

SLTCC

NEWSLETTER

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

Fall 1994

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Fall 1994 Brings Four Visiting Fellows

The National Foreign Language 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 the projects in which fellows have been involved and videotapes or notes of selected presentations are distributed through the Center's Publication Division. For Fall semester 1994 there are four NFLRC visiting fellows.

Sue Otto from the Project for International Communication Studies (PICS) at the University of Iowa was here the week of August 29 through September 2. She presented two lectures on instructional strategies for using video and multi-media in the foreign language classroom and gave a demonstration of computer-assisted language learning programs. In addition, she consulted with various faculty and staff on materials development in less commonly taught languages.

N.S. Prabhu of the National University of Singapore visited the NFLRC as a short-term NFLRC fellow in September. The primary purpose of Professor Prabhu's visit was to present a report of his experience and views concerning second

and foreign language pedagogy. Prabhu is best known for his work on the Bangalore Project in India, a large scale project to implement communicative and task-based pedagogical techniques as the basis of language teaching, eliminating grammatical explanation, drills, and other conventional language teaching techniques almost completely. For the past decade, Professor Prabhu has been working in Singapore, designing curricula for a number of different languages. He presented one formal lecture, which was attended by an overflow crowd of nearly 100. Also, Professor Prabhu attended Professor Michael Long's 3-hour seminar on Instruction and Second Language Learning, where he discussed his philosophy and techniques for language pedagogy in more depth.

Roger Andersen, Professor of Applied Linguistics at UCLA, also paid a visit to the NFLRC as a short term NFLRC Fellow in September. Professor Andersen came to UH to demonstrate the work he has been doing on the authentic discourse model of language learning and teaching developed at UCLA, together with a complete two-year curriculum for teaching Quechua on interactive video.

The "Authentic Discourse Plus" model for foreign language instruction emphasizes

student activities and tasks that are determined by well-defined short- and long-term goals. A two-hour interactive video program contains 20 scenes of natural interaction in the lives of villagers in a small village in Bolivia. The purpose of the interactive video is to provide a model for the learning of Bolivian Quechua and to provide insight into how speakers of Bolivian Quechua go about their normal daily lives there and how their actions are based on cultural norms. A second video illustrates how the interactive video can be used by learners working alone (self-instruction) or in groups, as well as the uses of the video in a more conventional classroom setting.

Professor Andersen presented three formal lectures/demonstrations to the language faculty; in addition, during his stay, Professor Andersen met and consulted with members of the Pedagogy and Psycholinguistics research interest group (Michael Long, Charlene Sato,

Richard Schmidt, Craig Chaudron), members of the Technology & Language Learning Group (Carol Beresewski, David Ashworth, Steven O'Harrow), and faculty concerned with instruction in less-commonly taught languages (Teresita Ramos, Tagalog; Haigh Roop, Burmese; Oranit Limaneeprasert, Thai; Rama Sharma, Hindi; Steven O'Harrow, Vietnamese).

Brian MacWhinney of Carnegie Mellon

University visits UH during the third week of October (see "Brown Bag" page, this issue). Professor MacWhinney plans to lecture on connectionism and second language acquisition. He will also run workshops on the CHILDES/CLAN system for the coding and analysis of language acquisition data. In addition, he will consult with the pedagogy and psycholinguistics research group and writing development group.

Summer Institutes: Past & Future

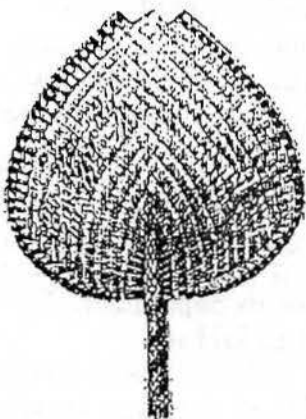
1994 Summer Institute

The specific theme of the 1994 Summer Institute was Materials Development for the Indo-Pacific Language Classroom, focusing on Hawaiian, Samoan, Vietnamese and French in the Pacific. Forty teachers, language coordinators and teacher trainers were involved in the Institute at the University of Hawai'i at Manoa from June 20 to July 15, 1994. Under the direction of Dr. David

Hiple, the Institute brought together teachers who had had extensive teaching experience, experience in materials development and were recommended as outstanding in their field. The receptive skills of reading, listening, and viewing were the focus of the Institute, and the participants made use of authentic and simulated authentic reading, listening and video materials from all of the languages to develop their projects.

Our focus on the less commonly taught languages of Hawaiian, Samoan and Vietnamese brought together a large percentage of all of the teachers of these languages in the nation. The majority of the participants came to Hawai'i from different parts of the U.S. where they held foreign language education positions in various institutions. In addition, this year the Institute sponsored the participation of a scholar from Tahiti, Dr. Winston Pukoki, whose knowledge and experiences there contributed strongly to the materials developed on French in the Pacific. The Center

for Pacific Island Studies cooperated with the NFLRC in bringing Samoan teachers from Western Samoa and New Zealand as participants in the Institute, and thus the Samoan group had representatives from all of the universities in the world in which Samoan is taught. One of the participants from New Zealand, Dr. Alfred Hunkin, is part of a group writing national



curriculum documents for New Zealand, as well as being the president of their national organization of Samoan language teachers. The Vietnamese group constituted almost half of the university-level instructors of Vietnamese in the United States. The groups all worked extremely hard to produce excellent instructional materials, and members of each group also managed to share something of their culture with the rest of the participants in informal evening sessions.

The NFLRC will be publishing a teachers' resource kit based on the 1993 and 1994 Summer Institutes. The kit will include a pedagogical overview of a materials development model, a bibliography and sample reading listening and video lessons developed by participants during the 1993 and 1994 Summer Institutes on Materials Development.

1995 Summer Institute

The theme of the 1995 Summer Institute is *Technology and the Human Factor in Foreign Language Education*. A series of one-week programs will be offered from June 26 through July 28 on a variety of topics, including video, multi-media, and CALL (computer-assisted language learning).

Additionally, a one-week symposium on electronic networking will be held July 10 through 14. A two-day, pre-symposium covering basic and intermediate Internet skills will be held July 6 through 7. The purpose of the symposium is to 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 also 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.

Stipends to attend the 1995 Summer Institute programs will be awarded on a competitive basis to defray expenses. Basic familiarity with Macintosh computers is essential for most courses. For more information, write to us or e-mail us at NFLRC@uhunix.uhcc.hawaii.edu.



Fall 1994 TA Training

One of the functions of the SLTCC is teacher training and staff development. Prior to each semester, the Center organizes a pedagogical orientation session for new TAs, continuing TAs, and other interested language teaching faculty. The August training involved approximately 50 participants. In the morning session, small teams planned demonstration lessons in French, German, Japanese, and Spanish, and in the afternoon session each language team taught its lesson to colleagues from other language groups. The demonstration lessons were videotaped, and after experiencing a foreign language class as a learner, participants watched the videotape of the lesson taught by their same-language colleague(s). Peer feedback and discussions followed the demonstration lessons. During the semester, videotapes of actual foreign language classes will be collected for use in the January pedagogical orientation session.

TAs were also informed about equipment which is now available for check-out through SLTCC:

- Camcorders for classroom use/materials development
- Portable VCRs
- Video editing equipment

To reserve equipment call Julie Winter 956-9424 or Megan Taylor 956-5984.

UPCOMING BROWN BAGS, ETC. OF INTEREST

If you have information about brown bags, seminars, or other related events coming up in Spring '95, please contact Megan at X65984, or mail or fax us (956-5983) the information.

Oct. 5	12:30 – 1:20	St. John's 11	<i>Integrating Language Minority and Foreign Language Education.</i> Thom Huebner, San Jose State University
Oct. 11	1:30 – 3:00	Moore 155	<i>NFLRC Summer Project Presentations.</i> Emily Hawkins, John Mayer, & Steve O'Harrow, Hawaiian & Indo-Pacific Languages & Literature
Oct. 12	12:30 – 1:20	St. John's 11	<i>The Science & The Politics of Language Planning: Australia's Recent Experience.</i> Joseph Lo Bianco, National Languages and Literacy Institute of Australia
Oct. 12	3:30 – 5:00	Moore 319	<i>Zhuangzi as Rhymester.</i> David McCraw, East Asian Languages & Literature
Oct 19	12:30 – 1:20	St. John's 11	<i>Connectionism and Second Language Acquisition.</i> Brian MacWhinney, Carnegie-Mellon University
Oct. 19	12:00 – 1:30	Moore 319	<i>New Middle Class Politics in Hong Kong.</i> Alvin So, Sociology
Oct. 26	12:30 – 1:20	St. John's 11	<i>Semantic Space and the Analysis of Narrative.</i> Roderick Jacobs, ESL & Linguistics
Oct. 26	3:30 – 5:00	Moore 319	<i>On Translating Jiayi.</i> Daniel Kwok, History
Nov. 2	12:30 – 1:20	St. John's 11	<i>The Internal Structure of Foreign Language Motivation.</i> Richard Schmidt, ESL & NFLRC
Nov. 2	12:00 – 1:30	Moore 319	<i>The Rise of Abortion in Modern China.</i> Wang Feng, Sociology
Nov. 9	12:30 – 1:20	St. John's 11	<i>The Acquisition of English Noun Phrases by Spanish Learners.</i> Craig Chaudron, ESL & Lucia Aranda, Kapiolani Community College
Nov. 9	12:00 – 1:30	Moore 319	<i>Role of Law in Shaping and Resolving Issues in China's Current Development.</i> Ron Brown, UH School of Law
Nov. 16	12:30 – 1:20	St. John's 11	<i>Negative Feedback in Second Language Acquisition.</i> Michael Long, ESL
Nov. 16	12:00 – 1:30	Moore 319	<i>Initial Public Offering of Enterprise in China.</i> Lena Chua, College of Business Administration
Nov. 23	12:30 – 1:20	St. John's 11	<i>Bedtime Story as Literacy Myth.</i> Kathryn Davis, ESL
Nov. 23	12:00 – 1:30	Moore 319	<i>Multi-Culturalism Transnationalized: Beijing Summer 1993.</i> Ming-Bao Yue, East Asian Languages & Literature
Nov. 30	12:30 – 1:20	St. John's 11	<i>Computer Networking As a Tool For Empowering Language Learners.</i> Mark Warschauer, ESL
Nov. 30	12:00 – 1:30	Moore 319	<i>Reproducing Inner-Mongolian Identity across Ethnic and National Boundaries.</i> Wurlig Bao, Program for Cultural Studies, EWC
Dec. 7	3:30 – 5:00	Moore 319	<i>Uygur Xuanzang Biography.</i> Kahar Barat, Program for Cultural Studies, EWC