# ☞ sign up now for Fall 2002 workshops

# Language Learning Center NewsLetter
### UNIVERSITY OF HAWAI'I AT MĀNOA

## NEW NAME, NEW LOOK!

We welcome the new academic year with a new name. The Language Tele-communications, Resource and Learning Center (LTRLC) - the "language labs" - will now be known as the Language Learning Center (LLC). To simplify operations the SLTCC Newsletter will now be called the LLC Newsletter.

### in this issue…

We appreciate feedback: sltcc@hawaii.edu

## NFLRC GRANT CONTINUED TO 2006!

The University of Hawai'i received news this past April that we were once again selected to serve as one of a small number of national language resource centers established to improve the teaching of foreign languages throughout the US, particularly less commonly taught languages. The university will receive an estimated total of $1,452,000 to cover operations of the National Foreign Language Resource Center (NFLRC) here from October 1, 2002, to September 30, 2006. This brings the total amount awarded to the NFLRC to date close to $6 million, not counting money brought in through other grants linked to NFLRC projects. Richard Schmidt (SLS Department) is the Director of the NFLRC, and David Hiple (LLC Director) is the Associate Director.

The US Department of Education's language resource center program began in 1990, when 3 such centers (including the one at UH Mānoa) were established. With each funding cycle, the number of centers has increased, and there are now 14 in all, including UH (NFLRC), the University of Minnesota (CARLA), Michigan State University (CLEAR), San Diego State University (LARC), Ohio State University (NEALRC), Iowa State University (K-12 NFLRC), the University of Wisconsin (NALRC), Duke University (SEELRC), a consortium of institutions (Georgetown University, George Washington University, and the Center for Applied Linguistics) in Washington D.C. (NCLRC), and the newest additions - Pennsylvania State University (CALPER), Indiana University (CAAALRC), the University of Oregon (CASLS), Brigham Young University (NMELRC), and the University of Chicago (SALRC).

NFLRC projects are founded upon expertise both in language teaching and applied linguistics and include faculty and students from most of the departments in the College of Languages, Linguistics and Literature. The NFLRC also has ties with other centers on campus with federal or other grant funding, such as the East Asia National Resource Center, the Center for Southeast Asian Studies, the Center for Pacific Island Studies, and the Center for International Business Education and Research (CIBER).

The NFLRC focuses especially on the less commonly taught languages of Asia and the Pacific. For a list of NFLRC projects planned for the upcoming grant cycle, please take a look at page 5 or visit our website at http://nflrc.hawaii.edu

## Digitized! Audio materials for language courses available for students on CD!

During this year's summer session a new option for distributing the audio materials for language courses was made available to Spanish 201-202 students on a trial basis. It was very successful and we are now offering this option on a permanent basis beginning in the Fall Semester with Spanish 101, 201 and 202. The audio materials for *Vistazos* and *¿Qué te parece?* have been digitized and put on a CD using the MP3 format. MP3 is a format that can compress the size of a sound file to a much smaller size than that of the original without sacrificing sound quality. Some of you, if not many of your students, are familiar with MP3 from playing music on the web or downloading music to your computer. By using MP3 we are able to record the audio material for an entire textbook on a single CD. Students can play the CD on their computers or on any MP3-capable playback device. An index of all the sound files is included on the CD for the convenience of the student.

Prior to the start of the semester, presentations on the new CD option were made to the Spanish faculty at their orientation meetings. On the first day of class, Spanish instructors will be explaining the new option to their students and taking orders for the CD. The cost of the CD is $3. After taking the orders and collecting the money, the instructors will submit the orders along with payment and in turn receive the CDs for distribution in class.

We will be digitizing our audio materials on a continuing basis and as other languages are completed, this option will then become available to students studying those languages. Next in line for digitizing are materials for Japanese, Filipino and Hawaiian.

In addition to the CD option, the Spanish audio materials will also be available on our server for listening on the computers in our PC and Mac labs. The options of duplicating the materials onto cassettes and listening to cassettes in our audio lab will continue to be available.

## CALL FOR VOLUNTEERS

The Multimedia Computer Lab is looking for volunteers to serve as Mac Lab (Moore 155B) or PC Lab (Moore 153A) monitors for Fall Semester 2002.

Perks of the job include the Lab Monitors' Orientation Pizza Party (where you get trained in handling monitor duties), the exclusive use of the lab monitor's computer station during your shift, and the respect and appreciation of the MCL and your colleagues for undertaking this valuable service!

For more information about signing up or about available shifts, please contact Yao Zhang at mcl@hawaii.edu. Mahalo nui loa!

# American Association for Applied Linguistics Annual Conference 2003
## *The* DIVERSITY *of* APPLIED LINGUISTICS
### March 22–25 • Sheraton National Hotel • Arlington, Virginia

## PLENARY SPEAKERS

Patricia A. Duff, University of British Columbia
*New directions and issues in intercultural language socialization research*

Joshua Fishman, Yeshiva University (emeritus) and Stanford University (visiting)
*title to be announced*

Georgette Ioup, University of New Orleans
*What's age got to do with it?*

Geoffrey Nunberg, Stanford University
*title to be announced*

William O'Grady, The University of Hawai'i at Mānoa
*Language without grammar: Some implications for applied linguistics*

Congressman Robert A. Underwood, U.S. House of Representatives (Guam)
*title to be announced*

## JOINT AAAL/ILTA COLLOQUIUM

Organizers: Larry Selinker, Birkbeck College, University of London and Fred Davidson,
University of Illinois at Urbana-Champaign
*theme to be announced*

## INVITED COLLOQUIA

Catherine Doughty, University of Hawa'i at Mānoa
*Instructed second language acquisition*

Heidi Hamilton, Georgetown University
*The discourse of health care dilemmas*

Numa Markee, University of Illinois at Urbana-Champaign
*Classroom talks: A conversation analytic perspective*

Peter Robinson, Aoyama Gakuin University
*Cognitive linguistics and second language acquisition*

Aída Walqui, WestEd
*The development of academic competence in adolescent English learners*

# CALL FOR PAPERS

*Proposals for presentations related to*
**policy**, **research**, *and* **theory**
*are invited in any area of applied linguistics.*
*Proposals may be for*
**individual papers**, **poster sessions**, *or* **colloquia.**

*The abstract submission and refereeing process will be paperless this year. Instructions
regarding abstract preparation and submission and other aspects of the conference may be
found on the AAAL 2003 conference website.*
*Proposals may be submitted online from now until*

## the deadline: August 26, 2002

conference website
# http://www.aaal.org/aaal2003/

# STUDY EAST ASIAN LANGUAGES ONLINE!

Currently, the University of Hawai'i hosts four advanced study, web-based courses: two in Chinese and one each in Japanese and Korean. Recent students, both in Hawai'i and the U.S. Mainland, have formed a lively on-line community and are cooperating in the completion of a series of rigorous weekly learning activities. The activities are a mix of on-line interaction with and feedback from the instructors and on-line independent learning activities. The Chinese and Korean courses also feature off-line independent assignments for advanced study using CD-ROMs developed at the University of Hawai'i.



All courses follow the same instructional model, but each is based on a different series of lessons. Each student receives a free copy of the CD-ROM used in that course, if applicable. (Versions for both PC and Mac are available.) The course format is expanded in the final weeks of the course to a language-exchange format involving colleagues in the country where the target language is spoken: both sides of the exchange perform identical tasks in the other's language and then trade feedback. At all stages of the course the teacher is actively involved with the students, managing and monitoring student progress and giving feedback. At three points during each course, student feedback is elicited via an anonymous web-based questionnaire. .

## COURSES CURRENTLY AVAILABLE FOR FALL 2002

***CHN 399 Chinese Advanced Reading and Writing***
The CD-ROM which serves as the core text for this course, *Kan Na! Authentic Chinese Reading,* is based on authentic Chinese texts, including pamphlets, magazine articles, and letters. A selection of five lessons from the CD-ROM will be covered in the course after an initial introductory unit in which students get to know each other. The semester wraps up with a language exchange with graduate students in Taiwan.
Course reference number for Manoa day students: V1670. Course reference number for Outreach College students: M0165.  Instructor: Jung Ying LU-CHEN.

***CHN 399 Chinese Advanced Listening, Reading & Writing***
The CD-ROM which serves as the core text for this course, *Kan Na! Authentic Chinese Video,* is based on unscripted video shot on location in China, including interviews with a variety of ordinary Chinese folk and on-site role-plays. A selection of five lessons from the CD-ROM will be covered in the course after an initial introductory unit in which students get to know each other. The semester wraps up with a language exchange with graduate students in Taiwan.
Course reference number for Manoa day students: V2112. Course reference number for Outreach College students: U0235. Instructor: Song JIANG.

***JPN 399 Japanese Advanced Reading and Writing***
The reading lessons in this course are based on authentic Japanese texts, including pamphlets, magazine articles, and Web sites. A selection of five lessons will be covered in the course after an initial introductory unit in which students get to know each other. The semester wraps up with a language exchange with students in Japan.
Course reference number for Manoa day students: V1702. Course reference number for Outreach College students: M0185 or U0255. Instructor: Hiro Justin OTA.

***KOR 399 Korean Advanced Reading and Writing***
The CD-ROM which serves as the core text for this course, *Hangul-ro Boja! Authentic Korean Reading,* is based on authentic Korean texts, including comic strips, personal notes, student guides, and newspaper articles. A selection of five lessons from the CD-ROM will be covered in the course after an initial introductory unit in which students get to know each other. The semester wraps up with a language exchange with students in Korea.
Course reference number for Manoa day students: V2113. Course reference number for Outreach College students: M0175 or U0245.  Instructor: Changseob AHN.

# Fall 2002
# Demos & Discussions

**(no registration required)**

**Using Near Peer Role Modeling in Foreign Language Education**
> Thursday, August 29
> 12:00–1:00, Moore 155A
> *Led by Tim Murphey (Yuan Ze University)*

Near Peer Role Models are people near to us in possibly several ways: age, ethnicity, gender, interests, etc. Psychologists tell us that we generally find it easier to adopt behaviors from people we see as similar to ourselves and advertisers use this idea to great advantage. This presentation will highlight many ways that teachers might use Near Peer Role Models, students in their own classes, to motivate and inspire other students, to offer them more alternative strategies and beliefs, and to allow them to learn more quickly and deeply. Murphey will present structures that allow teachers to highlight selected students behaviors so that they have a greater influence on the group dynamic. Much of his data are taken from his 12 years of experience teaching in Asia. For more information read "Reported Belief Changes through Near Peer Role Modelings" in the TESL-EJ, in December 2001.

Tim Murphey did his PhD in Switzerland and then taught for 11 years in Japan, and is presently located in Taiwan. He has books published with OUP, Longman, Peter Lang, and MacMillan Language House. He is presently working with Zoltan Dornyei on a book for CUP on Group Dynamics in Language Classrooms and is series editor for TESOL's Professsional Development in Language Education series.

*NOTE: Tim has done two previous videos for the NFLRC and this presentation will be videoed for the production of another for language teachers on Near Peer Role Modeling. Your participation is welcome with the understanding that you will sign a consent form for the use of the video for educational purposes. Please do not come late or leave early as it will interrupt the recording.*

## NFLRC PROJECTS 2002-2006

- Assessment scales in foreign language testing (Directors: James Dean Brown & Thom Hudson)

- Conversation analysis as an approach to second language acquisition (Directors: Gabriele Kasper & Maryann Overstreet)

- Corpus linguistics for language teaching and learning (Director: Robert Bley-Vroman)

- Distance education, distributed learning, and introductory language instruction (Directors: David Hiple, Stephen Fleming, & Cynthia Ning)

- Elicited imitation as an oral proficiency measure (Director: Craig Chaudron)

- Heritage language education (Directors: Kathryn Davis & John Mayer)

- Interactive web-based performance tests (Directors: James Dean Brown & Thom Hudson)

- Online journal: *Language Learning & Technology* (Directors: Mark Warschauer & Dorothy Chun)

- Online journal: *Reading in a Foreign Language* (Directors: Richard Day & Thom Hudson)

- Placement testing (Directors: James Dean Brown & Thom Hudson)

# W✷rksh✷ps

**①**

**Introduction to MS Excel 2000**
 **Thursday, September 12, 2:00-3:00**
 **(PC Lab • Moore 153A)**
 *led by Manisa Sawatpanit, LLC*

 Learn how to use basic features of Excel such as entering data, formatting data, creating formulas, linking between sheets, and creating charts. This will include creating simple macros and is intended for beginners.

**②**

**Digitizing of Our Language Courses' Audio Tapes**
 **Tuesday, September 17, 10:00–11:00**
 **(PC Lab • Moore 153A)**
 *led by John Standal, LLC*

 Our department has begun the process of offering the audio portion of the language curriculum in a digital format that makes the audio cassette tapes obsolete. Because of the technology used, many hours of audio can fit on a single CD-ROM. 2 years ( 4 semesters) of a language's audio will fit one CD! Students can acquire a CD or listen to the files in our computer labs, accessing the files from a server. This workshop will cover this new technology and will demo playing the audio from a CD and from the server. We will also explore using the server to easily make class-related documents or files available to students in the computer labs.

**③**

**WORD Basics (I)**
 **Friday, September 13, 2:00-3:00**
 **(Mac Lab • Moore 155B)**
 *led by Deborah Masterson, NFLRC*

 Don't be ashamed to admit you're not quite clear on how to use basic WORD functions: tabs, rulers, headers, footers. You're not alone. Join us to learn how to make those pesky page numbers appear in the right place!

**④**

**Basic Word STYLES (II)**
 **Friday, September 20, 2:00-3:00**
 **(Mac Lab • Moore 155B)**
 *led by Pam DaGrossa, NFLRC*

 Styles save formatting time. Tired of tab, tab, tabbing, and playing with line spacing, indentation, and fonts to keep your document's formatting consistent? Styles are the solution. Participate in a quick and dirty demonstration of Styles and how to use them.

**⑤**

**WORD Tables (III)**
 **Friday, October 11, 2:00-3:00**
 **(Mac Lab • Moore 155B)**
 *led by Deborah Masterson, NFLRC*

 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.

**⑥**

**PHOTOSHOP: Look your best on the Web**
 **Thursday, October 24, 1:30-3:30**
 **(Mac Lab • Moore 155B)**
 *led by Deborah Masterson, NFLRC*

 As an introduction to PhotoShop for the Web, we'll prepare your photo (portrait, group shot, or other for your personal or class Webpage). The first half of the class is demo, the second half is hands-on. We'll tweak your photo to be mean and lean for fast browser loading. Bring a photo – electronic (digital) is preferred, but we can scan, too.

*please post*

# W☀rksh☀ps

**⑦**

**Creating a Homepage and Managing Files on a UHUNIX Account (I)**
**Friday, November 8, 3:00-4:30**
**(PC Lab • Moore 153A)**
*led by Dong-Wan Kang, LLC*

Every UH faculty member and student receives a UHUNIX account with 20 MB of space. You can take advantage of this space by creating your own personal homepage. Also, you can use it as your own virtual file storage. This workshop walks you step-by-step through the process of creating/updating your website, transferring files using an FTP program, and managing files on your UHUNIX account. No experience is required.

**⑧**

**Adding Features on your UHUNIX Account Homepage (II)**
**Friday, November 15, 3:00-4:30**
**(PC Lab • Moore 153A)**
*led by Dong-Wan Kang, LLC*

UHUNIX provides some server-side features such as a page counter and forms for emails and simple guestbooks. By using these features, you can also create your own poll or quiz and have people take it. With some examples, this workshop walks you step-by-step through the process of adding a page counter and creating a guest book/poll/quiz. A homepage on UHUNIX is required.

**13013**
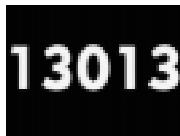
# Register now for Fall 2002 Workshops!

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!

## via e-mail: `sltcc@hawaii.edu`

Type F2002 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.

| PINE 3.91 | COMPOSE MESSAGE |
|---|---|
| To: | sltcc@hawaii.edu |
| Cc: | |
| Attchmnt: | |
| Subject: | F2002 WORKSHOP REG |

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

| | |
|---|---|
| name: | Anita Vukashun |
| e-mail: | vukashun@hawaii.edu |
| title/position: | grad student |
| dept: | Hawaiian & Indo-Pacific L & L |
| phone: | X62222 |

I would like to register for the following workshops:
#1 Intro to MS Excel 2000
#6 PHOTOSHOP: Look your best on the web

## via voice mail: (95)6–9424

Leave a voice mail message in the following form: "*Aloha! My name is Anita Vukashun (spelled V-U-K-A-S-H-U-N) and I am a graduate student in the HIPLL Department. I would like to register for the following workshops: #1 Intro to MS Excel 2000 and #6 PHOTOSHOP: Look your best on the web. 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.

# TiPPS
## Teacher Portfolio & Preparation Series

The Teacher Portfolio & Preparation Series (TiPPS) is designed to help **future language educators** (specifically graduate students in language departments at the University of Hawaiʻi at Mānoa) prepare for the job market they will face upon graduation. The 7-part TiPPS workshop will focus on helping participants **develop a teacher portfolio** (statement of teaching philosophy, documentation of their teaching) and **prepare for their job hunt** (tips for job searches, tailoring curriculum vitae, writing effective cover letters, and interviews).

SCHEDULE (all sessions to be held in Moore 254):

- **SESSION 1: Putting together a teacher portfolio/Defining your philosophy of teaching (Thursday, September 5, 10:30-12:00)**
- **SESSION 2: Job searches - DOs and DON'Ts (Thursday, September 12, 10:30-12:00)**
- **SESSION 3: Creating effective curriculum vitae (Thursday, September 19, 10:30-12:00)**
- **SESSION 4: Writing effective cover letters (Thursday, September 26, 10:30-12:00)**
- **SESSION 5: Developed/adapted materials and other items to include in your teacher portfolio (Thursday, October 3, 10:30-12:00)**
- **SESSION 6: Interview tips (Thursday, October 10, 10:30-12:00)**
- **SESSION 7: "Where do I go from here?" wrap-up/evaluation (Thursday, October 17, 10:30-12:00)**

WHAT TO EXPECT:

- Before each session, there will be a preparatory assignment given. This could entail, for example, reading an article about teacher portfolios, working on your statement of teaching philosophy, your CV, or a cover letter, doing a job search, etc. Participants are expected to come prepared to each session. Each preparatory assignment is likely to take a couple of hours to do.
- Sessions may involve small/large group discussions, peer feedback, or role-playing.

REGISTRATION:

- Registration is free but limited to 15 participants per semester. Potential registrants should be certain that they will be able to participate in ALL 7 SESSIONS (which build on each other).
- To register, send an email (with the subject line "TiPPS registration") to sltcc@hawaii.edu or call 956-9424. Please provide the following information - your name, your email address, contact number(s), and department.

TiPPS is co-facilitated by Kenton Harsch (English Language Institute, Dept. of Second Language Studies) and Jim Yoshioka (National Foreign Language Resource Center). For more information about TiPPS, visit our website:

## http://www.LLL.hawaii.edu/sltcc/tipps

*Programs offered by the Center for Teaching Excellence (CTE) and the Office of Faculty Development and Academic Support (OFDAS):*

### Forum for Faculty to Share Strategies for Teaching First Year Courses

Some of the themes of the event include: teaching to a range of students; capturing the imaginations of first year students and keeping them engaged; attracting potential students to your field; determining the level of students in your class; creating a small environment in a large space; discussing expectations and understandings of first year students; addressing statistics that highlight student success; and, organizing first year courses as learning communities, as a relevant strategy for helping freshman students integrate knowledge. The events include: a panel of faculty experienced in teaching first year courses; a brainstorming session for faculty to define their interests; small group discussions on developed themes.

### Manoa Faculty Retreats

For faculty at UH Mānoa, with invited facilitator Dr. David Gottshall, founder of the Great Teaching Seminars. Three days away from campus with 25 colleagues from across campus, focusing on teaching and learning by an agenda set by participants who come. This is one of the most valuable ways to renew commitment to ones teaching and collegiality.

### Workshops on Teaching & Learning for Faculty & TAs:

These workshops provided faculty and TAs with a very specific focus on strategies and skills to directly impact on their course development and classroom dynamics. Some recent examples include:

a. "How to Design an Interactive Class"
b. "Responding to Student Writing: Feedback Strategies"
c. "Federal Grant Writing: Introductory Workshops" followed by a series of workshops to develop and write proposals for funding.

### Lecture Series on University Teaching

In this series, we have featured several lectures by distinguished professors by invitation on themes of pedagogy and the culture of the academy.

### CTE Issues in Professional Development Series:

In a series of workshops, round-table discussions and panels, CTE has framed the content according to concerns of faculty and TAs, and invited campus resource people with expertise and experience in the areas of concern. Some recent examples:

a. "Cracks in the Ivory Tower: Conflict Management for the Classroom and the Department"
b. "Workshop on Sexual Harassment"
c. "Developing Cooperation within Departments"

### Towards A Philosophy of Teaching Series

An open-forum for faculty, TAs, graduate and undergraduate students in which there are between 9 - 12 core members of the series. These forums are public round-tables in which everyone is welcome to participate. Each forum begins with three of the core members bringing to the table something prepared on a variety of topics, which CTE developed out of the many consultations we have had with faculty and TAs regarding their teaching, such as

a. "The Relation of Teaching to Research and Writing: Blessing or Burden?"
b. "Team-teaching, Learning Communities, Solitary Teaching: What Makes Them Successful, or Not?"
c. "Bridging the Technology Gap Between Engaged and Literate Students and Mystified Teachers."

### Preparing Future Professors

This program is a joint venture with Graduate Division and CTE developed to address issues that advanced graduate students face as they begin to look forward to their futures in the academy. Some examples of panels:

a. "Publishing Your Work: a Panel Discussion"
b. "Presenting Your Work: a Panel Discussion"
c. "The Academic Job Market: Interviewing and Negotiating"

The series provided workshops on teaching and learning strategies for TAs and advanced graduate students planning a career in college teaching. Some examples of workshops:

a. "Preparing Syllabi, Lesson Plans and Reading Assignments"
b. "Interactive Teaching Styles: Creating a Dynamic Classroom"
c. "Assessment of Student Work: Alternative Strategies"

### Course Evaluation Services

The Center for Teaching Excellence offers a number of professional evaluation services to all faculty, TAs, lecturers, and instructors on campus, throughout the academic semester and year. These Diagnostic Instructional Feedback Services are designed to respond to requests by faculty and other teaching staff for assistance in developing their professional skill, knowledge and expertise in their teaching and are available in a variety of forms - Small Group Instructional Diagnosis, Paper and Pencil Assessment, Classroom Observation, and Videotape Assessment.

The Teachers' Corner

The College of Languages, Linguistics and Literature, with the many diverse languages it teaches and its wide range of experienced faculty and students, serves as a valuable resource. We are hoping to tap into that resource with the introduction of a brand new LLC Newsletter column devoted to the sharing of language teaching ideas, activities, strategies, and approaches and called "The Teachers' Corner."

Got a favorite "never fail" teaching activity? Been doing innovative work with technology in the classroom? Have good suggestions for classroom management? Developed project ideas that really get your students to use the language in the classroom? We welcome submissions on any topic. If you're interested in contributing, please **send your idea or activity to us at sltcc@hawaii.edu by December 1, 2002.** All submissions will be considered, and those that are accepted will appear in future issues of the LLC Newsletter. (Grad students, this is a great opportunity to add to the list of publications on your resume or CV). Here's an example:

## "Even Monkeys Fall From Trees"
*a cultural sharing/discussion activity using proverbs*

**Level:** Intermediate+

**Skill area(s):** Listening and speaking (ESL class)

**Aims:**

- To provide an icebreaker which promotes cultural sharing
- To send the message that it is okay for students to use their L1 in class and recognize the beauty and diversity of a number of languages while tapping into some universal human experiences
- To practice and prepare for future classroom discussions and oral presentations

**Preparation time:** None

**Activity time:** Depends on the size of the class, but could take up an entire 50-minute class period

**PROCEDURE:**

1) Start by describing what proverbs are, giving some common or interesting examples in English and explaining what they mean and how they are used.

2) Give the students a few minutes to think of a proverb or common saying that they like or often use in their L1 (first or native language). Have them write it down on a piece of paper in their L1.

3) Break the class into different-country pairs and have them explain their proverbs to their partners (in English). This arrangement will allow for greater negotiation of meaning since the partners will not necessarily have shared cultural knowledge and will need to ask for clarification or give further explanations.

4) Afterwards, have all the students stand up, go to the board, and write their proverbs in their L1. This often provokes a lot of curious whispering from the audience especially when they see a writing system that may be unfamiliar to them as well as smiles of recognition as people see other proverbs from their own country.

5) From that point, the teacher selects one of the proverbs on the board and has the student who wrote it say it in his/her L1 and then explain its meaning (literal and figurative) to the audience. Because they have already practiced the explanation with a partner, speaking to the whole class often goes smoothly (a good strategy for future presentations). Often the other students will ask questions or comment how they have a similar expression in their own language. Step 5 is repeated until all the proverbs on the board have been explained.

**Variations and notes:**

- Steps 2 & 3 could be converted into an out-of-class freewriting activity that is followed up with Steps 4 & 5 in the next class.
- It can be followed up by further discussions of what proverbs reveal about the culture they come from, etc.
- This activity is intended for culturally heterogeneous classes.

**Author:** Jim Yoshioka is Program Coordinator for the National Foreign Language Resource Center at the University of Hawai'i at Mānoa and co-facilitator of the Teacher Portfolio and Preparation Series (TiPPS).

# Read and Release!

For proponents of the recycle and reuse/voluntary simplicity movement, a welcome antidote to the rampant consumerism encouraged by the Internet is the site called "**BookCrossing.com**."

This site's opening words are sure to quicken the pulse of any bibliophile:

**Howdy! Hola! Bonjour! Guten Tag!**

I'm a *very special* book. You see, I'm traveling around the world making new friends. I hope I've met another friend in you. Please go to **www.BookCrossing.com** and enter my BCID number (shown below). You'll discover where I've been and who has read me, and can let them know I'm safe here in your hands. Then...*READ and RELEASE me!*

BCID:

> *You've come to a friendly place, and we welcome you to our book-lovers' community. What is BookCrossing, you ask? It's a global book club that crosses time and space. It's a reading group that knows no geographical boundaries. Do you like free books? How about free book clubs?*

How does it work? When you register a book you receive a unique ID number for it and can print out a registration card directly from the site to attach to the inside the front cover. The card briefly explains the BookCrossing.com mission and directs anyone who finds a book to its dedicated online journal page. There, recipients can post where they came across the book and —if they read it— what they thought of it. The "liberator" can track what happened to the released book.

Then, you simply release your book "into the wild." Leave it where you think a like-minded individual might happen upon it —a coffee shop, airplane seat pocket, even a bookstore. Read and release!
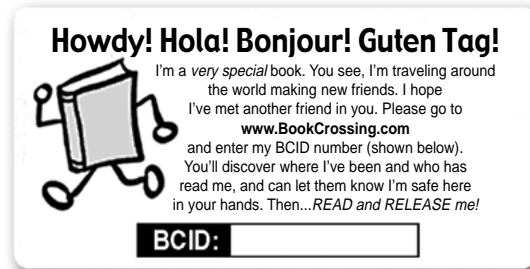
# NFLRC Publications News

## New Technical Reports

### An Investigation of Second Language Task-Based Performance Assessments
*Brown, Hudson, Norris, and Bonk  (Eds.) (2002)*

This volume describes the creation of performance assessment instruments and their validation (based on work started in TR# 18). It begins by explaining the test and rating scale development processes and the administration of the resulting three seven-task tests to 90 university level EFL and ESL students. The results are examined in terms of (a) the effects of test revision; (b) comparisons among the task-dependent, task-independent, and self-rating scales; and (c) reliability and validity issues.                      0–8248–2633–7    $25.

### New Technologies and Language Learning: Cases in the Less Commonly Taught Languages
*Spreen  (Ed.) (2002)*

In recent years, the National Security Education Program (NSEP) has supported an increasing number of programs for teaching languages using different technological media. This compilation of case study initiatives funded through the NSEP Institutional Grants Program presents a range of technology-based options for language programming that will help universities make more informed decisions about teaching less commonly taught languages. The seven chapters describe how different types of technologies are used to support language programs (i.e., Web, ITV, and audio- or video-based materials), discuss identifiable trends in e-language learning, and explore how technology addresses issues of equity, diversity, and opportunity. This book offers many lessons learned and decisions made as technology changes and learning needs become more complex.

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