

**Fall 1997 SLTCC Professional Development Series wants you!**



# SLTCC

## newsletter

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

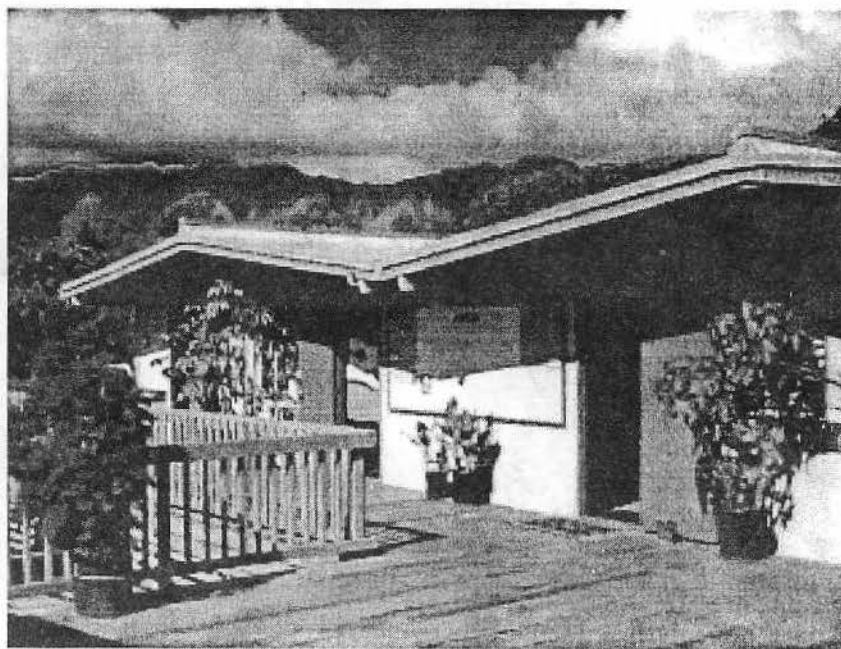
Fall 1997

Volume 8 No. 1

## He hale hou ko SLTCC

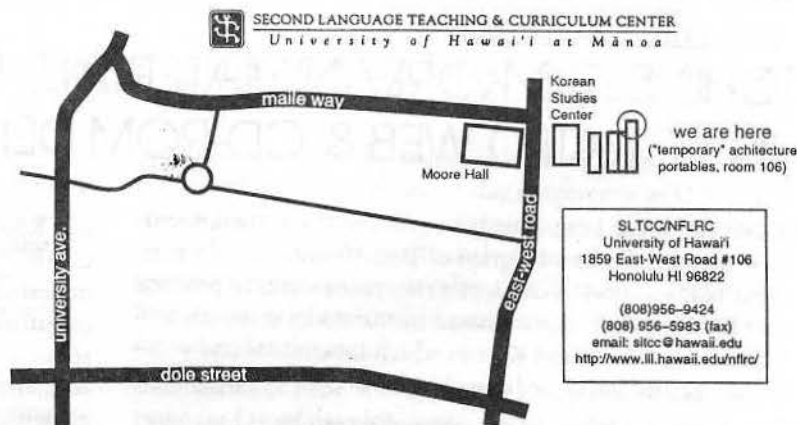
Goodbye dirt, goodbye cockroaches, goodbye charming courtyard; hello waxed floors, hello new view, and hello dorm neighbors playing volleyball! August 20 was D-Day — the Date of Decampment for the SLTCC/NFLRC, which on that day accomplished its long-awaited (and half-dreaded) move to new and unfamiliar quarters in the Temporary Portables (locally known as the Architecture Portables — see map below).

Our new offices, in Rooms 105 and 106, are roomier but somewhat hotter than the old. We're still doing our part for the Earth, though, by trusting in the cooling power of the Ko'olau breezes rather than consuming precious electricity to achieve the Arctic temperatures that prevail in so many campus buildings. Come and see us in our new digs, and enjoy the view of Wa'ahila Ridge through our window slats! E komo mai.



## The LLL Instructor's Award for Innovative Teaching

The Dean's office of the College of Languages, Linguistics, and Literature (LLL) is pleased to announce a new initiative to reward innovative teaching at the Instructor rank (12) in the college. This semester the Dean's office will issue a call for proposals from → 9





Language  
Learning &  
Technology

a journal for second & foreign language educators

# Cyber journal debuts

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

"it's crucial  
to disseminate  
findings  
while  
they are  
still fresh"



LLT editor, Mark Warschauer

*Language Learning & Technology*, one of the first scholarly journals to be published on the World Wide Web, debuted on July 27, 1997. LLT covers a broad range of issues related to the use of computers and other new media in the teaching and learning of languages.

The journal was launched by the National Foreign Language Resource Center (NFLRC), which receives federal funding to improve the learning and teaching of foreign languages.

Mark Warschauer, a researcher at the NFLRC and editor of the journal, explained that *Language Learning & Technology* is refereed by an editorial board of 30 scholars from the US, Europe, and Asia. "There are numerous 'e-zines' and other publications on the Internet," explained Warschauer, "but few of them yet use the scholarly review process that is standard for academic publication. That can make it difficult to sort out reliable from unreliable information. By combining the established review process of academic journals with the accessibility of the Internet, we hope to bring information that is not only accessible but also reliable to educators around the world."

As a "cyber journal," LLT requires neither printing nor mailing so research can be disseminated much more quickly on the Internet than in traditional academic journals. "Knowledge is being produced so quickly these days, especially in areas related to technology, that it's crucial to disseminate findings while they are still fresh," said Warschauer. "By publishing on the Web, the journal will also be able to integrate multimedia materials into articles, thus better illustrating the topics under discussion," he added.

*Language Learning & Technology* is available for free on the World Wide Web at: <http://polyglot.cal.msu.edu/llt/>

Articles in the first issue discuss the role of computers in language testing, the uses of multimedia programs to teach reading, and research on the benefits of online discussion for learning and practicing languages.

Check it out!

## new grants & projects

### CHINESE & KOREAN MATERIALS PROJECT: INTEGRATED WEB & CD-ROM DELIVERY

The SLTCC has been awarded a grant by the International Research and Studies Program of Title VI of the US Department of Education to conduct a two-year project to produce user-friendly, performance-based instructional materials in Mandarin Chinese and Korean which integrate sound pedagogy and multimedia technology.

This project will build on a series of interrelated previous initiatives and enable the upgrading of a variety of Chinese

and Korean video and reading materials to an integrated CD-ROM and World-Wide-Web delivery format. The materials emphasize a performance-based focus and the use of authentic and simulated-authentic stimuli. The end result will be the production of over 100 video and reading segments which are based on television clips (news, comedy, weather, drama, etc.), UH-produced video clips featuring people-in-the street interviews and

→ 9

## new position within the College of LLL INSTRUCTOR IN TECHNOLOGY FOR FOREIGN LANGUAGE EDUCATION

We welcome Stephen Fleming, who designed and taught this year's NFLRC Summer Institute workshop on Tools & Techniques for Interactive Television-Based Instruction (see story on page 12), to his new post as Instructor in Technology for Foreign Language Education. Stephen will use experience gained in more than two years teaching Chinese on the Hawai'i Interactive Television System (HITS) to serve language teachers in the College of LLL who are beginning to deliver language courses via interactive television (ITV) and the Web. Current course offerings on HITS are Chinese 101 and 201, Tagalog 101, and Hawaiian 470.

According to Stephen, new teachers usually experience shock when they realize that teaching foreign language via distance learning technologies involves much more than lecturing to a camera. "Right now, we're just getting teachers used to ITV and working to fit task-based activities into this technology-mediated environment as best we can," he says. "But for the future, integrating ITV tech-

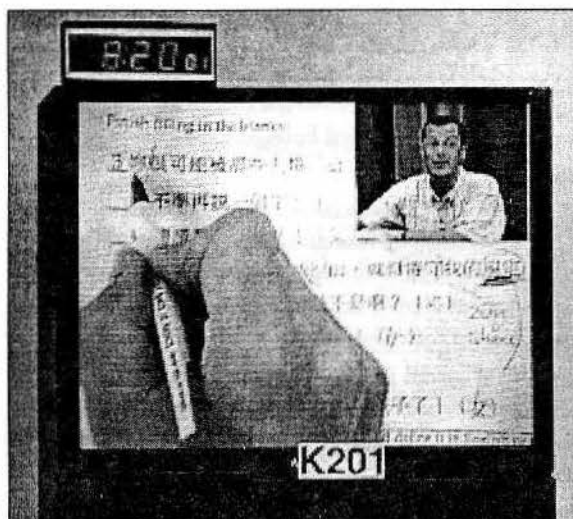
nology with other delivery options will be essential if distance learning is to be a viable medium for foreign language education. ITV bandwidth is shrinking, and we must make creative use of cybertechnology, especially the World Wide Web, to compensate for shrinking on-air time." Stay tuned for further developments in the foreign language distance education arena.

Stephen Fleming can be contacted via email at [sfleming@hawaii.edu](mailto:sfleming@hawaii.edu) or by phone at x62533.



*Stephen Fleming*

teaching  
foreign language  
via distance  
learning  
technologies  
involves much  
more than  
lecturing to  
a camera



*Stephen in action, teaching Chinese over HITS*

### project & conference

## ANALYZING MULTIMEDIA LANGUAGE LEARNING SYSTEMS

The SLTCC was recently funded by the US Department of Education to carry out a one-year project to conduct an analysis of multimedia language learning systems. One of the goals of the project is to develop a scheme for evaluating multimedia-based foreign language programs and apply this scheme to selected software programs.

As part of the project, experts in relevant fields will be commissioned to write state-of-the-art papers addressing central issues related to the conceptualization and design of

multimedia software for language learning. The authors of the papers will take part in a 3-day conference at UH where they will present summaries of their papers, evaluate selected multimedia programs, particularly those which feature speech recognition, and develop a set of evaluative criteria for assessment of multimedia programs as well as a blueprint for future development.

Summaries of papers, evaluative criteria, recommendations for future development, and multimedia reviews will be made available on the Web.



## Expanded professional development opportunities

# More labs! More sessions!

In the Fall semester of 1994, the Second Language Teaching & Curriculum Center offered its first workshop series, *Internet Basics for Language Professionals*, in borrowed Kuykendall Hall labs for a group of interested faculty, staff, and graduate students in the College of LLL. Since then, two multimedia computer labs have opened in Moore Hall exclusively for the teaching and learning of languages, and the professional development series coordinated by the SLTCC each semester has expanded to include over 20 offerings.

In addition to enjoying use of the two-year-old College of LLL Mac lab (Moore 155B), faculty, staff, and students in language departments can now take advantage of the newly launched PC lab (Moore 153A) for language-related class instruction and walk-in use. Please refer to the article on page 8 for more information about resources available in these labs.

This semester SLTCC has expanded professional development opportunities for faculty, staff, and graduate students in the College of LLL by offering not only a wide range of workshops in both labs but also weekly demos & discussions in Moore 155A. These

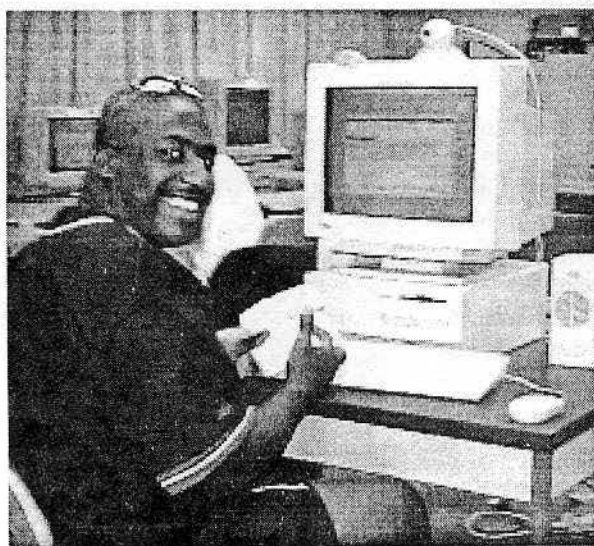
sessions are led by faculty, staff, and graduate students representing the departments of East Asian Languages & Literatures, Hawaiian & Indo-Pacific Languages & Literatures, European Languages & Literature, and English as a Second Language as well as the Second Language Teaching & Curriculum Center/National Foreign Language Resource Center.

It is hoped that this expanded professional development series will succeed in optimizing the sharing of human resources in the college, encourage the incorporation of new/alternative instructional approaches/content, and provide opportunities to explore pedagogical applications of technology in the classroom.

Faculty and graduate students in language departments are welcome to register for workshops by email or voice mail on a first-come first-served basis as instructed on page 8. With the exception of the audio class lab workshop (which will be held in Moore 258), workshops will take place in the College of LLL Multimedia Computer Labs (Mac Lab in Moore 155B; PC Lab in Moore 153A). Demos & discussions, for which registration is not necessary, will take place in Moore 155A.



*Volunteer lab monitor Chris Bondi succumbs*



*Another satisfied Multimedia lab user*

## HAWAIIAN LANGUAGE IMMERSION TEACHER TRAINING PROJECT

The Immersion Teacher Training Project funded by Fund for the Improvement of Postsecondary Education (FIPSE) held its first summer institute, Kūkamaile, this past summer at the University of Hawai'i at Mānoa.

Twenty-seven participants were immersed in the Hawaiian Language from June 16 through July 11 for the purpose of increasing Hawaiian language proficiency levels, pedagogical proficiency, and materials development skills. The workday began at 8:30 a.m. and ended at 4:00 p.m. Each day began with chants appropriate for the classroom and continued with language building activi-

ties, computer training, and pedagogical practice.

With donations from other sponsors, an intensive immersion living experience could also be offered to participants. Ni'ihau native speakers served as the focus for evening and weekend language activities. Materials development was guided by the concept of critical pedagogy and oriented by themes. Lessons in nine topic areas have been developed and put on the Web. Kūkamaile participants and staff alike experienced the stress of the long hours and the rewards of working in mutually supporting teams.

# Demos & Discussions

*Sessions held in Moore 155A. Registration not necessary.*

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## Interinstitutional Collaborative Learning Networks

Monday, October 13, 11:30–12:20

*Led by David Ashworth*

David Ashworth will discuss the use of various Internet technologies that support collaborative learning among various schools that have been participating in a project for advanced Japanese.

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## Of Martians, Mummies and Eight-Legged Men:

Imagination and Play in Language Learning

Wednesday, October 22, 11:30–12:20

*Led by Kathryn Hoffman*

This session will provide tips and techniques for incorporating imaginative work, fantasy and play in language learning. Using the creative to develop capacities for functioning in the real world. Small and large group, in-class and take-home activities for beginning to advanced language classes.

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## What is the Role of Technology in the Language Classroom?

Tuesday, October 28, 12:00–1:00

*Led by Mark Warschauer*

This session will not be a lecture or presentation but rather a general "rap session" on the role of new technologies in language teaching. Come prepared to share your thoughts, ideas, questions, and concerns with others interested in this topic.

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## Drawing Pictures in the Language Classroom for Teachers and Students

Tuesday, November 4, 12:00–1:15

*Led by Stephen Fleming*

This session, complete with mock lesson activities, will take participants through various lesson stages in multiple modalities, from input to testing, exploring how stick-figure drawing by teacher and students can be made into an effective classroom tool — even if you draw like a chimp on steroids. Prerequisites: kindergarten crayon skills.

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## Pedagogical Applications of WWW-Assisted Courses

Monday, November 10, 12:30–1:20

*Led by Candace Chou*

This session will demonstrate selected projects from the 1997 NFLRC Summer Institute workshop on Tools and Techniques for Web-based Multimedia Instruction. These projects include courses in Spanish, French, Russian, Chinese, Japanese, and German with a focus on performance-based tasks on the WWW.

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## Seeing Yourself in Print in a Language Your Memory Once Owned:

The Tagalog Student Magazine in the UH System

Tuesday, November 18, 12:00–1:15

*Led by Ruth Mabanglo*

Tagalog language students throughout the UH system contribute articles, essays, poems, and other creative works to KATIPUNAN, the only Tagalog language student newsletter in the US. Ruth Mabanglo, whose class produces the newsletter, will share her experiences & ideas regarding how such student projects motivate language acquisition & cultural awareness.

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## Liven Up the Textbook

Monday, November 24, 11:30–12:20

*Led by Kenton Harsch*

This session will provide tips for adapting textbooks in ways that include more communicative activities, enhance vocabulary development, and help to make students more active language learners. There will also be practice adapting a textbook you actually teach from, so bring a textbook from a course you teach or will be teaching.

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## Integrated Materials Development: Combining Textbooks & the Web

Tuesday, December 2, 12:00–1:15

*Led by Ted Yao*

Ted Yao will discuss his experiences developing materials for Chinese language instruction, with particular emphasis on how he has been utilizing the Web to provide a network of resources to complement his textbook.

# Workshops

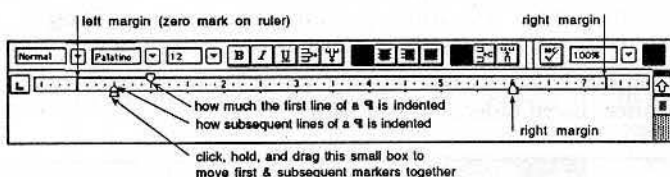
See page 8 for registration information



**WORD 6: Headers, Footers, & Footnotes**  
(Mac Lab – Moore 155B)  
Friday, October 24, 11:30–12:20  
*Led by Deborah Masterson*

1

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



**WORD 6: Style Sheets (Mac Lab – Moore 155B)**  
Friday, October 31, 11:30–12:20  
*Led by Deborah Masterson*

2

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

**WORD 6: Tables (Mac Lab – Moore 155B)**  
Friday, Nov. 5, 11:30–12:20  
*Led by Deborah Masterson*

3

Never again battle with fickle tabs; corral your data into tables which allow you to easily manipulate it. You can sort data alphabetically and numerically, perform calculations, and even create colored graphs and charts within your Word document. Some familiarity with Word or other similar word processor recommended.



**An Introduction to Microsoft PowerPoint**  
(Mac Lab – Moore 155B)  
Session 1: Thursday, November 13, 3:30–5:00  
Session 2: Thursday, November 20, 3:30–5:00  
*Led by Tom Burke*

4

In this two-session workshop, you will learn how to use PowerPoint for lecture support and for creating simple instructional materials. Applicable to both Macintosh and Windows computers. No prerequisites. Participants should attend both sessions.



**Using Microsoft Excel for Class Recordkeeping**  
(Mac Lab – Moore 155B)  
Session 1: Tuesday, November 25 3:30–5:00  
Session 2: Tuesday, December 2, 3:30–5:00  
*Led by Tom Burke*

5

In this two-session workshop, you will learn how to use spreadsheets for class-related data storage and calculations. Applicable to both Macintosh and Windows computers. No prerequisites. Participants should attend both sessions.

**Overview of WebCT (Mac Lab – Moore 155B)**  
Wednesday, Oct. 29, 12:30–1:20  
*Led by Stephen Fleming*

6

WebCT is a proprietary package of Web-based classware available for systemwide UH use. WebCT enables chat, course home-page weaving, discussion groups, homework posting, document delivery, testing, and grading, all via the use of an ordinary browser such as Netscape. During this hour, the instructor will demonstrate WebCT from the instructor's and the student's point of view, and discuss particular uses for and problems with WebCT vis-a-vis second/foreign language instruction.

**Pedagogical Applications of Web-based Conferencing Systems**  
(PC Lab – Moore 153A)  
Monday, November 3, 12:30–1:20  
*Led by Candace Chou*

7

This workshop is designed to provide an overview of text-based WWW conferencing systems, for example, Microsoft Comic Chat and EWEB Chat. Participants will have hands-on practice on these systems. Examples of how teachers can incorporate the chatrooms into classroom teaching will be illustrated.

**Sending & Receiving Files with a Minimum of Tears**  
(Mac Lab – Moore 155B)  
Thursday, Nov. 6, 3:30–5:00  
*Led by Tom Burke*

8

This workshop introduces file transfers using the Internet, e-mail, and sneakernet, and includes info on how to move files between them. Applicable to Macintosh & Windows computers. No prerequisites.



# Workshops

See page 8 for registration information

**Using the Web as Authentic Reading Material**  
(Mac Lab – Moore 155B)  
October 23, 3:00–4:30  
*Led by Stephen Fleming & David Hiple*

The World Wide Web represents a treasure-house of authentic language waiting to be tapped. This workshop will explore effective models for use of Web materials in the target language, including strategies that do not require student computer access. Participants will gain an understanding of a five-stage lesson model based on naturalistic reading behaviors, and see how this lesson design can be applied to Web materials, even without extensive preparation.

**Task-Based Activities for the Audio Class Lab**  
(Moore 258)  
Wednesday, October 15, 2:30–3:30  
*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 approach to audio class lab use and are designed to be integrated into the curriculum at various levels.



**Check Out My Homepage**  
(Mac Lab – Moore 155B)  
Wed. Oct. 22, 2:30–4:30  
*Led by Shanti Arnold*

Even Internet novices can make a homepage in this easy workshop. Using Adobe PageMill, participants will be able to make links, add text and graphics, and leave the workshop with their own homepage. Prerequisite: some minimal experience using Netscape (or any other Web browser).



**Make Your Own Homepage**  
(Mac Lab – Moore 155B)  
Wed. Oct. 29, 2:30–4:30  
*Led by Shanti Arnold*

This workshop will introduce basic HTML (Hyper Text Markup Language) and homepage creation using BBEdit 4.0. Participants will learn tags for formatting text,

adding graphics, and making links. This information is useful as a starting point for learning more advanced web page techniques, as well as for basic homepage creation. Bring a resume for use as text. Prerequisite: some minimal experience using Netscape (or any other Web browser).

**Spice Up Your Homepage with Tables**  
(Mac Lab – Moore 155B)  
Wed. Nov. 5, 2:30–4:30  
*Led by Shanti Arnold*

In this workshop, participants will learn how to put tables on a Web page using BBEdit 4.0. Tables are useful for enhancing data presentation and focusing viewers' attention. Bring text suitable to put in a table. Prerequisite: some knowledge of HTML (Hyper Text Markup Language).

**Spice Up Your Homepage with Frames** (Mac Lab – Moore 155B)  
Wed. Nov. 12, 2:30–4:30  
*Led by Shanti Arnold*

In this workshop, participants will learn how to put frames on a Web page using BBEdit 4.0. Frames are useful for organizing and enhancing the presentation of several pages in a site. Prepare two or more Web pages prior to workshop for use in frames lesson. Prerequisite: some knowledge of HTML (Hyper Text Markup Language).



**Web Page Creation with FrontPage**  
(PC Lab – Moore 153A)  
Session 1: Tuesday, October 21, 3:30–5:00  
Session 2: Tuesday, October 28, 3:30–5:00  
Session 3: Tuesday, November 4, 3:30–5:00  
Session 4: Tuesday, November 18, 3:30–5:00  
*Led by Tom Burke*

In this four-session workshop series, participants will learn how to use Microsoft FrontPage to create and manage pedagogical Websites, including the use of simple interactive forms. Applicable to both Macintosh and Windows computers. Prerequisites: moderate experience in creating Web pages (you should know what HTML "tags" are used for), and at least a rough idea for a Web-based project that you'd like to do.

# Register now for Fall 1997 SLTCC Workshops

Faculty, staff, and graduate students in language departments may register for workshops by email 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 Email: [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu)

Send an email message to [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu). Type F97 WORKSHOP REG in the subject header. In the message, include your name, position/title, department, email 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

PINE 3.91 COMPOSE MESSAGE	
To:	sltcc@hawaii.edu
Cc:	
Attchmnt:	
Subject:	F97 WORKSHOP REG
----- Message Text -----	
name:	Anita Vukation
email:	vukation@hawaii.edu
title/position:	grad student
dept:	EALL
phone:	X62222
I would like to register for the following workshops: #6 Overview of WebCT #12 Make Your Own Homepage	

## (for those who have no email account)

Leave a voice mail message in the following form:

### "Aloha:

*My name is Anita Vukation (spelled V-U-K-A-T-I-O-N) and I am a graduate student in the ESL Department. I would like to register for the following workshops: Workshop #6 Overview of WebCT and Workshop #12 Make Your Own Homepage. 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.

## 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.

Newly launched this semester is the PC Lab, which is located in Moore 153A. Equipped with Windows 95 machines, the PC lab features a high-speed Internet connection and offers both Twinbridge Chinese and Japanese software applications.

Also new to the lab scene this semester are two graduate assistants, John Graham and Alfred Maglalang, who will provide lab users with technical and logistical support, in addition to that provided by staffers and volunteer monitors.

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 may reserve up to five sessions in advance per course and section per semester. After that additional sessions may be reserved one week in advance on a space-available basis. Current hours of the labs are 7:30am-4:30pm, Monday through Friday. Faculty and TAs wishing to use either lab for classes may reserve the lab by sending an email message to Dan Tom at [mcl@hawaii.edu](mailto: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 email address.

For more information, please visit the College of LLL multimedia computer labs' homepage: <http://www.lll.hawaii.edu/mcl>



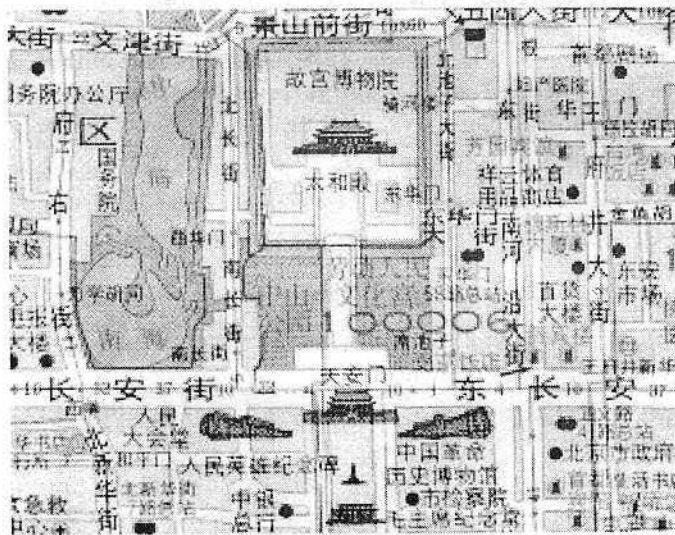
## Fall '97 PEDAGOGICAL ORIENTATION SESSION

At the beginning of each semester, the SLTCC coordinates a pedagogical orientation session for language instructors and teaching assistants in the College of LLL. 35 teaching assistants and instructors participated in this semester's session, a morning of half-hour workshops and demos on such topics as: task-based activities, class multimedia projects, action research, creativity in the language classroom, and incorporating the World Wide Web in language instruction. Evaluations indicate that participants found the session offerings "encouraging, reassuring, and rewarding". Suggestions for future sessions are welcome! Please email [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu).

### NEW GRANTS & PROJECTS... 2 →

narratives, and authentic reading texts (newspaper and magazine articles, advertisements, letters, flyers, brochures, memos, etc.).

In the new materials package, text-based lesson activities will be accessible via the Web, while memory-heavy lesson stimuli, such as video clips, will be accessed via a companion CD, which will be distributed at modest cost through NFLRC Publications.



### LLL INSTRUCTOR'S AWARD... 1 →

Instructors seeking release time to develop pedagogically innovative projects. A committee comprised of representatives from all LLL departments will review the proposals, and up to five Instructors will be awarded a one-course release to pursue their respective projects during either spring or fall semester, 1998. Additional information regarding the award may be obtained from your department chair.

## OTHER WORKSHOPS & LECTURE SERIES OF INTEREST.....

**10 Commandments on Teaching with Technology**  
Distance Learning and Instructional Technology (DLIT)/Center for Instructional Support (CIS)  
Thursdays, 12:00-1:00  
Kuykendall 201

Distance Learning and Instructional Technology (DLIT) and the Center for Instructional Support (CIS) are sponsoring a series of sessions that attempt to help faculty learn about distance education, online instruction, the Internet and World Wide Web, electronic discussions and other applications of technology in teaching. These sessions are intended as "springboards" for follow-up activities based on faculty interest and need.

All sessions will be delivered systemwide via interactive television (ITV) on Thursdays at 12pm from Kuykendall 201. Reservations for all Mānoa sessions are required. For further information, contact Kathy Yamashiroya (DLIT) at x62718 or [kathy@hawaii.edu](mailto:kathy@hawaii.edu). You may register online on the Office of Faculty Development and Academic Support's homepage (<http://www.cis.hawaii.edu/ofdas>) or by sending email to [ofdas@hawaii.edu](mailto:ofdas@hawaii.edu)

**Department of ESL Lecture Series**  
Wednesdays, 12:30 to 1:20  
St. John 11

- 9/24 Richard Day: *Busted lessons: When bad things happen to good teachers*
- 10/1 Di Eades: "Why did you lie?" *Language and power in the courtroom*
- 10/8 Peggy Dufon: *The acquisition of greetings in Indonesian by foreign language learners*
- 10/15 Ricky Jacobs: *Some cognitive approaches to discourse processing*
- 10/22 Mike Long: *Fossilization: Rigor mortis in living linguistic systems?*
- 10/29 J.D. Brown: *Publishing articles and materials*
- 11/5 Nanette Wichman: *Arguments on meaning: A case study*
- 11/12 Eun-Joo Lee: *The acquisition of English verb aspect by Korean speakers: A longitudinal analysis*
- 11/19 Cathy Doughty: *Communicative focus on form*
- 11/26 Atsuko Koishi: *Language maintenance and loss among Japanese-Brazilian immigrants to Japan*
- 12/3 Kate Wolfe-Quintero and Gabriela Tripodi-Segade: *Second language writers across the university curriculum*

See postings on board outside Moore 570 for updates!

# NEW PUBLICATIONS

## NetWORKS

The past semester saw the publication of two new NetWORKs (on-line publications), a new video, and three sets of teaching materials for less commonly taught languages (see facing page).

New NetWork <http://www.lll.hawaii.edu/nflrc/NetWORKs/>

### *Can Pragmatic Competence Be Taught?* (NetWork #6), Gabriele Kasper

This paper, given as a plenary at the 1997 TESOL Convention, explores the 'teachability' of pragmatic ability in a second or foreign language. It is demonstrated that some aspects of pragmatic competence are not acquired without pedagogic intervention. Classroom-based research of instruction in different pragmatic aspects provides strong support for the teachability of pragmatic ability. Suggestions for consciousness-raising activities and communicative practice are offered, and the goals of pragmatic learning in language education are reconsidered.

### *Acquisition of Italian grammatical gender: L2 learners' sensitivity to cues* (NetWork #7), Katrina Oliphant

This study investigated the sensitivity to gender cues exhibited by L2 learners of Italian. The participants were 64 students in first- and second-year Italian classes at the university level. Three tests were given to ascertain the students' ability to assign gender based on morphophonological, syntactic, and semantic cues. Results showed that the students were sensitive to cues in the word-final phonemes that reliably indicate gender, and implicational scaling demonstrated a clear order of difficulty among these endings. The students exhibited a low degree of awareness of the gender associations of certain derivational suffixes. When dealing with more than one cue, the students had no difficulty assigning gender when the cues were in accord, while coping with conflicting cues was more problematic. Nonetheless, in the majority of the cases, the students were able to use syntactic cues to override contradictory cues in the noun endings. While as a group, the students were reliant on a syntactic strategy, the implicational scaling performed on the results revealed the presence of subgroups following different strategies, i.e., morphophonological or semantic. Clear scales of difficulty among the various combinations of cue types also emerged.

## New Video

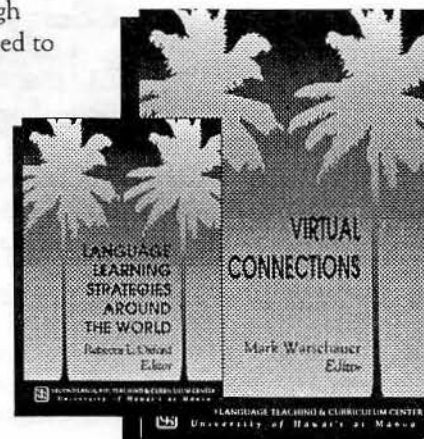
### *Foreign Language Partnership* (Video #07), Kathryn Davis & Zafar Syed

US policy makers and educators have tended to view immigrant languages as a "problem" rather than recognize these languages as "resources". This video illustrates the theories, procedures, and experiences of participants involved in a foreign language learning project which paired high school tutors with university foreign language students. The project was designed to

- acknowledge the L1 resources of high school immigrant students,
- develop L2 proficiency among university students through providing opportunities to engage in authentic conversation, and
- promote bilingualism among both immigrants and monolingual English speakers.

## Technical Reports donated to departments

NFLRC Publications has donated sets of their Technical Report series to the reading rooms of East Asian Languages & Literatures, European Languages & Literature, and ESL/Linguistics. For a complete listing and description of these reports check out: <http://www.lll.hawaii.edu/nflrc/TechReports.html>



# NEW LCTL PUBLICATIONS



## CHINESE LANGUAGE VIDEO LESSONS FOR CLASSROOM USE

by Stephen Fleming, David Hiple, & Cynthia Ning

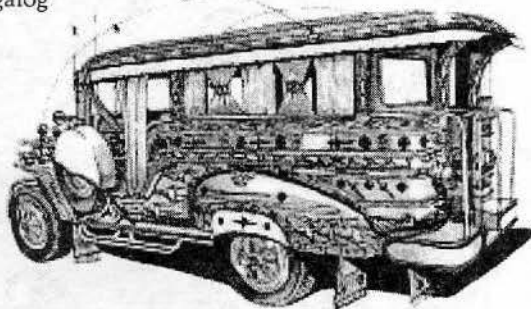
These fifteen lessons in Mandarin Chinese, comprising a book with instructions for the teacher and student worksheets for photocopying plus two accompanying video cassettes, are designed as supplemental material for students from Novice to Advanced level and may be integrated into existing curricula. The lessons model a performance-based five-stage scheme for lesson development, derived from natural reading/listening behaviors, which can be applied by teachers to other selections from *Chinese Language Video Clips for Classroom Use*, also available from NFLRC Publications.

## AUTHENTIC TAGALOG VIDEO

by Ruth Mabanglo & David Hiple

soap operas to product advertisements. Each five-stage lesson targets a specific learning level (from elementary to advanced) by proceeding through activities for pre-viewing, global viewing, extracting specific information, linguistic exploration, and post-viewing.

The *Authentic Tagalog Video* set (text plus VHS videotape) is intended to supplement existing Tagalog curricula at the secondary and post-secondary school level. The twenty-one video lessons are assembled from selected authentic materials ranging from documentaries to television



## AUTHENTIC INDONESIAN READINGS

*Nah, Baca!*, Volume 1 was designed in collaboration with colleagues at the University of Wisconsin for a first year language course at the university level and is intended as a supplement to a basic Indonesian text. *Volume 1* contains twenty-two lessons, based on readings selected from the contemporary Indonesian press. The readings begin at the novice level and proceed to texts at the intermediate level (based on ACTFL proficiency scale). The *Reading Packet* offers a graded set of readings for photocopying, beginning with formulaic texts, such as tickets, receipts, and maps, and moving to instructional texts such as invitations, advertisements, and memoranda. Each lesson in the *Student Workbook* consists of a set of reading activities that explore the significance of the reading, beginning with a global reading and proceeding through more detailed readings.



by  
Ellen Rafferty  
James T. Collins  
Erin Susanti Barnard  
& David Hiple



# 1997 NFLRC Summer Institute: A Report

In July, the University of Hawai'i National Foreign Language Resource Center held its seventh summer institute for foreign language professionals. This month-long institute on *Foreign Language Instruction via Distance Education* immersed a diverse group of competitively-selected foreign language educators from throughout the US in two intensive workshops which provided training in the effective integration of pedagogical, technological and administrative aspects of interactive television-based and World Wide Web-based foreign language instruction, respectively.

Through guest presentations, group discussions, demos, observations, and intensive hands-on practice with relevant media tools & pedagogical techniques in the studios of the Hawai'i Interactive Television System and in the College of LLL computer lab, institute participants gained and shared invaluable insights into teaching foreign languages via distance education. The *Tools & Techniques for Interactive*

*Television-Based Instruction* workshop and the *Tools & Techniques for Web-Based Multimedia Instruction* workshop each culminated with final participant projects, which can be accessed via the institute homepage at: <http://nts.lll.hawaii.edu/web97/>.

The institute also featured a half-day videoconference, *Technology in the Service of Pedagogy: A Foreign Language Distance Education Symposium*, linking distance educators at the University of Hawai'i, the University of Minnesota, and Michigan State University through presentations and lively cross-site discussions on teaching foreign language courses via interactive television and ancillary technologies.

Evaluations of the 1997 NFLRC Summer Institute indicate that participants came away from their workshop experiences with a firm grasp on techniques for effective foreign language instruction via distance education, readiness to broaden the impact of the institute by sharing their new knowledge with colleagues both nationally and internationally, and a fondness for the aloha spirit.

## University of Hawai'i at Mānoa 1998 NFLRC Summer Institute

NATIONAL  
FOREIGN  
LANGUAGE  
RESOURCE  
CENTER



tentative dates:

**July 6**  
through  
**July 24**  
**1998**

*for information contact:*

**1998 NFLRC Summer Institute**  
University of Hawai'i at Mānoa  
1859 East-West Rd #106  
Honolulu, HI 96822  
(808) 956-9424  
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