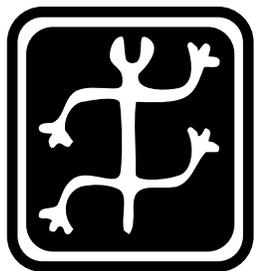


Sign up now for Fall 2000 SLTCC Workshops!



# SLTCC newsletter

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

Fall 2000

Volume 11 No. 1

A message from the Dean of the School of Hawaiian, Asian, and Pacific Studies

## Affirmation of excellence reflects power of partnerships

UH Mānoa affirmed its reputation for excellence in language and area studies of Asia and the Pacific when the School of Hawaiian, Asian, and Pacific Studies (SHAPS) successfully competed for both the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants in East Asia, Southeast Asia, and the Pacific Islands. This is a tremendous accomplishment. It means we are nationally ranked one of 13 top universities in East Asia, one of 8 in Southeast Asia, and the only leader in Pacific Islands studies. Moreover, these highly competitive grants from the U.S. Department of Education will bring \$2.7 million over the next three years for program development and graduate student scholarships.

While SHAPS spearheaded the effort, it was the depth and range of our coverage in Asia/Pacific across the campus that

made UH a winner. Partnerships with other UH units and community organizations involved in Asia/Pacific were key. Thus, the applications highlighted joint activities with the federally funded Center for International Business Education and Research (CIBER), the National Foreign Language Resource Center (NFLRC), the professional schools, East-West Center programs such as the Consortium for Teaching Asia and the Pacific in the Schools, and groups such

as the Pacific Asia Affairs Council and secondary school language teachers' associations.

A dynamic language program is essential for the award of these grants and the record of UHM in Pacific, Southeast, and East Asian language training is first-rate. UHM can name not just one, but a number of faculty whose textbooks are used throughout the nation. In East Asian languages alone, Professors Ho-Min Sohn, Tao-Chung Yao, and Cynthia Ning come to mind. Southeast Asian language faculty lead the way in the development of CD-ROM and other teaching materials using new technologies. Of course, the NFLRC's projects in distance education and on-line language instruction are providing models for other universities. All of these work together to form a convincing portrait of a university on the leading edge of area and language training.

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We appreciate feedback: [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu)

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## Affirmation of excellence reflects power of partnerships (continued from front page)

I believe that our most important task in Asian-Pacific studies at UHM is to increase cooperation among the various individual programs that deal with area and language studies. Active collaboration among the various disciplines and the organizations involved in Asia/Pacific studies leads to truly innovative projects. We need, for example, to explore aspects of science and area studies and to increase integration of area studies with professional school programs. SHAPS views the NRC and FLAS awards as evidence of the successful cross area, cross unit teamwork necessary for maintaining the excellence of Asian and Pacific studies at UHM. - *Willa Tanabe, Dean, School of Hawaiian, Asian, and Pacific Studies*

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## from the Multimedia Computer Lab

### Introducing the new Multimedia Computer Lab staff

As the new semester begins, the Language Telecommunications, Resource, and Learning Center (LTRLC) is pleased to welcome back Kin Chan (our undergraduate whiz in Management & Information Systems) and introduce 3 new Graduate Assistants - Nestor Trillo (an Interdisciplinary Ph.D. student from the Communication & Information Science Department), John Rylander (an MA student in Second Language Studies), and Tyler Hawkins (also an MA student in Second Language Studies). We couldn't be happier with this new team, ready to help out and make your MCL experience a positive one!

### New G4s in the Mac Lab!

The newly upgraded Mac Lab now sports over a dozen *brand new G4 Macintosh computers*. These new computers not only have more memory and bigger hard drives, they should be a lot faster than our previous computers. Also important to note is the absence of built-in floppy drives. Instead of using floppy disks which store a little over 1 Megabyte worth of files, the new G4s have *built-in Zip disks* which store about 100 Megabytes worth of files. Anyone wanting to use the older floppy disks can still do so, but they must use the beige Macintosh in the back of the room as an intermediary. To save a document to a floppy, you simply save the file temporarily to a network accessible folder entitled "Floppy Sharing," insert a disk in the beige Mac, and drag the file from the "Floppy Sharing" folder to your floppy. Friendly lab monitors are usually available to help if this seems too complicated. We'd also appreciate your help in keeping the computers running smoothly by reminding your students that food and drink are not permitted in our labs. Mahalo for your kokua!



### Faculty Development Lab

So where did all the old computers go? Well, we've re-purposed half a dozen of them as development stations for faculty. Now faculty and staff can come in and use any of these Macs to develop instructional materials for their classes. We've also installed a LaserWriter printer for your convenience. The lab will be open from Monday through Friday between 8 AM and 6 PM. Our Graduate Assistants are available to assist you during their office hours. Please consult the hours posted on the door. If no one is available to open the lab, the key may be checked out from the Tape Library, Moore 156, with your I.D. card.

### E-mail Stations

Need to check your e-mail really quick? Or make a small change in some course material? No problem. We've set up some more Macs in Moore 256 for faculty use. They may be a little slow, but they'll get the job done!



*Introducing the  
Japanese  
Department  
Video Series*

*Interested in Japanese culture? Want the chance to stretch and improve your Japanese language ability? Need a break from studying? Then, grab a seat and enjoy the latest offerings in the Japanese Department Video Series!*



**"Mimi o Sumaseba" (Whisper of the Heart) -  
Wednesday, October 11**

An animated film about a young girl who dreams of becoming a writer and finds that she and a boy she hardly knows at school share similar tastes in reading. She later meets the boy's grandfather and is drawn into a world of creative effort and endeavor. (1995, 111 min.) *(with English sub-titles)*

**To Be Announced -  
Wednesday, November 1**

**"Gakkoo II" -  
Wednesday, November 22**

A heartwarming story that follows the lives of a class of special teenagers and their teachers in a small school in Hokkaido for the learning disabled. The students live and study together for three years and develop close relationships with each other as well as with their three teachers. *(no English sub-titles)*



**Each movie will be shown twice a day:**

**First showing  
10:00-12:00, Moore 155A (capacity: 30)**

**Second showing  
1:00-3:00 at St. John 11 (capacity: 80)**

Please bear in mind that the selections and locations may be subject to change. Flyers should be posted around Moore Hall at least a week before each showing. For more information about the series, contact Susan Hirate <[hirate@hawaii.edu](mailto:hirate@hawaii.edu)>

# TALENT Workshops

This semester's Teaching and Learning with Electronic Networked Technologies (TALENT) Faculty Development Series consists of 3 main components:

- 1) HITS (Hawai'i Instructional Television System) programs available through the media centers at each campus, in which we will discuss issues and concepts related to online distance education in general, and WebCT in particular
- 2) WebCT online modules available via the WWW <[webct.hawaii.edu](http://webct.hawaii.edu)> or WebCT Workshops available through the Digital Media Center (Kuykendall 105) at UHM, at which faculty can learn how to use WebCT
- 3) Skills Workshops (graphics, html) available through either the media or computing centers at each campus

Interested faculty may participate in any or all of the activities. Contact your media center (956-5662) <[www.dmc.hawaii.edu](http://www.dmc.hawaii.edu)>

## PowerPoint & Photoshop Workshops SCHEDULE

Date	Time	Subject
Oct 12	1:30—3:00	Intro to PowerPoint
Oct 13	9:30—11:00	Intro to PowerPoint
Oct 19	1:30—3:00	Working with PowerPoint
Oct 20	9:30—11:00	Working with PowerPoint
Oct 26	1:30—3:00	Accessing Presentations
Oct 27	9:30—11:00	Accessing Presentations
Nov 2	1:30—3:00	Intro to Photoshop - for the Web
Nov 3	9:30—11:00	Intro to Photoshop - for the Web

*All workshops in Kuykendall Hall 105 (DMC)*



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# ANNOUNCING THE 4<sup>TH</sup> PACIFIC SECOND LANGUAGE RESEARCH FORUM (PACSLRF) CALL FOR PAPERS

October 4-7, 2001

University of Hawai'i at Manoa

Proposals for papers, posters, and colloquia regarding any aspect of research in second language acquisition, particularly in Asian and Pacific languages, are invited:

INDIVIDUAL PAPERS will be allotted 40 minutes (30 minutes plus 10 minutes for discussion).

POSTERS will be displayed for one day during the conference; posters are intended as a format for reports of work in progress.

COLLOQUIA will be allotted 2 hours and 10 minutes. Distribution of this time will be left to the discretion of the colloquium organizers, who are encouraged to include ample time for audience response and discussion.

Proposals can be submitted as follows. Choose one submission format only.

**Either** fill out and submit a proposal on the World Wide Web at the PacSLRF 2001 Website (<http://www.LLL.hawaii.edu/pacslrf>) **OR** submit the information listed below either via email ([pacslrf@hawaii.edu](mailto:pacslrf@hawaii.edu)) or on floppy disk. If sent on a floppy disk or as an email attachment, make sure that the proposal is in MICROSOFT WORD, WORD PERFECT, or plain text format. (Or you may also send a hard copy proposal via regular mail. Be sure to include 3 copies if you choose this option)

For individual papers and posters, include **in the following order**:

1. presentation category (paper or poster)
2. title of the presentation (maximum ten words)
3. language of presentation
4. presenter contact info: last name, first name, department, affiliation, mailing address, phone, and e-mail address
5. co-presenter(s) contact info: last name, first name, department, affiliation, mailing address, phone, and e-mail address
6. 50-word (maximum) single-spaced **English language summary** of the paper or poster
7. 300-word (maximum) single-spaced **English language abstract** of the paper or poster

For colloquia, include **in the following order**:

1. presentation category (colloquium)
2. title of colloquium (maximum ten words)
3. language of presentation
4. colloquium organizer contact info: last name, first name, department, affiliation, mailing address, phone, and e-mail address
5. 50-word (maximum) single-spaced colloquium **summary (in English)**
6. 300-word (maximum) single-spaced **abstract (in English)**, explaining theme and structure of the colloquium
7. For **each individual** colloquium presentation, send:
  - a) title of the presentation
  - b) language of presentation
  - c) presenter contact info: last name, first name, department, affiliation, mailing address, phone, and e-mail address
  - d) 50-word (maximum) single-spaced presentation **summary (in English)**
  - e) 300-word (maximum) single-spaced presentation **abstract (in English)**

Snail mail/disk submissions: Pacific Second Language Research Forum 2001  
c/o National Foreign Language Resource Center  
University of Hawai'i at Manoa  
1859 East-West Road #106  
Honolulu, Hawai'i 96822 USA

Email submissions: [pacslrf@hawaii.edu](mailto:pacslrf@hawaii.edu)

Web submissions: <http://www.LLL.hawaii.edu/pacslrf>

The **deadline** for receipt of all submissions for PacSLRF 2001 will be **Monday, April 2, 2001**. Notification of acceptance will be sent by the end of May, 2001.

# Demos & Discussions

(registration not required)

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## **Designing Task-based Activities for the Foreign Language Classroom**

Wednesday, October 4, 12:00-1:15

Moore Hall 155A

*Led by Cyndy Ning, Center for Chinese Studies*

This session will include a brief overview of principles derived from current SLA studies on tasks and their use in the foreign language curriculum, and will present a limited number of examples of task-based activities, but will primarily be a facilitated brainstorming session on how to devise effective task-based exercises to achieve your pedagogic ends. Please come with an idea of what you want to work on, or better yet, e-mail a description of your particular "challenging issue" (a grammar point? a set of vocabulary items? a cultural concept? a discourse strategy?) in advance to the facilitator, Cyndy Ning at <cyndy@hawaii.edu>, and then come prepared to interact with your peers.

---

## **Performance-based Language Teaching: What's in a Name?**

Thursday, October 19, 1:30-2:30

Spalding Hall 257

*Led by Stephen Fleming, NFLRC*

This session, *especially for faculty in the Hawaiian and Indo-Pacific Languages and Literatures Department*, will focus on deepening participants' understanding of six key principles of performance-based language teaching and learning, and will help participants develop specific skills for implementing these principles in their classrooms. The concepts are: task-based instruction, balance between skill-getting and skill-using, learner-centered instruction, contextualization, authenticity, and focus on communication.

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## **Criterion-Referenced Language Testing in the Classroom**

Monday, November 6, 12:00-1:15

Moore Hall 155A

*Led by Thom Hudson, Second Language Studies*

The session will begin with an overview of the role of criterion-referenced tests in classroom language assessment. It will involve a discussion of general good test practices, the identification of areas to be assessed, and the role of test and item specifications in achievement testing. This will be followed by a discussion of test and item evaluation in the classroom context.

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## **Playing with Nytonomo in the foreign language class!**

Thursday, November 9, 1:30-2:30

Moore Hall 155A

*Led by Marie-Christine Garneau, Language & Literatures of Europe and the Americas (French)*

Why play with Nytonomo in a French class? Well, for the same reason the French play with their language by, yes, sometimes speaking it backwards! Ny-to-no-mo to say Mo-no-to-ny while avoiding monotony itself. In French, this word game is called "verlan" ("envers": speaking backwards). The French have played this game so much that the backward words have become worthy words. My presentation will share with you many practical devices and strategies to avoid monotony, to create a routine of surprises and to be creative with... repetition, a principle of pleasure even in the foreign language class!

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# Workshops

## The Mac Lab evolves!

Monday, September 25, 12:30-1:00 OR

Wednesday, September 27, 12:00-12:30

(Mac Lab - Moore 155B)

Led by Nestor Trillo, SLTCC/Communication & Information Science Dept.

Yes folks, changes are afoot at the Mac Lab. You may have noticed all the shiny new computers and asked yourself, "What is going on here?" Well, now is your chance to find out! Drop by and find out more about the mystery of the hidden floppy drive, technology speaking in "tongues," or any other lab-related questions you might have. Feel free to take a few minutes out of your lunchtime to learn more about us and what we have to offer, but please, no food or drink in the lab. Mahalo! **NO REGISTRATION NECESSARY FOR THIS WORKSHOP!**

1

## Bye bye, FTP! Hello, UH WebMail!

Tuesday, September 26, 4:30-5:30

(Mac Lab - Moore 155B)

Led by Kin Chan, SLTCC/Management & Information Systems

Wondering how to move your attachments or data from your UH Unix account to your computer? Sick and tired of using plain old ugly pine? Wishing you could check your UH email anywhere with just a click of your mouse and send message in all kinds of languages? Well, this is the workshop you have been waiting for! Minimal web browsing skill is required.

2

## PowerPoint Made Easy

Wednesday, September 27, 3:00-4:30

(Mac Lab - Moore 155B)

Led by Steve Jacques, Dept. of Second Language Studies

A step-by-step workshop to introduce language teachers to PowerPoint. We will discuss applicability to in-class and out-of-class situations, as well as learn how to create your own presentations and teach your language students how to do so. Participants will receive easy-to-follow instructions which can be translated into the appropriate foreign language for in-class projects. (Please bring a Mac-formatted Zip disk if you would like to save what you created during the workshop).

3

## Daedalus: The Interactive Writing Tool

Friday, October 6, 11:30-12:00

(Mac Lab - Moore 155B)

Led by Nestor Trillo, SLTCC/Communication & Information Science Dept.

Daedalus is a writing program available in the computer labs which allows students to participate in real-time interactive writing sessions. Useful for promoting writing fluency, Daedalus has gotten great reviews from both students and teachers alike in past semesters.

The Daedalus Integrated Writing Environment includes the popular Interchange program which allows for "real time" written communication among students in the computer lab. Daedalus also allows students to create bibliographies and conduct peer editing. Useful for language teaching at any level.

4

## Introduction to Web Page Creation for Language Teachers (Dreamweaver)

SESSION 1: Wednesday, October 11, 3:00-4:30

SESSION 2: Wednesday, October 18, 3:00-4:30

SESSION 3: Wednesday, October 25, 3:00-4:30

(PC Lab - Moore 153A)

Led by Siwon Park, Dept. of Second Language Studies

This three-session workshop will introduce language teachers to the benefits of using the Internet and instructional webpages as a resource for their classes and will provide them with extensive hands-on practice with webpage creation using Dreamweaver 3, the most powerful web editor. Assumes some general familiarity with the PC platform.

5

## Understanding Issues in Web-based Course Design:

Architecture of a Typical Course

Tuesday, October 17, 12:00-1:30

(PC Lab - Moore 153A)

Led by Yun Du (SLTCC/Communication & Information Science Dept.) & Stephen Fleming (NFLRC)

Interest in creating Web-based courses is at an all-time high. For educators interested in creating fully freestanding Web-based courses, the most sensible development environment is one that combines database and Web technologies. The skills required to develop course models are extremely specialized and complex, but a basic understanding of how a course is

# W \* r k s h \* p s

7

built can be very helpful when making decisions about how to move a course onto the Web. This SLTCC workshop will provide an overview for non-programmers of the 3-tiered client-server architecture of a typical freestanding Web-based course, including how different technologies support various functions in the course.

## Introduction to WebCT

Thursday, November 2, 3:00-4:00

(Mac Lab - Moore 155B)

Led by *Marta Gonzalez-Lloret, Languages & Literatures of Europe & the Americas (Spanish)*

6

## Tricks for Webifying Files in Word

Wednesday, October 18, 1:30-3:00

(Mac Lab - Moore 155B)

Led by *Pam DaGrossa, NFLRC*

TFWFW will focus on hints for saving Word files in HTML (i.e., coded for the Web). Learn how to format your documents so they will be altered in the least possible way upon conversion. Also learn how to save files in PDF (portable document format), best for documents which must be printed from the Web. Useful for anyone who plans to work on Web documents in Word.

This introductory workshop to WebCt will present the main tools that are available at WebCT and the first steps necessary to set your course on line and start using some of the tools such as the schedule, the class list, the quiz tool and how to upload some of your class materials to the web.



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## Register now for Fall 2000 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](mailto:sltcc@hawaii.edu)

Type F2000 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.

Via Voice Mail: (95)6-5982

(for those who have no e-mail account)

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 Linguistics Department. I would like to register for the following workshops: #3 Daedalus: The Interactive Writing Tool and #7 Introduction to WebCT. I can be reached by phone during the day at 956-2222. Mahalo.”*

PINE 3.91 COMPOSE MESSAGE	
To:	sltcc@hawaii.edu
Cc:	
Attchmnt:	
Subject:	F2000 WORKSHOP REG
----- Message Text -----	
name:	Anita Vukashun
e-mail:	vukashun@hawaii.edu
title/position:	grad student
dept:	Linguistics
phone:	X62222
I would like to register for the following workshops: #3 Daedalus: The Interactive Writing Tool #7 Introduction to Web CT	

**Be sure to include both the number and title of each workshop you would like to attend.**

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Announcing a new SLTCC workshop series especially for graduate students!

## The Teacher Portfolio & Preparation Series (TiPPS)

Starting in Fall 2000, the SLTCC will be debuting a brand new workshop series geared specifically for graduate students planning a career in language teaching – the Teacher Portfolio & Preparation Series (TiPPS). Its aim will be to help better prepare graduate students for the job market (and interviews) they will face upon graduation. Session topics include:

- \* putting together your teacher portfolio
- \* defining your philosophy of teaching
- \* creating effective curriculum vitae
- \* developing/adapting materials for your teacher portfolio
- \* job searches (DOs and DON'Ts)
- \* writing effective cover letters
- \* interview tips and practice
- \* bringing action research into the classroom

TiPPS will be co-facilitated by Kenton Harsch (Assistant Director of the English Language Institute) and Jim Yoshioka (Program Coordinator for the NFLRC/SLTCC). For more information on TiPPS (i.e., schedule, registration, resources, etc.), please contact us at [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu) or visit our website at:

<http://www.LLL.hawaii.edu/sltcc/tipps>



**Language  
Learning &  
Technology**

<http://llt.msu.edu>

a refereed journal for second & foreign language educators

*Language Learning & Technology*, a refereed journal sponsored and funded mainly by the University of Hawai'i National Foreign Language Resource Center (NFLRC) and the Michigan State University Center for Language Education And Research (CLEAR), seeks to disseminate research to foreign and second language educators in the U.S. and around the world on issues related to technology and language education. It is published exclusively on the World Wide Web (<http://llt.msu.edu>). In this way, the journal seeks to (a) reach a broad audience in a timely manner, (b) provide a multimedia format which can more fully illustrate the technologies under discussion, and (c) provide hypermedia links to related background information. LLT is currently published three times per year (January, May, and September) with plans to increase to four issues per year in the future.



**new issue  
May 2000**

Language Learning & Technology

**The current special issue focuses on “The Role of Computer Technology in Second Language Acquisition Research” (Part 2)**

### Feature Articles include:

- \* “Methodological Issues in Research on Learner-Computer Interactions in CALL” (Volker Hegelheimer & Carol A. Chapelle)
- \* “Computer Assisted Second Language Vocabulary Acquisition” (Peter J. M. Groot)
- \* “Discourse Functions and Syntactic Complexity in Synchronous and Asynchronous Communication” (Susana M. Sotillo)
- \* “Computer Mediated Communication: A Window on L2 Spanish Interlanguage” (Robert Blake)

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# President Clinton Recognizes and Supports the Role of International Education in the U.S.

On April 19, 2000, President Clinton and Secretary of Education Riley reaffirmed the importance of foreign and second language education in the United States in a general policy statement on international education. Below is an excerpt from President Clinton's statement:

*"To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures. America's leadership also depends on building ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.*

*"Since World War II, the Federal Government, in partnership with institutions of higher education and other educational organizations, has sponsored programs to help Americans gain the international experience and skills they will need to meet the challenges of an increasingly interdependent world. During this same period, our colleges and universities have developed an educational system whose reputation attracts students from all over the world. But our work is not done. Today, the defense of U.S. interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders.*

*"We are fortunate to count among our staunchest friends abroad those who have experienced our country and our values through in-depth exposure as students and scholars. The nearly 500,000 international students now studying in the United States at the postsecondary level not only contribute some \$9 billion annually to our*

*economy, but also enrich our communities with their cultures, while developing a lifelong appreciation for ours. The goodwill these students bear for our country will in the future constitute one of our greatest foreign policy assets.*

*"It is the policy of the Federal Government to support international education. We are committed to:*

- encouraging students from other countries to study in the United States;*
- promoting study abroad by U.S. students;*
- supporting the exchange of teachers, scholars, and citizens at all levels of society;*
- enhancing programs at U.S. institutions that build international partnerships and expertise;*
- expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans;*
- preparing and supporting teachers in their efforts to interpret other countries and cultures for their students; and*
- advancing new technologies that aid the spread of knowledge throughout the world.*

*"The Federal Government cannot accomplish these goals alone. Educational institutions, State and local governments, non-governmental organizations, and the business community all must contribute to this effort. Together, we must increase and broaden our commitment."*

To inform the public of the many important ways international education impacts the United States, International Education Week activities are currently being planned for November 11-17 (see page 10).

# Get Involved! International Education Week at UH Manoa!

In an effort to highlight international education in the United States in the light of President Clinton's policy statement on April 19, 2000 (see page 9), November 11-17 has been designated International Education Week. Campuses throughout the UH system will be joining other educational institutions nationwide in the celebration.

International Education Week is expected to be a major event on the UH Manoa campus, since international education is at the heart of much of what UH does. Every department in the College of Languages, Linguistics and Literature is directly involved in international education either through teaching foreign languages to UH students or teaching English to international students. Most of the language programs operate in close cooperation with area studies centers such as the centers for East Asian, Southeast Asian, and Pacific Islands Studies (in SHAPS), as well as with study abroad programs that serve the whole campus. There are many degree programs with an international focus (such as ethnomusicology and Japan- and China-focused MBA programs), and even schools that might not be thought of as particularly international such as Law and Nursing have international programs.

The main activity on campus during International Education Week will be an international festival at the Campus Center, from 10 am to 2 pm on Tuesday, November 14. There is still exhibitor space available, so if your department or unit wants to set up a display or stage an event, contact Dick Schmidt in LLL (schmidt@hawaii.edu) or Roger Long, Associate Dean of Arts and Humanities (long@hawaii.edu), who is organizing the event. If you are planning any other events related to international education during or close to the week of November 11-17 and would like them included in a calendar of events being coordinated by SHAPS, send an email message to Machi Tsuruya (machi@hawaii.edu) with the subject line: for the International Education Week Calendar. If you would like to prepare press material related to your unit's role in international education, this can be sent to Ed Porter at edgara@hawaii.edu.

## Upcoming Brown Bag Talks (various UHM departments)

### Department of Linguistics

**Empty Argument in Tongan (Yuko Otsuka)**  
Tuesday, September 26, 12:00-1:00, St. John 11

**Research on Foreign Language Learning Motivation (Richard Schmidt, Dept. of Second Language Studies)**  
Tuesday, October 3, 12:00-1:00, St. John 11

*For upcoming Linguistics Dept. Brown Bag Talks, please check out their website:*

*<http://www.hawaii.edu/ling/tuesday.html>*

### Department of Second Language Studies

**On the Art and/or Skill of Presenting . . . (Steve Jacques)**  
Thursday, September 21, Moore 423, 12:00-1:15

**The Acquisition of English Contraction Constraint by ESL Learners (Soo-Ok Kweon, Linguistics Dept.)**  
Thursday, September 28, Moore 423, 12:00-1:15

**Reading Chinese Together: The Design of a Web-based Chinese Reading Course (Stephen Fleming, NFLRC)**  
Thursday, October 26, Moore 423, 12:00-1:15

**Language and Gender (Kathy Davis)**  
Thursday, November 2, Moore 423, 12:00-1:15

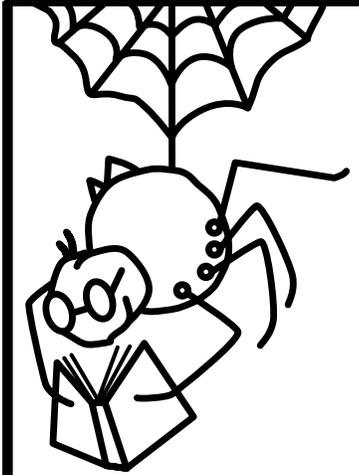
**Extensive Reading in Japanese 201 (Richard Day, SLS, & Claire Hitosugi, EALL Dept.)**  
Thursday, November 9, Moore 423, 12:00-1:15

**What Makes Japanese Students Willing to Speak English: L2 Interactions in an Intensive Training Course (Kazuhiro Naoi, visiting scholar)**  
Thursday, November 16, Moore 423, 12:00-1:15

**On How to Get Published (J.D. Brown)**  
Thursday, November 30, Moore 423, 12:00-1:15

*The above presentations, days and times are subject to change. For the most current information on upcoming Brown Bag Talks in the SLS Dept., please contact dantao@hawaii.edu.*

# NETWORKS



<http://www.LLL.hawaii.edu/nflrc/NetWorks>

## Do you know about... NFLRC "NetWorks" ?

The NFLRC offers an online collection of scholarly papers, sample chapters from Technical Reports, annotated bibliographies, Symposium proceedings, and other publications. These "NetWorks" encompass a broad range of language learning and teaching topics and are presented in several different web-friendly formats – websites, databases, and downloadable PDF documents. Many NetWorks are the work of UH faculty and students in the College of LLL.

**We are always looking for quality papers to include in our collection and welcome your submissions.**

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## New Technical Report

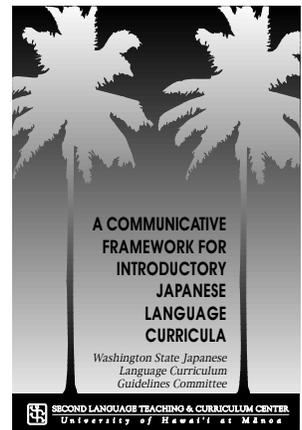
***A Communicative Framework for Introductory Japanese Language Curricula***  
*Washington State Japanese Language Curriculum Guidelines Committee*  
*(Technical Report #20) 2000*

In recent years the number of schools offering Japanese nationwide has increased dramatically. Because of the tremendous popularity of Japanese language and the shortage of teachers, quite a few untrained, non-native and native teachers are in the classrooms and are expected to teach several levels of Japanese. These guidelines are intended to assist individual teachers and professional associations throughout the United States in designing Japanese language curricula. They are meant to serve as a framework from which language teaching can be expanded and are intended to allow teachers to enhance and strengthen the quality of Japanese language instruction. 187pp.

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## Two new videos demo creative classroom techniques and activities



Tim Murphey, who describes himself as an “exploratory teacher, writer, juggler, and learner... presently involved in Vygotskian sociocultural and constructivist theorizing” first came to our attention at the 1999 NFLRC Summer Institute on “Self-Directed Learning: Materials & Strategies” where he impressed the participants with his symposium presentation and charmed them with his impish manner and free juggling lessons. Tim is now back at Nanzan University in Nagoya, Japan, where he has taught for several years, but he did return to Hawai'i recently to put the finishing touches on two instructional videos, now available through the NFLRC.

### shadowing & summarizing



Shadowing and summarizing are deceptively simple tasks that can greatly enhance learning. This video shows a real class going through shadowing and summarizing activities which train them to do them in many ways. There are also explanations of the rationale and background to help teachers grasp the value inherent in shadowing and summarizing. Murphey has presented shadowing and summarizing at numerous teacher workshops internationally and at several TESOL conventions.

### LSEV:



Learner Self-Evaluated Video

Regularly videotaping students' conversations for them to analyze gives them more holistic data from which they can learn and improve. *LSEV: Learner Self-Evaluated Video* shows teachers an innovative use of technology that enhances classroom interaction, increases students' ability to observe and control their learning, and provides teachers with rich data so they can teach to their students' needs and levels. This video presents a detailed procedure that teachers can follow or modify, details about equipment, and the rationale behind LSEV's success. LSEV has been the subject of numerous articles, a book chapter, and a TESOL Convention presentation.



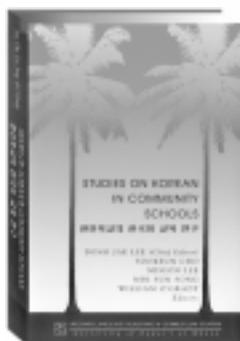
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