Spring 1995 Visiting Fellows

The National Foreign Language Visiting Fellows Program brings advanced scholars to the Center for varying lengths of time to do research, participate in on-going projects, organize workshops, and give seminars and lectures presenting research results to the University community. Reports of some of the projects in which fellows have been involved and videotapes or notes of selected presentations are distributed through the Center's Publication Division. For Spring semester 1995 there are six NFLRC visiting fellows.

HELENA ANDERSON CURTAIN
Foreign Language Curriculum Specialist
Milwaukee Public Schools
Friday, January 27
"Challenging Issues in Immersion and Second Language Teaching: The Integration of Language and Content"

JOAN RUBIN
Joan Rubin, Associates
Monday, February 13
"Integrating Learning Strategies into the Curriculum"

NICK ELLIS
Reader in Psychology
University College of North Wales
Monday, February 27,
"The Role of Working Memory in Foreign Language Learning"
(co-sponsored with the Department of English as a Second Language)
Tuesday, February 28
Workshop:
"The Psychology of Vocabulary Acquisition: Implications for CALL (Computer Assisted Language Learning)"

RAJENDRA SINGH
University of Montreal
Thursday, March 23
"Conceptual Issues in the Study of New 'Nonnative' Englishes"

JACK RICHARDS
City Polytechnic of Hong Kong
Friday, March 24
"Curriculum Development for Cantonese as a Second Language"

ALAN FIRTH
Dept. of Language & Intercultural Studies
Ålborg University, Denmark
Wednesday, April 5
"Using Conversation Analysis on Lingua Franca Talk"
New Publications for Spring and Summer '95

Mark Warschauer of the the ESL Department, along with two mainland colleagues, Lonnie Turbee of Syracuse University and Bruce Roberts of St. Olaf College, have prepared a NFLRC Research Note (#10) entitled, "Computer Learning Networks & Student Empowerment". This 16-page report deals with the expanded use of the computer as a medium of communication in the area of computer-assisted language learning. This development has allowed computer learning networks of students within a class or across classrooms to share information and documents, hold electronic discussions, do collaborative writing, and organize cross-cultural exchanges. Proponents of computer learning networks claim that they are an excellent tool for fostering new social relations in the classroom, resulting in greater student empowerment.

This report examines whether computer networks are indeed an effective tool for empowering second language learners, focusing on three aspects: autonomy, equality, and potential to empower students’ learning skills. It concludes that computer learning networks do have the potential to empower students when they are used appropriately, and provides some pedagogical suggestions for effective use of computer networking in the second and foreign language classroom. The report includes an extensive bibliography. You may obtain a copy of this report for the nominal fee of $2.00 by contacting Deborah at X69851, at e-mail: mastersn@uhunix.uhcc.hawaii.edu, or via campus mail (at the address on our masthead).

In addition, three new Technical Reports in the SLTCC Technical Report Series are now (or very soon to be) available through University of Hawai‘i Press.

In this issue of the newsletter we include a separate sheet with a description of all our Technical Reports and also an order form. If these inserts are missing, or if you would like more of these, please request them from Deborah.
UPCOMING BROWN BAGS, ETC. OF INTEREST

If you have information about brown bags, seminars, or other related events coming up in Fall '95, please contact SLTCC at X65984, or email (sltcc@uhunix.uhcc.hawaii.edu), or fax us (956-5983).

Mar. 8 12:00 – 1:30 Moore 319 Social Transformation of Metropolitan China. Deborah Davis, Sociology, Yale University
Mar. 15 12:30 – 1:20 St. John 11 Measuring Ultimate Attainment in Second Language Lexical Development. Katherine Spadaro, University of Western Australia
Mar. 15 12:00 – 1:30 Moore 319 Foreign Investment in the Chinese Oil Industry. Jim Dorian, Program on Resources, EWC
Mar. 22 12:30 – 1:20 St. John 11 Crosstalk and Inscrutability. Linda Young, Honolulu, Hawai'i
Mar. 22 3:30 – 5:00 Moore 319 Some Discourse-Pragmatic Functions of Formulaic Storyteller Phrases in Traditional Chinese Fiction. Susan Goldberg, ESL
Apr. 5 12:30 – 1:20 St. John 11 Using Conversation Analysis on Lingua Franca Talk Alan Firth, Dept. of Language & Intercultural Studies, Ålborg University, Denmark
Apr. 5 12:00 – 1:30 Moore 319 US Immigration Policy: Its Effects on Chinese Families. Rowena Fong, Social Work
Apr. 6 12:30 – 1:20 St. John 11 From Little Things Big Things Grow: Language Policy in Hawai'i as Local Practice. Charlene Sato, ESL
Apr. 12 12:00 – 1:30 Moore 319 Economic Development of an Industrial District: A Model for Northeast China. Luigi Ermini, Economics
Apr. 19 3:30 – 5:00 Moore 319 Three Characteristics of Zen Buddhism (lecture in Chinese) Chin-tang Lo, EALL
May. 3 3:30 – 5:00 Moore 319 Issues at Confucian-Christian Dialogue. Chung-ying Cheng, Philosophy
Teacher Training via Interactive Television and Internet

SLTCC is involved in teacher training projects utilizing interactive television and the Internet on both a local and an international scale. During last Fall semester, Mark Warchauer of the ESL Department and David Hiple of SLTCC teamed up to teach a graduate/in-service level foreign language methodology course over HITS (Hawai'i Interactive Television System). The class reached 16 students and faculty on the islands of Hawai'i, Kaua'i, Maui, and O'ahu. In addition to the classes delivered over interactive television, the Internet was used as a complementary pedagogical medium both for student-teacher and student-student interaction in the course itself as well as for educational purposes in participating teachers' own instructional programs. A distance learning prototype now being developed is to be made available through the NFLRC.

On an international scale, the Center for Chinese Studies and the SLTCC are working together on a project to develop a distance education model to facilitate the broad-based teaching and learning of critical less commonly taught critical languages via interactive television. The objective is to reach under-accommodated regions and populations and to contribute to increasing the nation's capacity to offer instruction in such languages. With the help of a federal grant, the team plans to create a two-year (four semester) distance-education course sequence in Mandarin Chinese and to deliver and field test the course over interactive television and the Internet. Through NFLRC Publications, project-related materials will be disseminated to Mandarin Chinese teachers across the country via videocassette and accompanying print material, including a teacher training kit featuring sample Chinese classes modeling current pedagogy. To complement the domestic distance education component of the project, the team will institute a study abroad component at Peking University. In this phase of the project, UH faculty members will travel to Beijing to videotape instructional segments on site to be used in the US interactive television lessons. While in Beijing, the UH team will offer short term pedagogical training to the Chinese faculty to prepare them to use compatible methodologies in teaching US students who have completed the distance-education courses and want to continue their study of Chinese at Peking University.

This semester we have experienced a change of personnel. Our beloved Program Coordinator, Julie Winter, has departed for greener pastures in Anchorage, Alaska. Julie leaves us to seek more teaching-intensive employment together with other “special attractions” in that chilly white landscape. Julie was a real “above-and-beyond” type of team member and we will miss her very much.

A Fond Farewell; A New Face

Fortunately, we have found a highly skilled and qualified successor in Heidi Wong. Heidi graduated in 1993 from the UH Department of ESL with an M.A. Along with the administrative training that this position requires, Heidi adds her fluency in Chinese for which she will find many uses in the job, including helping out on the Chinese Video project that the NFLRC is undertaking — see the related story above. As Program Coordinator, Heidi has many duties but the majority of her time is currently dedicated to arranging for the upcoming 1995 Summer Institute on Technology and the Human Factor in Foreign Language Education.
1995 Summer Institute Update

Technology and the Human Factor in Foreign Language Education

While the last four NFLRC Summer Institutes have focused on language-specific pedagogy and materials development, the theme of this year's Summer Institute has taken a technological turn. Technology and the Human Factor in Foreign Language Education is a two-tiered institute, offering both hands-on workshops in educational technology and a symposium on electronic networking. Three intensive one-week workshops held from June 26 through July 28 will provide training for foreign language educators in the areas of video, multimedia, and CALL (computer-assisted language learning) respectively. In mid-July a two-day pre-symposium workshop covering basic and intermediate Internet skills will precede the week-long Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research. Presentations of papers and hands-on workshops conducted by Symposium participants will facilitate the sharing of resources, ideas, and information about all aspects of electronic networking for foreign language teaching and research, including electronic discussion and conferencing, international cultural exchanges, real-time communication and simulations, research and resource retrieval via the Internet, and research using networks. It is a goal of the conference to help build ongoing structures for communication and collaboration so that nationally coordinated work in these areas can continue beyond the symposium.

With such a mélange of educational opportunities offered, perhaps the response the 1995 Summer Institute has received — in the form of over 200 exceptionally strong applications from Thailand, Toronto, and Tennessee — should come as no great surprise. Much to the delight of the selection committee, applications toss a delicious pedagogical salad: potential participants include elementary school Spanish instructors, multimedia lab directors, and professors of advanced Arabic. We feel confident that the cream of the foreign language education crop will participate in what promises to be the most kaleidoscopic NFLRC Summer Institute yet.

Spring 1995 TA Training

This semester the TA training offered by the Center was expanded. Professional development classes and workshops were offered by Center staff on the following topics: "Assessing Student Learning in the Foreign Language Classroom" (Al Lehner), "Internet Basics for Language Professionals" (Candace Chou and Mark Warschauer), and "Pleasing Page Layout for Language Teachers" (Deborah Masterson). We plan similar offerings for Fall semester, perhaps with some additions. All language faculty and TAs will receive registration information prior to the beginning of the semester.