



NATIONAL FOREIGN LANGUAGE RESOURCE CENTER  
*University of Hawai'i at Mānoa*

## 2004 NFLRC SYMPOSIUM:

Distance Education, Distributed Learning & Language Instruction:  
Reports From The Field

July 27–30, 2004

EVALUATION

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*University of Hawai'i at Mānoa*

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## SUMMARY

The National Foreign Language Resource Center (NFLRC) symposium *Distance Education, Distributed Learning & Language Instruction: Reports from the Field* was held on July 27 through 30, 2004 in the Architecture Auditorium on the University of Hawai'i at Mānoa (UH) campus. The aim of this symposium was to bring together language educators with significant experience using distance and distributed learning models to present on, learn about, and discuss the latest state-of-the-art developments in the field. The UH NFLRC is well regarded in the profession in the area of language technology and distance education, and the 2004 symposium exemplified and showcased Hawai'i's efforts as well as those of our colleagues on the mainland and around the world. Symposium highlights included keynote speeches by Ralph Hines (director, International Education Programs, U.S. Department of Education) and Irene Thompson (George Washington University), 45- and 75-minute session presentations covering a wide range of stimulating topics, electronic poster sessions, and a variety of planned Hawaiian social events. The symposium, which drew around 100 attendees from around the nation and the world, received outstanding evaluations for the breadth and depth of its content, its excellent organization, and its warm, welcoming atmosphere.

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## PLANNING FOR THE SYMPOSIUM

The NFLRC's David Hiple (associate director), Stephen Tschudi (instructor in technology for foreign language education), and Jim Yoshioka (program coordinator) served as planning committee and organizers for the symposium.

Publicity for the symposium included a symposium website (<http://nflrc.hawaii.edu/prodev/DE2004/>), flyer distribution at various national conferences (ACTFL, AAAL, CALICO, etc.), and email announcements to various pertinent listservs and national language associations. The vast majority of symposium attendees reported learning about the symposium primarily via email, websites, or colleagues.

Those who wished to find out more information about the symposium or submit an online proposal for a session presentation (45 or 75 minutes) or an electronic poster session went to the symposium website. The deadline for abstract submissions was March 1, 2004. The organizers not only selected presenters from the 76 proposals received but also invited certain presenters whose participation would enhance or add different perspectives to the themes and topics of the symposium.

Jim Yoshioka took care of arrangements for the symposium venue (Architecture Auditorium), presenter per diem paperwork, equipment needs, accommodations (East-West Center residence halls, Queen Kapiolani Hotel, New Otani Kaimana Beach Hotel), registration, entertainment/social events, and refreshments. Stephen Tschudi assisted with presenter communications and equipment preparations. David Hiple designed the symposium schedule and oversaw program content, and Deborah Masterson (publications specialist) designed and produced the symposium program (see Appendix B). Pamela DaGrossa (*Language Learning & Technology* managing editor) helped onsite with registration and refreshment set-up. Finally, John Standal (IT specialist, Language Learning

Center) and Clayton Chee (media specialist, Language Learning Center) provided technical support in the auditorium and in the computer labs.

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#### EVALUATION OF THE CONFERENCE

The 2004 NFLRC summer symposium, *Distance Education, Distributed Learning & Language Instruction: Reports from the Field*, was a very successful and popular institute. The many strong presentations highlighted innovative pedagogical applications of new technologies and widely influenced the 100 participants who attended, which included the new faces of first-time attendees and the familiar faces of repeat summer institute attendees. The participants came from secondary and post-secondary public and private educational institutions as well as from business and government sectors, and they represented not only a broad range of commonly taught languages but also uncommonly taught languages, including Arabic, Cambodian, Chinese, Filipino, Japanese, Korean, and Russian.

In addition to attending the formal presentations in the program (see Appendix B), participants were brought together informally during the Electronic Poster Sessions at the UH Language Learning Center computer labs, during the UH Distributed Learning and User Services (DLUS) site visit, during session breaks for refreshments, and at several planned receptions and cultural events. All in all, the participants felt warmly welcomed, deepened their knowledge of cutting-edge projects in distance and distributed learning, and were greatly pleased with the entire experience, as one participant summarized in her evaluation.

“Interpersonal and caring leadership and staff; nice mixture of presentations; informing us about accommodations, travel to and from airport, bus lines, etc.; content was excellent; mixture of treats during breaks very much appreciated; music and hula events great social events. Thank you so much — this was one of the most worthwhile conferences I have ever attended!!!!”

About 35 participants completed and turned in evaluation forms (see Appendix A), the specific results of which are summarized and discussed below.

**Table 1: Symposium evaluation items (1=strongly disagree (5=strongly agree)**

The information I received about the symposium prior to coming was adequate for my needs.	4 .7
The symposium was well organized and well run.	4 .8
The staff was helpful.	4 .8
The facilities and technical support were adequate.	4 .5
The length of the symposium was appropriate.	4 .5
The presenters were knowledgeable.	4 .5
The range and diversity of the presentations was good.	4 .4
Overall, my expectations of the symposium were met.	4 .6

The participants were greatly satisfied with the information they received prior to coming to the symposium (i.e., website, acceptance packets, email correspondence), as a number of them commented on in their evaluation forms.

“Very complete, helpful follow-through”

“Both Jim and Stephen were in constant communication with us.”

“All my questions were answered promptly; the staff was very friendly.”

The only recommendation that a couple participants made was for better information regarding getting to the symposium (e.g., more specifics about riding the bus to campus, more directions, and more maps), which will be improved for future summer institutes.

The highest ratings the symposium received were for its thorough organization and the helpfulness and friendliness of its staff.

“It was SUPERB in every way! Well organized and thoughtfully planned. All the extras also were excellent and welcome (dinners, breakfasts, entertainment).”

“Organization: flawless”

“The small size of the conference allowed us to intermingle easily and talk about shared experiences. It was great for us all to be able to attend all sessions.”

“What you did particularly well – Hawaiian greeting, keeping to a schedule, choice of presenters, development of strands, warm welcome, strong finish, cohesive staff.”

“Everybody was extremely helpful and attentive.”

Regarding the facilities for the symposium, there was much praise for the technical support and equipment provided at the symposium, but there were a number of complaints about the size of the presentation room and in particular about the seats and the temperature in the room (issues that will be kept in mind for future symposia).

“Auditorium too large for small group – detracted from building community”

“Select a better venue – more comfortable chairs – hard to sit for hours”

“Room is too cold! Seats are uncomfortable!”

“Just too cold inside, but that’s all.”

The vast majority of presenters received high praise and individual mention for their presentations, which were informative and inspiring and which helped paint a broad picture of the many possibilities that the field has to offer. This is just a small sample.

“Topics were great! Very interesting. Speakers were excellent.”

“Informative, helpful, enlightening presentations”

“Excellent balance of topics (content/technical/research, etc.)”

“The poster sessions were very good and informative.”

“Ralph Hines delivered an informative and inspiring keynote and it set the tone of the symposium.”

“As a Language Center Director, I have not known enough about resources available for Polynesian languages. Keola Donaghy’s presentation was very helpful.”

“Almost all of the sessions were excellent, particularly some focusing on new technologies – the ones by Gilberte Furstenberg, Ali Moeller, Jared Bernstein. You selected a broad range and this made the conference very interesting.”

“I was particularly interested in the SCORM/Moodle systems – it’s something that I would want

to pilot.”

“Best sessions – most inspiring and useful for me: Bernstein et al, Ali Moeller, Furstenberg, June Phillips, Irene Thompson, Tschudi et al, Julie Belz.”

When asked in Part II of the evaluation form what their most valuable experiences during the symposium were, many participants pointed to the great amount of learning they experienced and the many opportunities to network with other colleagues in the field.

“Many ‘aha’ moments. Very interesting principles that can be transported to new projects. We can avoid wheel reinvention through this type of sharing.”

“Sessions provided a variety of lenses about similar issues – this was invaluable, nudging me to think differently and deeper.”

“I value the experience and the chance to know colleagues who work on areas of varied interests. There was no easy way to know about such areas outside this type of meeting.”

“Meeting and conversing with others was very valuable.”

“I met some friends and had a great time discussing the presentations.”

“Connection to national and international colleagues in distance education promoted global collaborations.”

“I received much valuable input from more experienced researchers in SLA than I. I am reinforced in what I am doing, and I will network – continue to converse more.”

When asked what effect the symposium will have on their teaching or professional development, many participants said that it has inspired them to change their language teaching, incorporating more technology into it, or to delve deeper into learning and using distance and distributed education.

“Rethink some of my assumptions/beliefs about the use of web-based language learning materials/tools. Consider new ways of teaching and assessing online.”

“Inspired me to be more creative than I already am and be more adventurous in regards to developing online electronic materials for my class.”

“Continue working with open source technology and researching the possibilities of adapting some of the technologies presented in the symposium.”

“Generate new ideas and see new possibilities for using technology in language instruction via distance education. Better awareness of issues/challenges in distance language education.”

“It identified for me important theoretical bases for projects we are undertaking. As we undertake future projects in distributed and distance education, I will be able to use the information received here to improve our planning and assess our results.”

Many participants also expected to share or disseminate what they learned with colleagues and their classes at their home institutions once they returned.

“I can imagine doing a short presentation in our research colloquium on foreign language learning and technology to show what I learned at the symposium.”

“Introduce SCORM, Moodles in Teacher Education courses. Improve current projects with knowledge of state of the art.”

“Share some of the new ideas I’ve learned with colleagues at our regular faculty development sessions.”

“I’ll be talking about it to my colleagues, and I will try to introduce changes in the way I teach (initiate more on-line activities with my students).”

“I will make a presentation at the department meeting at my university.”

“1) Report to international education dean, who wants to establish distance projects; 2) workshops for language faculty on aspects of on-line teaching; and 3) work with individual faculty as they implement distributed projects.”

When asked what could have been done better at the symposium, the three main suggestions that came up were to try to get larger attendance next time, to allow even more activities and time for participants to socialize and share their knowledge and experience, and to collect and make available the various PowerPoint presentations given during the symposium.

“Get more people to attend/participate”

“Maybe create more opportunities to socialize.”

“Longer coffee breaks. They were very useful for interpersonal relations.”

“It would be great if presenters’ PowerPoint presentations were made available on the conference website.”

“Suggestion: So we can revisit the presentations in this symposium, how about posting them on the web? We then can read them again or be more knowledgeable – in case we missed notes, etc.”

Regarding the latter point, Irene Thompson (NFLRC senior consultant and symposium keynote speaker) has agreed to put together a selected online proceedings for the symposium. Presenters have already been contacted and invited to submit their papers/multimedia presentations for consideration. The proceedings will be published and made available online in 2005.

Overall, participants were greatly satisfied with and appreciative of all aspects of the symposium, from the excellent symposium presentations and organization and the warm spirit of aloha that suffused the event, down to all the extra touches that made for a memorable experience, all of which make them want to return for future symposia.

“Food on the first evening and the breakfast/break snacks were great. Also access to email was a lifesaver. Projector and access to web for presentations was great. Affordable registration fee. Great hotel prices at Queen Kapiolani. Great conference! Mahalo.”

“Other than all the wonderful presentations, I very much enjoyed the reception (excellent food!). Thank you very much for the invitation to this symposium! I will definitely recommend it to my colleagues and am planning on coming back next time.”

“I look forward to attending more of such conferences.”

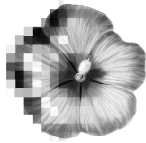
“I really enjoyed the experience and hope to return in the future.”

“Thank you for all your hard work and enthusiasm. Looking forward to your next symposium!”

Given the evaluations we have received for this symposium and the NFLRC’s continuing work and contributions to the fields of distance education and distance learning, it may not be long before a larger and more far-reaching symposia in this area will be on the horizon.

**2004 NFLRC SYMPOSIUM**  
NATIONAL FOREIGN LANGUAGE RESOURCE CENTER  
*University of Hawai'i*

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Distance Education  
Distributed Learning &  
Language Instruction

**July 27-30, 2004**

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**Evaluation**

Your assistance with this questionnaire is greatly appreciated. Please take a few minutes to assess the effectiveness of the symposium. Completing it carefully will aid those who participate in future symposia. Mahalo nui loa (Thank you very much)!

**Part I**

Please check the phrase or statement that best applies to your experience. Feel free to add any comments to clarify or enhance your response.

1. How did you find out about the symposium?

Journal/Newsletter     Flyer     Email/WWW     Conference     Colleague

Other? Comment \_\_\_\_\_

\_\_\_\_\_

2. The information I received about the symposium prior to coming was adequate for my needs.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_

\_\_\_\_\_



3. The symposium was well organized and well run.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The staff was helpful.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. The facilities and technical support were adequate.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_  
\_\_\_\_\_  
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6. The length of the symposium was appropriate.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. The presenters were knowledgeable.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. The range and diversity of the presentations was good.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Overall, my expectations of the symposium were met.

- Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Part II

Please respond to the following questions. Your comments will assist in the preparation of the evaluation report.

1. Please describe your most valuable learning experience(s) at the symposium (e.g., specific sessions, conversation with a presenter/another participant, etc.).

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2. What effect will the symposium have on your teaching/professional development?

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3. How do you expect to share/disseminate what you have learned with colleagues at your home institution? \_\_\_\_\_

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4. What could we have done better at the symposium?\_\_\_\_\_

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5. What did we do particularly well?\_\_\_\_\_

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**MAHALO FOR YOUR TIME!**

## New Technologies and Language Learning: Cases in the Less Commonly Taught Languages

C. A. 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 (e.g., Web, ITV, and audio- or video-based materials) are used to support language programs, 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.

0-8248-2634-5 \$25

available at the symposium publications display or order online at

**nflrc.hawaii.edu**



Distance Education  
Distributed Learning &  
Language Instruction

# Reports from the Field

2004 NFLRC Summer Institute Symposium

July 27-30, 2004

University of Hawai'i at Mānoa

  
NATIONAL FOREIGN LANGUAGE RESOURCE CENTER  
University of Hawai'i at Mānoa



# Distance Education Distributed Learning & Language Instruction

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ALOHA = WELCOME

**UNIVERSITY OF HAWAI'I AT MĀNOA**

David Hiple

*Director, Language Learning Center*

*Associate Director, National Foreign Language Resource Center*

July 2004

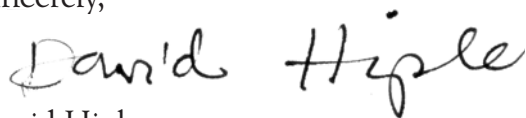
Aloha Colleagues,

It is a pleasure to welcome you to the 2004 UH National Foreign Language Resource Center summer symposium, "Distance Education, Distributed Learning & Language Instruction: Reports from the Field." This is one of a series of institutes on distance education and technology-mediated language instruction that we have offered at our center. For those of you who have attended previous events, welcome back; for those of you who are attending for the first time, we hope this will be the first of many visits. In either case your participation will enrich this symposium.

The symposium will showcase many interesting initiatives emphasizing the optimal relationship between pedagogy and technology. We are certain that your experience with us this summer will be a positive one, and we anticipate that you will leave Hawai'i with new knowledge to enhance your professional effectiveness; please share it with other colleagues.

Again, welcome. We are glad that you are here.

Sincerely,



David Hiple

Summer Institute Director

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an equal opportunity/affirmative action institution



## ABOUT THE NFLRC

Drawing on the abundance of Asian-Pacific resources afforded by our locale, we at the National Foreign Language Resource Center (NFLRC) focus our efforts on the less commonly taught languages — particularly those of Asia and the Pacific — recognizing that competence in these languages is increasingly vital to the nation’s future. We engage in research and materials development projects, conduct summer institutes for language professionals, and distribute a wide variety of publications on center projects and programs. The projects and educational programs we undertake have broader implications for the teaching of all languages.

Under the Language Resource Centers program, the United States Department of Education awards grants to a small number of institutions of higher education for the purpose of establishing, strengthening, and operating centers that serve as resources to improve the nation’s capacity to teach and learn foreign languages effectively. In 1990, the University of Hawai‘i was first granted funds to develop a National Foreign Language Resource Center (NFLRC), one of three such centers at that time — the number has since grown to fourteen.

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*The University of Hawai‘i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84 .229, P229A990004.*



Neal J. Smatresk

*Vice Chancellor for Academic Affairs,  
University of Hawai'i at Mānoa*

Joseph O'Mealy

*Dean, College of Languages, Linguistics & Literature  
University of Hawai'i at Mānoa*

Hae Okimoto

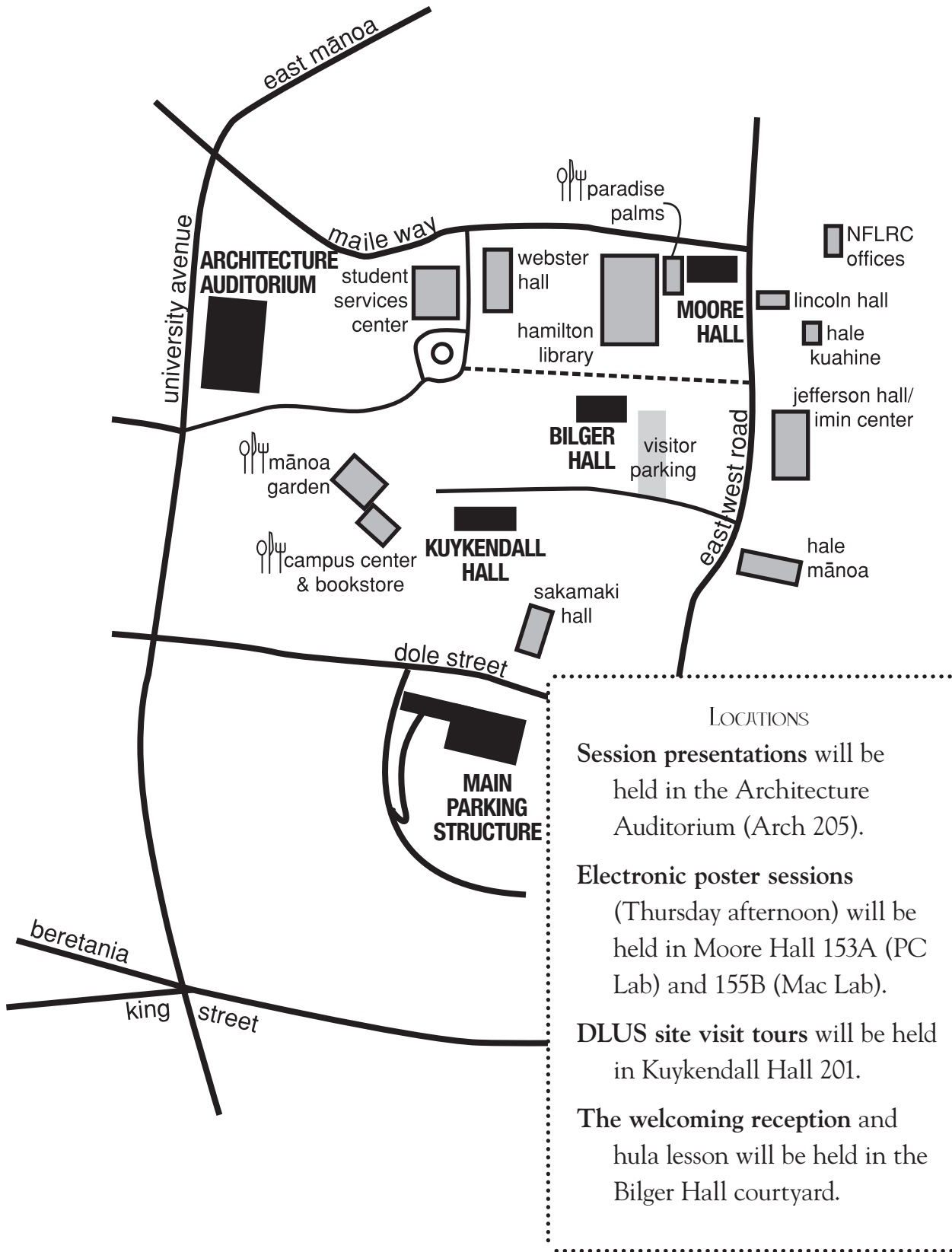
*Manager, Distributed Learning and User Services  
(a division of Information Technology Services)  
University of Hawai'i*

John Standal and Clayton Chee

*Technical Support, Language Learning Center  
University of Hawai'i at Mānoa*

Keawe Lopes & Lehuakea - Hawaiian music ensemble





TUESDAY, JULY 27

12:00 – 1:30 **Registration** (Architecture Auditorium)1:30 – 2:00 **Welcome to the symposium**2:00 – 2:45 *keynote:*

## Title VI: Technology Initiatives and International Education

Ralph Hines, *U.S. Department of Education*

2:45 – 3:30 **Ke A'o Ho'okeleka'a'ike: Hawaiian Language Instruction via Leoki**  
Keola Donaghy, *University of Hawai'i at Hilo*

3:45 – 5:00 **Integrated Chinese Distance Education for Minority-Serving Institutions**  
Stephen Tschudi, *University of Hawai'i at Mānoa*; Anthony Pinder, *Dillard University*; Mark Chichester, *United Negro College Fund* & Marie Chong, *University of Hawai'i at Mānoa*

5:00 – 7:00 **Welcoming reception** (Bilger Courtyard)

WEDNESDAY, JULY 28

8:30 – 9:00 **Refreshments** (Architecture Auditorium)

9:00 – 9:45 **Evaluating Online Language Learning:  
The Case of "Spanish Without Walls"**  
Robert Blake, *University of California, Davis* & Cristina Pardo Ballester, *University of California, Davis*

9:45 – 10:30 **Fostering Multiple Literacies Through Student Projects:  
Process and Product**  
Sharon Scinicariello, *University of Richmond*

10:45 – 12:00 **Validation of a Distance Spoken Spanish Test**  
Jared Bernstein, *Stanford University*; Isabella Barbier, *Ordinate Corporation*  
& Elizabeth Rosenfeld, *Ordinate Corporation*

12:00 – 1:15 **Lunch break (on your own) / Open computer labs** (Moore 153A)

1:15 – 2:00 **A Web- and ACTFL-Based Diagnostic Screening Tool for Oral Proficiency:  
The CAST Project**  
Mary Ann Lyman-Hager, *San Diego State University*; Christian Degueldre, *San Diego State University* & Kirsten Barber, *San Diego State University*

2:00 – 2:45 **Distance Language Learning: Design and Delivery for a Worldwide Audience**  
Kathleen James, *U.S. Dept. of State/Foreign Service Institute* & Joshua Saunders, *U.S. Dept. of State/Foreign Service Institute*

- 3:00 – 3:45 **Getting There Together: Partnering to Teach Language Students Live Online**  
Lujean Baab, *Center for Advancing Partnerships in Education*; Yukino Goda, *Villanova University*; Masako Hamada, *Villanova University* & David Segal, *CyberGrad, Inc.*
- 3:45 – 5:00 **A Hybrid Distance-Immersion Course in German Culture and History**  
Hella Hennessee, *University of Dallas*
- From Planning to Implementation: An Upper-Level Hybrid German Course**  
Annette Kym, *Hunter College, CUNY*
- 5:00 – 6:00 **Hula lesson** (Bilger Courtyard, optional)

THURSDAY, JULY 29

- 8:30 – 9:00 **Refreshments** (Architecture Auditorium)
- 9:00 – 9:45 **US-China E-Language Learning System (ELLS): A Progress Report**  
Cynthia Ning, *University of Hawai‘i at Mānoa*
- 9:45 – 10:30 **From Research into Practice: Online Professional Development**  
Katya Koubek, *University of Nebraska-Lincoln* & Ali Moeller, *University of Nebraska-Lincoln*
- 10:45 – 12:00 **Open Source to the Rescue: A Course Management System Case Study**  
Jorge Andrade, *University of California, Davis*
- Creating Sharable, Portable, & Reusable Learning Content for Distributed Language Instruction**  
Robert Godwin-Jones, *Virginia Commonwealth University*
- 12:00 – 1:15 **Lunch break (on your own) / Open computer labs** (Moore 153A)
- 1:15 – 2:00 **The Iowa REEES Distance Learning Consortium**  
Russell Valentino, *University of Iowa*; Alicja Boruta-Sadkowski, *University of Northern Iowa* & Olga Mesropova, *Iowa State University*
- 2:15 – 4:30 **ELECTRONIC POSTER SESSIONS** (Moore 153A & 155B)  
**DLUS SITE VISIT** (Kuykendall 201)
- Making Spanish/Portuguese iMovies™ to Personalize a Website**  
Carol Beresiwsky, *Kapi‘olani Community College*
- Language Learning & Technology – A Refereed International Online Journal**  
Pam DaGrossa, *University of Hawai‘i at Mānoa* & Irene Thompson, *George Washington University*
- Reading in a Foreign Language – A Refereed International Online Journal**  
Richard Day, *University of Hawai‘i at Mānoa*
- East-West Cafe**  
Brigitte Gosse, *L’Institut Universitaire de Technologie*; Guy Kellogg, *Kapi‘olani Community College*; David Hiple, *University of Hawai‘i at Mānoa* & John Standal, *University of Hawai‘i at Mānoa*

**Web-Based Educational Resources and Online Communities**

Kylie Hsu, *California State University, Los Angeles*

**Introduction to Effective Note-Taking for EAP Students**

Kyosung Koo, *The University of Iowa*

**Online Vocabulary Flashcards for Heritage Korean Learners in Elementary Level**

Angela Lee-Smith, *Yale University*

**National Foreign Language Resource Center (NFLRC) Publications**

Deborah Masterson, *University of Hawai'i at Mānoa* & Pam DaGrossa, *University of Hawai'i at Mānoa*

**“Say It in Chinese”: A TV-Based Language-Learning Program**

Cynthia Ning, *University of Hawai'i at Mānoa* & Kathy Campbell, *Hawai'i Department of Education*

**Effects of Question-Glossing on Online Reading and Look-Up Behavior**

Christina Overstreet, *University of Florida*

**Distant Foreign Language “Networking”: The Kansas Connection**

Tatiana Sildus, *Pittsburg State University* & Chuck Thorpe, *Kansas State University*

**User-Friendly Online Tools for Proficiency-Based Assessment and Instruction**

Madeline K. Spring, *University of Colorado at Boulder*

FRIDAY, JULY 30

8:30 – 9:00 **Refreshments** (Architecture Auditorium)

9:00 – 9:45 **Telecollaborative Foreign Language Study: Praxis and Research**  
Julie Belz, *Pennsylvania State University*

9:45 – 10:30 **CMC-Based Model Learning in Language Teacher Education: A German-American Telecollaboration**  
Carolin Fuchs, *Justus Liebig University Giessen, Germany*

10:45 – 12:00 **Using Communication Tools to Foster Cross-Cultural Understanding or the Pedagogy of Electronic Media: Making the Connections**  
Gilberte Furstenberg, *Massachusetts Institute of Technology*

12:00 – 1:15 **Lunch break (on your own) / Open computer labs** (Moore 153A)

1:15 – 2:30 **Two Models of Assessment for Web-Based Teaching**  
Marta Gonzalez-Lloret, *University of Hawai'i at Mānoa* & June K. Phillips, *Weber State University*

2:45 – 3:45 *keynote:*

**The Future of Distance Language Education:  
Where Should We Go From Here?**

Irene Thompson, *George Washington University*

6:30 – 9:00 **No-host pau hana party** at Duke's Canoe Club at the Outrigger Waikiki Hotel (2335 Kalākaua Avenue)



TUESDAY, JULY 27

**Title VI: Technology Initiatives and International Education**Ralph Hines <ralph.hines@ed.gov>, *U.S. Department of Education*

Since its inception in the National Defense Education Act of 1958, Title VI has played a critical role in developing and sustaining the nation's capacity in foreign languages, area, and other international studies. Title VI has also promoted and supported the use of a variety of technological resources to achieve its program goals. Needless to say, the events of September 11, 2001 and other recent transnational issues have created unprecedented new challenges for Title VI in meeting the nation's continuing need for international and language expertise. In order to meet these new demands, Title VI has embraced a variety of technological resources and initiatives. This presentation will highlight how Title VI and the Department of Education have employed these resources and initiatives to continue the decades-long effort to meet the foreign language and international expertise needs of the United States. Tuesday, July 27, 2:00-2:45pm

**Ke A'ō Ho'okeleka'a'ike: Hawaiian Language Instruction via Leoki**Keola Donaghy <keola@leoki.uhh.hawaii.edu>, *University of Hawai'i at Hilo*

An overview of the development and deployment of interactive Hawaiian language classes via Leoki, the Hawaiian language telecommunications system. Tuesday, July 27, 2:45-3:30pm

**Integrated Chinese Distance Education for Minority-Serving Institutions**

Stephen Tschudi <sfleming@hawaii.edu>, *University of Hawai'i at Mānoa*; Anthony Pinder <apinder@dillard.edu>, *Dillard University*; Mark Chichester <mark.chichester@uncfsp.org>, *United Negro College Fund* & Marie Chong, *University of Hawai'i at Mānoa*

In distributed language instruction at the beginning level, the speaking skill poses a critical challenge. Perceiving the insufficiency of Web-only instruction for teaching speaking, the University of Hawai'i developed a distributed learning model featuring a combination of Web-based instruction, independent study, and small-group sessions with a live local tutor as a means to extend instruction in a previously unavailable language, Mandarin Chinese, to minority-serving institutions with an eye to extending the model into other languages and a wider network of schools. This is a formative report on the results of the first year of instruction in this model. Tuesday, July 27, 3:45-5:00pm

WEDNESDAY, JULY 28

### **Evaluating Online Language Learning: The Case of “Spanish Without Walls”**

Robert Blake <rjblake@ucdavis.edu>, *University of California, Davis* & Cristina Pardo Ballester <cballester@ucdavis.edu>, *University of California, Davis*

This study examines the performance of students enrolled in “Spanish Without Walls,” an online Spanish course that includes CD-ROM instruction, content-based Web activities, and a chat tool with telephonic sound. Results from computer adapted tests, a grammar test, and questionnaires will be discussed to illustrate the advantages/disadvantages of this format. Wednesday, July 28, 9:00–9:45am

### **Fostering Multiple Literacies Through Student Projects: Process and Product**

Sharon Scinicariello <sscunica@richmond.edu>, *University of Richmond*

This session uses examples from class assignments to demonstrate how technology-based student projects can be implemented to meet learning objectives not only for language and culture but also for media, information, and technology literacies. Issues addressed include syllabus design, project management, assessment, and the relationship between the classroom and the language media center. Wednesday, July 28, 9:45–10:30am

### **Validation of a Distance Spoken Spanish Test**

Jared Bernstein <jared413@stanford.edu>, *Stanford University*; Isabella Barbier <isabella@ordinate.com>, *Ordinate Corporation* & Elizabeth Rosenfeld <elizabeth@ordinate.com>, *Ordinate Corporation*

The SST test measures familiarity with several forms of colloquial spoken Spanish. Experiments validated SST with reference to concurrent US Government and ACTFL OPIs. Comparisons indicate that SST produces level information close to OPI scores. SST and ILR-based assessments correlate with coefficients in the range 0.86–0.96. Wednesday, July 28, 10:45am–12:00pm

### **A Web- and ACTFL-Based Diagnostic Screening Tool for Oral Proficiency: The CAST Project**

Mary Ann Lyman-Hager <mlymanha@mail.sdsu.edu>, *San Diego State University*; Christian Degueldre <cdegueld@mail.sdsu.edu>, *San Diego State University* & Kirsten Barber <barber@edcenter.sdsu.edu>, *San Diego State University*

Diagnosis, proficiency/program assessment, and placement figure prominently in curriculum and instruction for critical languages, such as Arabic, Persian, and Spanish. San Diego State (LARC), the Center for Applied Linguistics, the Defense Language Institute, and Brigham Young are working with ACTFL to create a cost-effective, low-stakes, online oral language screening tool. Wednesday, July 28, 1:15–2:00pm



### **Distance Language Learning: Design and Delivery for a Worldwide Audience**

Kathleen James <JamesK@state.gov>, *U.S. Dept. of State/Foreign Service Institute* &  
Joshua Saunders <SaundersJD@state.gov>, *U.S. Dept. of State/Foreign Service  
Institute*

The Foreign Service Institute (FSI) designs and delivers distance learning programs in 14 languages to foreign affairs professionals around the world to develop and maintain their listening, reading, and speaking skills. The presenters will share how FSI has established its programs with a focus on courseware design and delivery methods. Wednesday, July 28, 2:00-2:45pm

### **Getting There Together: Partnering to Teach Language Students Live Online**

Lujean Baab <baabl@acape.org>, *Center for Advancing Partnerships in Education*;  
Yukino Goda <yukino1119@hotmail.com>, *Villanova University*; Masako  
Hamada <masako.hamada@villanova.edu>, *Villanova University* & David Segal  
<dsegal@cybergrad.com>, *CyberGrad, Inc.*

Students wishing to learn a foreign language with no qualified teacher at their school can now learn from a teacher anywhere in a virtual online classroom using two-way video and audio. This presentation presents student survey results and accomplishments and a model for partnering to share costs and lessons learned. Wednesday, July 28, 3:00-3:45pm

### **A Hybrid Distance-Immersion Course in German Culture and History**

Hella Hennessee <hella@udallas.edu>, *University of Dallas*

This hybrid distance-immersion class allows us to teach students on our Texas campus and students who study abroad at the same time. Therefore, the returning students can continue their studies in German without losing an entire year. This may well save our German Program. The class is taught with low-tech means, but so far, flexibility and creativity have solved most problems. Wednesday, July 28, 3:45-5:00pm, 75-minute session (paired w/Kym)

### **From Planning to Implementation: An Upper-Level Hybrid German Course**

Annette Kym <akym@hunter.cuny.edu>, *Hunter College, CUNY*

This presentation covers the planning and successful implementation of an advanced-level German business language course in hybrid mode, emphasizing instructional design, integration of online and F2F components, and design of task-based activities taking into account the different proficiency levels of students. Interpretation of eight sets of data collected in surveys over four semesters will be addressed. Wednesday, July 28, 3:45-5:00pm, 75-minute session (paired w/Hennessee)

THURSDAY, JULY 29

### **US-China E-Language Learning System (ELLS): A Progress Report**

Cynthia Ning <cyndy@hawaii.edu>, *University of Hawai'i at Mānoa*

This is a progress report on the E-Language Learning System being developed under the auspices of the U.S. Department of Education and the Chinese Ministry of Education, that uses technology to offer an innovative, Internet-based language program for beginning level instruction in English and Chinese, appropriate for use at the high school level. Thursday, July 29, 9:00-9:45am

### **From Research into Practice: Online Professional Development**

Katya Koubek <ekoubek@unlserve.unl.edu>, *University of Nebraska-Lincoln* & Ali Moeller <amoeller2@unl.edu>, *University of Nebraska-Lincoln*

This session will demonstrate the applicability and usefulness of a Web-based professional development project for teachers of foreign and second languages who seek to improve their instructional practices, optimize student learning, evaluate their beliefs about teaching and learning, and to grow professionally. Thursday, July 29, 9:45-10:30am

### **Creating Sharable, Portable, & Reusable Learning Content for Distributed Open Source to the Rescue: A Course Management System Case Study**

Jorge Andrade <joandrade@ucdavis.edu>, *University of California, Davis*

The Open Source Movement has contributed with complete Portal and Course Management Systems (CMS) to the field of online education. Several of them will be outlined, but an extensive demonstration of all phases of using Moodle, an open source CMS, will be the focus of this presentation. Thursday, July 29, 10:45am-12:00pm, 75-minute session (paired w/Godwin-Jones)

### **Language Instruction**

Robert Godwin-Jones <rgjones@vcu.edu>, *Virginia Commonwealth University*

Creating content which is SCORM-compliant ensures that modules can be easily shared, reused in a variety of contexts, and transferred among learning management systems. I will demonstrate what is involved in creating SCORM compliant learning lessons and how they are being used in several intermediate language courses I am currently teaching. Thursday, July 29, 10:45am-12:00pm, 75-minute session (paired w/Andrade)

### **The Iowa REEES Distance Learning Consortium**

Russell Valentino <russell-valentino@uiowa.edu>, *University of Iowa*; Alicja Boruta-Sadkowski <Alicja.Boruta-Sadkowski@uni.edu>, *University of Northern Iowa* & Olga Mesropova <olgames@iastate.edu>, *Iowa State University*

Now in its second year of operation, Iowa's REEES Distance Learning Consortium pools faculty expertise and student populations from three universities for instruction in Czech, Polish, and Croatian, as well as attendant area studies courses. We propose to report on (1) technology implications, (2) methodology employed, and (3) administrative hurdles. Thursday, July 29, 1:15-2:00pm

**Making Spanish/Portuguese iMovies™ to Personalize a Website**

Carol Beresiwsky <beresiws@hawaii.edu>, *Kapi‘olani Community College*

The Hawai‘i/Ibero-American World Website is personalized by including Cultural and Interview Format videos produced from the resources of Hawai‘i instructors and students with iMovie™ for the Mac. This session explains the purpose, action plan, production process, and a demonstration of this Web resource for Spanish and Portuguese language and culture. Thursday, July 29, 2:15–4:30pm

**Language Learning & Technology – A Refereed International Online Journal**

Pam DaGrossa <llt@hawaii.edu>, *University of Hawai‘i at Mānoa* & Irene Thompson <thompson@roadstarinternet.net>, *George Washington University*

*Language Learning & Technology* (llt.msu.edu) is an international scholarly, fully-refereed journal that publishes original research on issues related to technology and language education. We welcome manuscripts that report on empirical studies of how language learning and teaching are enhanced by the use of technologies, or that present an original framework linking second language acquisition theory and teaching practices that utilize technology. Thursday, July 29, 2:15–4:30pm

**Reading in a Foreign Language – A Refereed International Online Journal**

Richard Day <rday@hawaii.edu>, *University of Hawai‘i at Mānoa*

*Reading in a Foreign Language* is a scholarly international, journal available only online (nflrc.hawaii.edu/rfl). RFL began in 1983 at the University of Aston, Birmingham, England, as a print journal. When it moved to Hawai‘i in 2002, the new editors, Richard R. Day and Thom Hudson, put it online. This fully-refereed journal, published twice a year, has established itself as an excellent source for the latest developments in the field, both theoretical and pedagogic, including improving standards for foreign language reading. Thursday, July 29, 2:15–4:30pm

**East-West Cafe**

Brigitte Gosse <brigitte.gosse@serv.iut-sceaux.u-psud.fr>, *L’Institut Universitaire de Technologie*; Guy Kellogg <gkellogg@hawaii.edu>, *Kapi‘olani Community College*; David Hiple <dhiple@hawaii.edu>, *University of Hawai‘i at Mānoa* & John Standal <standal@hawaii.edu>, *University of Hawai‘i at Mānoa*

Asian and European students of English meet at the East-West Cafe to chat and exchange opinions. Launched by the UH Language Learning Center, the online cafe hosts a learning community of international ESL students at KCC in Honolulu and French EFL students at University of Paris 11 (IUT). The visit to the cafe will include a tour of its threaded discussions and social area. Thursday, July 29, 2:15–4:30pm

## **Web-Based Educational Resources and Online Communities**

Kylie Hsu <kyliehsu@msn.com>, *California State University, Los Angeles*

This session will present my participation on an online editorial board that collects and evaluates language-teaching materials on the Web, including LCTLs. I will discuss my collaboration with the other board members to establish evaluation criteria and create an online community of educators who use technology-mediated materials for language teaching. Thursday, July 29, 2:15–4:30pm

## **Introduction to Effective Note-Taking for EAP Students**

Kyosung Koo <kyosung-koo@uiowa.edu>, *The University of Iowa*

This CALL program is used as supplemental material for advance-level ESL note-taking classes to practice and prepare for academic lectures. The program is Web-based and consists of four parts: tutorials, lectures, a bulletin board, and other options (glossary, printable guides, and links to other sites). Thursday, July 29, 2:15–4:30pm

## **Online Vocabulary Flashcards for Heritage Korean Learners in Elementary Level**

Angela Lee-Smith <angela.lee-smith@yale.edu>, *Yale University*

This is a presentation about an online vocabulary study program, “Vocabulary Flashcards” (VF), for heritage-Korean learners in elementary level. VF will provide heritage Korean learners with several advantages: search function, meaning with linguistic notes, audio input, word classification by grammatical category, and pictures/images presenting Korea/Korean culture. Moreover, VF can provide heritage learners with more choices in placement and be applied to (other) language programs. Thursday, July 29, 2:15–4:30pm

## **National Foreign Language Resource Center (NFLRC) Publications**

Deborah Masterson <mastersn@hawaii.edu>, *University of Hawai‘i at Mānoa* & Pam DaGrossa <llt@hawaii.edu>, *University of Hawai‘i at Mānoa*

Less commonly taught languages are the focus of the National Foreign Language Resource Center at the University of Hawai‘i. Under a grant from the U.S. Department of Education, the NFLRC provides professional development, research support, and publications for the improvement of foreign language education in the United States. Thursday, July 29, 2:15–4:30pm

## **“Say It in Chinese”: A TV-Based Language-Learning Program**

Cynthia Ning <cyndy@hawaii.edu>, *University of Hawai‘i at Mānoa* & Kathy Campbell <Kathy\_Campbell/TELESCH/HIDOE@notes.k12.hi.us>, *Hawai‘i Department of Education*

“Say It in Chinese” (video lessons for novice learners) is a set of 24 fifteen-minute lessons based on humorous skits, that are standards-based, and follow the first-year curriculum laid out in the first-year textbook called “Communicating in Chinese.” The program was produced by the Hawai‘i Department of Education. Thursday, July 29, 2:15–4:30pm

### Effects of Question-Glossing on Online Reading and Look-Up Behavior

Christina Overstreet <overstre@germslav.ufl.edu>, *University of Florida*

Preliminary data of 10 intermediate learners of German reading 8 authentic texts online with and without question glosses over a period of 8 weeks will be presented. Think-aloud and immediate recall protocols provide insight into look-up behavior and number of causal inferences made according to treatment type. Thursday, July 29, 2:15–4:30pm

### Distant Foreign Language “Networking”: The Kansas Connection

Tatiana Sildus <tsildus@pittstate.edu>, *Pittsburg State University* & Chuck Thorpe <cthorge@ksu.edu>, *Kansas State University*

The presenters will focus on a new initiative to organize teachers on 10 networks in Kansas. The session will describe steps taken to identify, contact, and connect teachers throughout the state and share the results of a prioritization activity with regards to training, professional development, and other topics of concern. Thursday, July 29, 2:15–4:30pm

### User-Friendly Online Tools for Proficiency-Based Assessment and Instruction

Madeline K. Spring <spring@colorado.edu>, *University of Colorado at Boulder*

The Center for Applied Second Language Studies (CASLS, the Northwest LRC) has developed an online suite of tools that provide an integrated system for instruction and proficiency-based assessments. At present, materials for Japanese, Spanish, French, and German are available; Chinese, Turkish, and Hebrew are in development. This session will demonstrate Standards-based Measurement of Proficiency (STAMP), the Web-based, computer adaptive test that measures students' proficiency in reading and writing and CLASSPAK, the package of language learning activities, templates for reading instruction, and formative assessments that prepare students for these proficiency exams. Thursday, July 29, 2:15–4:30pm

## DLUS TOUR

Come tour **Distributed Learning and User Services**, the University of Hawai'i's system for the delivery of interactive television-based instruction and other forms of technology-mediated learning statewide. Experience an ITV classroom and view video clips of language classes.

*Note: Watch for announcements of specific tour times by group.*

## SESSION ABSTRACTS (CONTINUED)

FRIDAY, JULY 30

### Telecollaborative Foreign Language Study: Praxis and Research

Julie Belz <jab63@psu.edu>, *Pennsylvania State University*

Telecollaboration involves the use of e-mail and chat by internationally-dispersed foreign language learners for social interaction and intercultural exchange. Participants are shown how to design a telecollaborative partnership; how telecollaboration has contributed to the development of FL pragmatic competence;

and how telecollaborative discourse can be used to design corpus-based pedagogical interventions for the FL classroom. Friday, July 30, 9:00-9:45am

**CMC-Based Model Learning in Language Teacher Education:  
A German-American Telecollaboration**

Carolin Fuchs <cfuchs@miis.edu>, *Justus Liebig University Giessen, Germany*

This session presents preliminary findings from a qualitative case study on German-American CMC-based collaboration in foreign language teacher education. The presenter focuses on the challenges (e.g., institutional, technical, socio-cultural, linguistic) that teachers and pre-service teachers encountered during their negotiation via e-mail and chat and makes suggestions for enhancing CMC-based cooperation. Friday, July 30, 9:45-10:30am

**Using Communication Tools to Foster Cross-Cultural Understanding or the  
Pedagogy of Electronic Media: Making the Connections**

Gilberte Furstenberg <gfursten@MIT.EDU>, *Massachusetts Institute of Technology*

This presentation will provide a detailed description of Cultura, an innovative Web-based cross-cultural project (funded by NEH) that is designed to develop students' in-depth understanding of a foreign culture. We will define the goals and approach of the course; show how its Web-based resources and interactive online components serve the stated objectives; and focus on the process that enables students to gradually and collaboratively construct and refine their understanding of the other culture, in and outside of class. The methodology illustrated can be applied to the exploration of any culture. Friday, July 30, 10:45am-12:00pm

**Two Models of Assessment for Web-Based Teaching**

Marta Gonzalez-LLoret <marta@hawaii.edu>, *University of Hawai'i at Mānoa* & June K. Phillips <jphillips@weber.edu>, *Weber State University*

This session will present two different models of assessment in two distance courses from two universities: Weber State University and the University of Hawai'i. This session will discuss advantages and disadvantages of both models, as well as lessons learned from conducting the courses, shedding light on one of the most unsettled domains in distance education: assessment. Friday, July 30, 1:15-2:30pm

**The Future of Distance Language Education: Where Should We Go From Here?**

Irene Thompson <thompson@roadstarinternet.net>, *George Washington University*

This interactive session will examine key facets of distance language education, including the following:

- expanding paradigms for delivery of L2 distance education
  - meeting pedagogical challenges
  - dealing with assessment problems
  - conducting research
  - preparing the faculty
  - understanding the learners
  - technology wish-list
  - special problems of the LCTLs
- Friday, July 30, 2:45-3:45pm

## RESTAURANT GUIDE

There is no shortage of dining guides to be had in a tourist town like this one, and here is yet another. The NFLRC restaurant guide has evolved over more than ten years with you, the hungry participant, in mind. We deem you to be adventurous, ecologically-minded, and not particularly wealthy (with an occasional craving for something really bad for you). Actually, that describes rather well the people who put this together. We tried to include a little of everything. We always appreciate your input by way of additions, updates, comments, and criticisms.

### UH CAFETERIAS

Paradise Palms Café (across from Hamilton Library) M–F 7am–3pm

Kahea'ai Café (Campus Center) M–F 7am–1:30pm

Mānoa Garden (between Campus Center & Sinclair Library) M–F 11am–6pm

11am–3pm grinds (full menu)

3pm–6pm pupus (snacks)

3pm–6pm bar

Espresso Bravissimo (Campus Center) M–F 10:30–1pm

Kampus Korner Store (Campus Center) M–F 8:30am–4pm

Hale Aloha (lower campus) 7 days/wk 6:30–8:30am; 11:30am–1pm; 4:30–6:30pm

### BREAKFAST IN PARADISE

Get up early and enjoy the pleasures of a leisurely breakfast. Possibilities exist for all tastes and budgets.

Hawaiian Bagel Co.	2	*	\$	Mānoa Marketplace	988-9355
"Seattle-style" bagel & coffee spot. Indoor or outdoor seating available.					
Leonard's Bakery	3	*	\$	933 Kapahulu Ave.	737-5591
Pick-up some hot malasadas and coffee and take them down the road to Waikiki or Kaimana Beach. Introduced to the islands by Portuguese immigrants, malasadas are holeless donuts sprinkled with sugar and served hot. Ono (Hawaiian for 'delicious')!					
Columbia Inn	4	*	\$\$	3221 Wai'alaie Ave.	732-3663
Soak in some of the atmosphere and have a filling, inexpensive breakfast at a place where the local folks go. Try the "loco moco," an island breakfast favorite.					

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Hau Tree Lanai	W	*	\$\$	2863 Kalākaua Ave.	921-7066
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Located in the New Otani Hotel, this is the perfect place to have a special breakfast. Outdoor tables, nestled under the hau tree, look right out at Kaimana Beach and the ocean. They serve a very good eggs benedict as well as omelets and specialties like poi pancakes.

#### ∩ SPECIAL DINNER

Try Hawai'i's special brand of East-meets-West cuisine at one of these restaurants. All have very nice atmospheres and are more pricey than your everyday dinner (anywhere from \$25-40 per person). The place to go for a treat or a special occasion!

Sam Choy's	3	*	\$\$\$\$	449 Kapahulu Ave.	732-8645
Indigo	DT	*	\$\$\$	1121 Nu'uuanu Ave.	521-2900
Sam Choy's Breakfast, Lunch, & Crab	DT	*	\$\$\$	580 N. Nimitz Hwy.	545-7979
Roy's (Hawai'i Kai)	HK	*	\$\$\$\$	6600 Kalaniana'ole Hwy.	396-7697

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#### INTERNET ACCESS

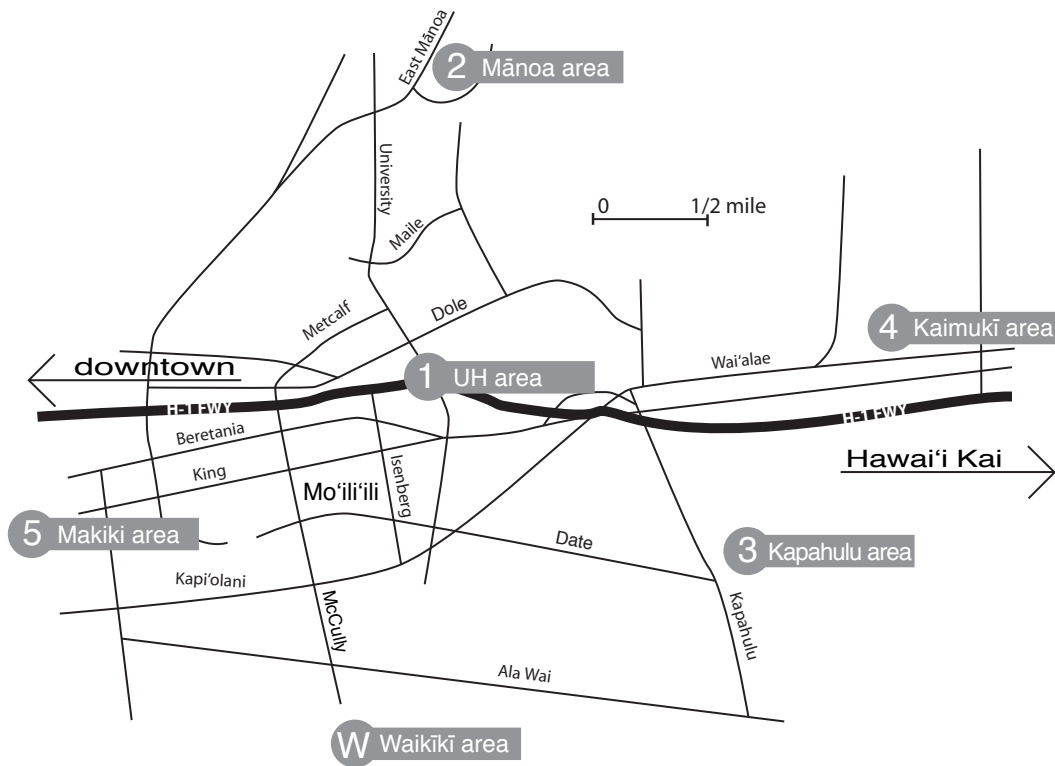
Coffee Cove	3	@	\$	2600 S. King St.	955-COVE
Coffee Talk	4	@	\$	3601 Wai'alae Ave.	737-7444
Mocha Java		@	\$	Ward Center (1st fl)	591-9023
Coco's Internet Cafe	W	@	\$	2310 Kūhiō Ave.	922-8500
E-café	W	@	\$	445 Seaside Ave.	926-3299
Fishbowl Internet Cafe	W	@	\$	2463 Kūhiō Ave.	922-7565

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Internet access also available at Hamilton Library on campus.

Mon-Thu	7:30am-11:00pm
Friday	7:30am-7:00pm
Saturday	9:00am-5:00pm
Sunday	12:00pm-11:00pm





*ZONES*

- 1 15–30 minute walk from UH or via #4 or #6 bus southbound
- 2 15–30 minute walk from UH or via #6 University Ave. north bound
- 3 30–45 minute walk
- 4 30–45 minute walk or via #1 bus So. King east bound
- 5 30–45 minute walk or via #1 bus So. Beretania west bound

- AM Ala Moana Center area
- DT downtown
- HK Hawai'i Kai
- W Waikiki
- WP Waipahu

*COMMENTS*

- V = vegetarian selections
- \* = personal staff favorite
- @ = internet access

*PRICE (NOT INCLUDING TIP)*

- \$ = under \$8
- \$\$ = \$8–\$15
- \$\$\$ = \$15–\$30
- \$\$\$\$ = over \$30

"AMERICAN" & MIXED						
L&L Drive-Inn (Puck's Alley)	1	\$	1035 University Ave.			946-8455
Volcano Joe's	1	\$	1810 University Ave.	*		941-8449
Andy's Sandwiches & Smoothies	2	\$	2904 E. Mānoa Rd.	*		988-6161
Waioli Tea Room	2	\$\$	2950 Mānoa Rd.	*		988-5800
K.C. Drive Inn	3	\$	1029 Kapahulu Ave.			737-5581
Rainbow Drive-Inn	3		3308 Kanaina Ave.			737-0177
Teddy's Bigger Burgers	3	\$	3114 Monsarrat Ave.	*		735-9411
Zippy's	3	\$	601 Kapahulu Ave.			733-3725
Columbia Inn	4	\$\$	3221 Wai'ālae Ave.	*		732-3663
L&L Drive-Inn	5	\$	1513 Young St.			951-4300
Zippy's	5	\$	1725 S. King St.			973-0877
Kua 'Aina Sandwich Shop	AM	\$	across from Ward Ctr	*		591-9133
Original Pancake House	AM	\$	1221 Kapi'olani Blvd.	*		596-8213
Eggs 'n Things	W	\$	1911B Kalakaua Ave.			949-0820
Hard Rock Cafe	W	\$\$	1837 Kapi'olani Blvd.			955-7383
Hau Tree Lanai	W	\$\$	2863 Kalakaua Ave.	*		921-7066
BAR & GRILL						
Brew Moon	AM	\$\$	Ward Center (3rd fl)			593-0088
Dixie Grill	AM	\$\$	404 Ward Ave.	*		596-8359
Ryan's	AM	\$\$	Ward Center (3rd fl)	*		591-9132
Big Island Steak House	DT	\$\$	Aloha Tower Marketplace			537-4446

Gordon Biersch	DT	*	\$\$	Aloha Tower Marketplace	599-1406
Duke's (Outrigger Waikiki Hotel)	W	*	\$\$\$	2335 Kalakaua Ave.	922-2268
<b>CAFÉS &amp; SNACKS</b>					
Bubbies Ice Cream	1	*	\$	1010 University Ave.	949-8984
Coffeeline at the YWCA	1	V	\$	1820 University Ave.	947-1615
TCBY	1		\$	2700 S. King St.	949-3233
Hawaiian Bagel Co.	2	*	\$	Manoa Marketplace	988-9355
Starbucks Coffee	2		\$	2902 E.-Mānoa Rd.	988-9295
Coffee Cove	3	@	\$	2600 S. King St.	955-COVE
Leonard's Bakery (malasadas!)	3	*	\$	933 Kapahulu Ave.	737-5591
Starbucks Coffee	3		\$	625 Kapahulu Ave.	734-4116
Cafe Laufer	4	*	\$\$	3565 Wai'ālae Ave.	737-7717
Coffee Talk	4	@	\$	3601 Wai'ālae Ave.	737-7444
Covenant Books & Coffee	4	V*	\$	1142 12th Ave.	732-4600
Mocha Java	AM	@	\$	Ward Center (1st fl)	591-9023
Coco's Internet Cafe	W	@	\$	2310 Kūhiō Ave.	922-8500
E-café	W	@	\$	445 Seaside Ave.	926-3299
Fishbowl Internet Cafe	W	@	\$	2463 Kūhiō Ave.	922-7565
Starbucks Coffee	W		\$	2255 Kūhiō Ave.	921-2190
Starbucks Coffee	W		\$	330 Royal Hawaiian Ave.	926-4863
<b>CHINESE</b>					
Kirin Restaurant	1	V	\$\$\$	2518 S. Beretania St.	942-1888

Maple Garden	1	V*	\$\$	909 Isenberg St.	941-6641
New Kapahulu Chop Suey	3	*	\$	730 Kapahulu Ave.	734-4953
Happy Day	4	V*	\$	3553 Wai'alaie Ave.	738-8666
Bo Lai	5	V*	\$	1117 S. King St.	597-8201
Dew Drop Inn	5	V*	\$	1088 S. Beretania St.	526-9522
Golden Eagle	5	V	\$	2334 S. King St.	955-5080
Dynasty	AM	*	\$\$	1778 Ala Moana Blvd.	947-3711
Panda Cuisine (dim sum)	AM	V*	\$\$	641 Ke'eaumoku Ave.	947-1688
Legend Seafood Restaurant (dim sum)	DT		\$\$	100 N. Beretania St.	532-1868
<b>FASTFOOD</b>					
Blimpie's Subs & Salads	1	V	\$	1010 University Ave.	946-7827
Jack in the Box	1		\$	1970 S. King St.	949-1471
Kentucky Fried Chicken	1		\$	1124 McCully St.	941-7411
McDonald's	1		\$	2121 S. King St.	973-2357
Subway	1	V	\$	2507 S. King St.	943-0207
McDonald's	2		\$	Manoa Marketplace	988-2219
Subway	2	V	\$	Manoa Marketplace	988-1666
Jack in the Box	3		\$	633 Kapahulu Ave.	735-2696
Kentucky Fried Chicken	3		\$	647 Kapahulu Ave.	732-2454
Taco Bell	3		\$	717 Kapahulu Ave.	737-7337
W & M Bar-B-Q Burger	4	V	\$	3104 Wai'alaie Ave.	734-3350
Burger King	5		\$	2536 S. Beretania St.	973-1630

Taco Bell	5	\$	1345 S. King St.	949-6069
<b>FILIPINO</b>				
Elena's (Kalihi)	DT	\$	2153 N. King St.	845-0340
Elena's (Waipahu)	WP	\$	94-300 Farrington Hwy.	671-3279
Thelma's (Waipahu)	WP	\$	94-366 Pupupani St.	677-0443
<b>HEALTH FOOD</b>				
Down to Earth Natural Foods	1	\$	2525 S. King St.	947-7678
Kokua Market (sandwiches to go)	1	\$	2643 S. King St.	941-1922
Well Bento (lunch and dinner)	1	\$	2570 S. Beretania Ave.	941-5261
Andy's Sandwiches & Smoothies	2	\$	2904 East Mānoa Rd.	988-6161
<b>HAWAIIAN</b>				
Ono Hawaiian Foods	3	\$	726 Kapahulu Ave.	737-2275
<b>INDONESIAN</b>				
Bali Indonesia	W	\$\$	1901 Kapi'olani Blvd.	949-2254
<b>INDIAN</b>				
Zaffron	DT	\$\$	69 N. King St.	533-6635
<b>ITALIAN</b>				
Paesano	2	\$\$	Mānoa Marketplace	988-5923
Auntie Pasto's	3	\$\$	559 Kapahulu Ave.	739-2426
Verbano	4	\$\$\$	3571 Wai'ālae Ave.	735-1777
Auntie Pasto's	5	\$\$	1099 S. Beretania St.	523-8855
Café Sistina	5	\$\$\$	1314 S. King St.	596-0061

Mediterraneo	5	5	1279 S. King St.	593-1466
Verbano	5	V*	1451 King St.	941-9168
Buca di Beppo (huge portions!)	AM	V*	1030 Auahi St.	591-0800
Old Spaghetti Factory	AM		Ward Warehouse	591-2513
<b>JAPANESE</b>				
Ezogiku Noodle Cafe	1		1010 University Ave.	942-3608
Jimbo (udon & more)	1	V*	1936 S. King St.	947-2211
Kozo Sushi	1		2334 S. King St.	973-5666
Sushi King	1	*	2700 S. King St.	947-2836
Yamagen	1		2210 S. King St.	947-2125
Tatsu	2	V*	2928 East Manoa Rd.	988-2134
Genki Sushi	3	*	900 Kapahulu Ave.	735-8889
Irifune	3	V*	563 Kapahulu Ave.	737-1141
Kalei-Tei	3	*	808 Kapahulu Ave.	734-3868
Kozo Sushi	3		625 Kapahulu Ave.	739-2785
Sushiman	3		3036 Wai'ala'e Ave.	734-0944
Ninnikuya (Garlic Restaurant)	4	*	3196 Wai'ala'e Ave.	735-0784
The Wisteria (family restaurant)	5		1206 S. King St.	591-9276
Yanagi Sushi	5	*	762 Kapi'olani Blvd.	597-1525
Taiyo Ramen	AM	*	1469 Kapi'olani Blvd.	943-2123
Today Restaurant (seafood)	W		1910 Ala Moana Blvd.	947-1000
<b>KOREAN</b>				
Camelia Buffet	1		930 McCully St.	951-0511

Yakiniku Camelia (all you can eat)	1	\$\$\$	2494 S. Beretania St.	944-0449
O-Bok	2	\$\$	Manoa Marketplace	988-7702
Ok Cho	3	\$\$\$	1960 Kapi'olani Blvd.	949-0334
Andong (Chinese-Korean)	5	\$	1499 S. King St.	947-9444
Frog House (home style)	5	\$	1604 Kalakaua Ave.	951-9370
Peppa's Korean BBQ	5	\$	1249 Wilder Ave.	528-4988
Tongbaekok	5	\$\$	1303 Rycroft St.	591-1222
Yakiniku Seoul	5	\$	1521 King St.	944-0110
Chonggajip	AM	\$	512A Pi'ikoi St.	596-0008
Keoboo	AM	\$	626 Sheridan St.	596-0799
Koryeowon	AM	\$	1625 Kapi'olani Blvd.	944-1122
Mikawon	AM	\$\$\$	1726 Kapi'olani Blvd.	947-5454
Shillawon	AM	\$\$\$	747 Amana St.	944-8700
Sokongdong Soontofu	AM	\$	1518 Makalao St.	946-8206
Sorabol	AM	\$\$\$	805 Ke'eaumoku Ave.	947-3113
MEDITERRANEAN				
The Pyramids	3	\$\$\$	758 Kapahulu Ave.	737-2900
MEXICAN				
La Bamba	3	\$	847 Kapahulu Ave.	737-1956
Torito's	3	\$	2919 Kapi'olani Blvd.	735-7991
Azteca	4	\$	3617 Wai'aleae Ave.	735-2492
Quintero's Cuisine	5	\$	1102 Pi'ikoi St.	593-1561

Compadres Bar & Grill	AM	*	\$\$	Ward Center (3rd fl.)	591-8307
El Burrito	AM		\$	550 Pi'ikoi St.	596-8225
PACIFIC RIM					
Sam Choy's (Diamond Head)	3	*	\$\$\$\$	449 Kapahulu Ave.	732-8645
Alan Wong's	5	*	\$\$\$\$	1857 S. King St. (5th fl)	949-2526
Indigo	DT	*	\$\$\$	1121 Nu'uanu Ave.	521-2900
Sam Choy's Breakfast, Lunch, & Crab	DT	*	\$\$\$	580 N. Nimitz Hwy.	545-7979
Roy's (Hawai'i Kai)	HK	*	\$\$\$\$	6600 Kalaniana'ole Hwy.	396-7697
PIZZA					
Domino's Pizza	1		\$\$	2334 S. King St.	955-8847
Harp'o's	1	V	\$\$	477 Kapahulu Ave.	732-5525
Little Caesar's	1		\$\$	Manoa Marketplace	988-4998
Magoo's	1		\$\$	1015 University Ave.	949-5381
Papa John's	1		\$\$	1111 McCully St.	983-7272
Papa John's	3		\$\$	611 Kapahulu Ave.	733-7272
Boston's North End Pizza	4	*	\$	3506 Wai'ala'e Ave.	734-1945
California Pizza Kitchen	4	V*	\$\$	Kahala Mall	737-9446
Emilio's Pizza	5	V	\$\$	1423 Kalakaua Ave.	946-4972
Pizza Hut	5		\$\$	1215 S. Beretania St.	592-4290
California Pizza Kitchen	AM	V*	\$\$	Ala Moana Shopping Ctr.	941-7715



THAI						
Chiang Mai Thai Cuisine	1	V*	\$\$	2239 S. King St.		941-1151
Mekong	5	V*	\$\$	1295 S. Beretania St.		591-8842
Mekong II	5	V*	\$\$	1726 S. King St.		941-6184
Pae Thai Restaurant	5	V	\$\$	1246 S. King St.		596-8106
Keo's Thai Cuisine	AM	V	\$\$\$	Ward Center		596-0020
Keo's Thai Cuisine	W	V	\$\$\$	2028 Kūhiō Ave.		951-9355
VIETNAMESE						
Viet Cafe	1	V*	\$\$	1960 Kapi'olani Blvd.		949-8268
Ba Le ( Mānoa)	2	V*	\$	Mānoa Marketplace		988-1407
Hale Vietnam	4	V	\$\$	1140 12th Ave.		735-7581
A Little Bit of Saigon	5	V	\$\$	1160 Maunakea St.		528-3663
Green Papaya Cafe	DT	V*	\$\$	555 N King St.		841-6988
Pho 97	DT	V*	\$\$	1120 Maunakea Ave.		538-0708
Pho Hoa Restaurant	DT	*	\$\$	901 River St.		528-4097



## LOCAL TRANSPORTATION

### TAXIS

An average taxi fare from the airport to Waikiki or the UH campus is between \$20–30.

The CAB	422-2222
Charley's Taxi	531-1333
City Taxi	524-2121

### SHUTTLE SERVICES

Trans Hawaiian Shuttle Service	566-7333
Waikiki –airport only:	\$8 (\$13 round-trip)
Super Shuttle	841-2928
UH Mānoa–airport:	\$10 per person (cheaper for group)
Waikiki –airport:	\$6 per person
Airport Shuttles	623-8855
UH Mānoa— or	
Waikiki –airport:	\$8 per person (2 person minimum)

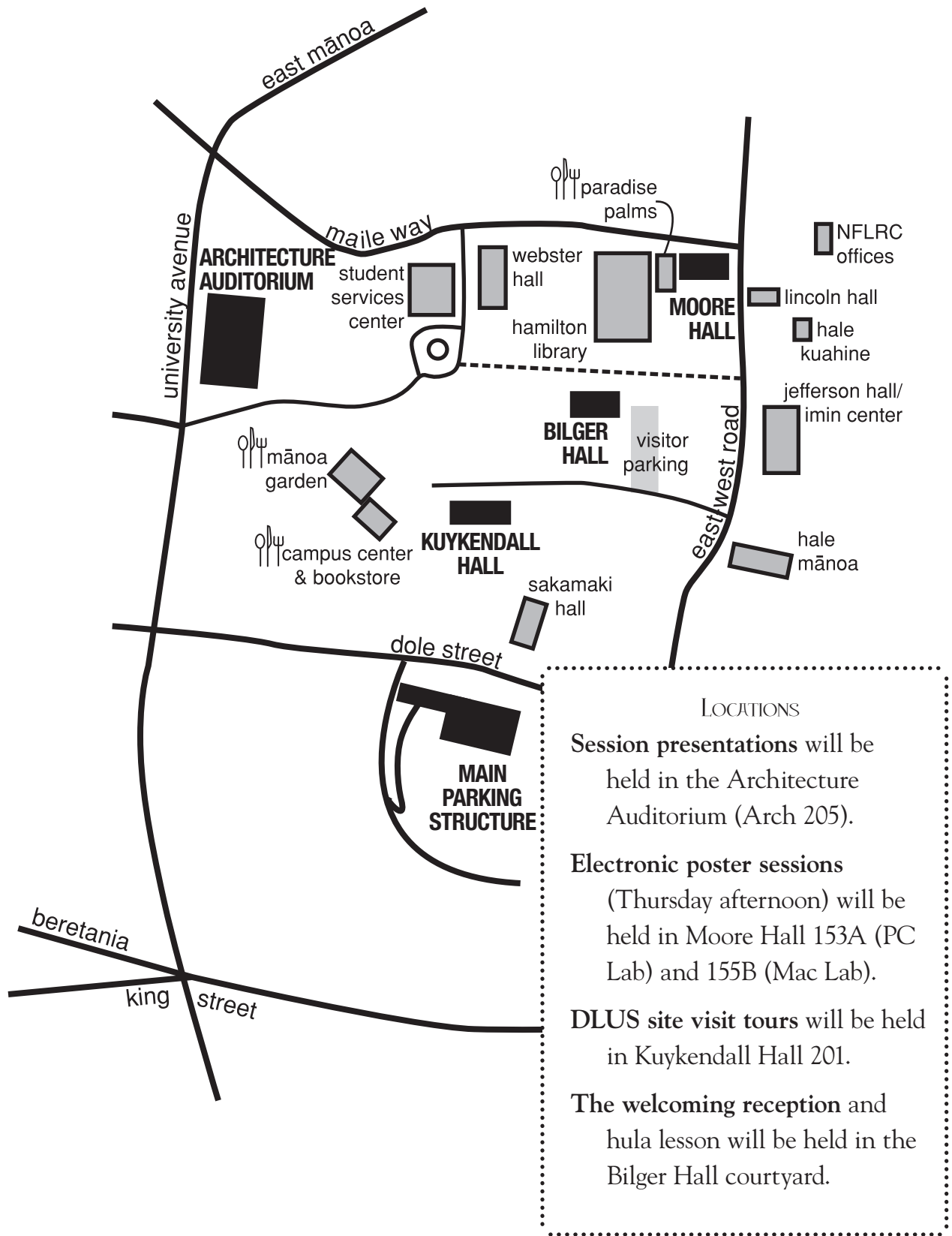
### THEBUS

Route and schedule information:  
848-5555  
<http://www.thebus.org>

O'ahu's bus system, logically dubbed "TheBUS," offers island-wide service. The cost is \$2 for adults and \$1 for elementary and high school students. Drivers accept exact change only; no change is given. People carrying large suitcases or baggage are not allowed on TheBUS. Riders are allowed to transfer to any connecting line as long as it is going in the same general direction. Request a transfer slip from the bus driver when you board the bus.







## New Technologies and Language Learning: Cases in the Less Commonly Taught Languages

C. A. 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 (e.g., Web, ITV, and audio- or video-based materials) are used to support language programs, 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.

0-8248-2634-5 \$25

available at the symposium publications display or order online at

**nflrc.hawaii.edu**



Distance Education  
Distributed Learning &  
Language Instruction

## Reports from the Field

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