http://www.lll.hawaii.edu/nflrc/NetWorks/

Teaching Russian Reading in a Distance Classroom: A Report
by Irene Thompson

In the spring of 1997, the author team-taught a Russian Reading course at the University of Hawai'i via a distance classroom. A brief report about the course is found at this site.

New Video

Bridging Gaps with Technology in the ITV Classroom
by Stephen Fleming

Originally delivered as part of a videoconference linking the University of Hawai'i with mainland institutions, this short presentation interpolates discussion of the implementation of desirable pedagogical principles in the interactive television-based foreign language classroom with example footage from Chinese language ITV classrooms.