

# happy year of the rabbit!



# SLTCC newsletter

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

Another Distance Ed grant from NSEP

## Award to College of LLL!

A new grant project, "Disseminating Technology-Based Models for Distance Education in Critical Languages," will focus on the development and dissemination of models for the effective use of interactive television-based distance education technologies for instruction in the less commonly taught languages. Under its Material and Resource Development Program, the National Security Education Program has recently awarded this two-year (1999–2001) grant to the Second Language Teaching and Curriculum Center and the Language Telecommunications Resource and Learning Center of the College of LLL.

Components of the project include: national training in the integration of ITV and WWW-based instruction; creation of a model for Web-based instruction through the development of WWW-delivered, inter-institutional upper division Chinese language courses; national video conferences on issues in distance education for foreign language education; and a project Website. The overall aim of the project is to assist



*In the control room at the Hawai'i Interactive Television System*

institutions nationwide in their development of distance education capacity so as to make instruction in the less commonly taught languages available to currently underserved, widely dispersed learner populations.

This is not the first time that the NSEP has awarded a grant to the College of LLL for a project involving distance education in the less commonly taught languages: the SLTCC and the Center for Chinese Studies completed a two-year NSEP-funded grant project, "Distance Education in Critical Languages," in 1997. The project resulted in the institutionalization of ITV-delivered courses in Chinese at UH as well as in the following publications available through the National Foreign Language Resource Center:

- *Chinese Language Video Lessons for Classroom Use* (video & text)
- *Chinese Language Video Clips for Classroom Use* (video)
- *Bridging Gaps with Technology in the ITV Classroom* (video).

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

Kudos to Kimi Kondo

## 1999 LLL Instructor's Award for Innovative Teaching

The Dean's office of the College of Languages, Linguistics, and Literature is pleased to announce that the recipient of the 1999 Instructor's Award for Innovative Teaching is Kimi Kondo, an instructor of Japanese in the Department of East Asian Languages and Literatures. This honor is given to reward excellence at the Instructor rank (I2) in the college.

The title of Kimi's classroom-based research project is "Form-focused instruction in meaning-based teaching: effects of input and output practice." Her research will investigate if (a) the amount of attention paid to meaning and (b) the type of practice (i.e., input vs. output) significantly affect learners' knowledge of complex lexical and sociolinguistic rules of specific Japanese verbs and their ability to comprehend and produce them.

The issue of grammar instruction methodology in terms of input vs. output practice remains relatively unexplored in the field of teaching Japanese as a second/foreign language. However, Kimi feels that this is an important pedagogical issue for many teachers of Japanese whose grammar instruction in their communicative classrooms typically involves a combination of explicit explanation, output practice, and feedback. The results of Kimi's research should be of interest to all language teachers.

The study took place in early February, and approximately 80 students of Japanese at UH Mānoa were scheduled to participate in the research. We look forward to hearing about the results of Kimi's project.



*Gambate, Kimi!*



How much do you know about the College of LLL?

1. How many languages are regularly taught in the College of LLL?
2. Approximately how many MORE languages do faculty in the College have the capacity to teach?
3. Approximately how many students enroll in courses in the College of LLL each semester?
4. In which language is there a new BA program, one of only two such programs in the country?
5. What is the Hawaiian Immersion Cohort Program?
6. Which 12 languages are currently being taught in the Department of Hawaiian and Indo-Pacific Languages and Literatures?
7. Students in which language program at UH have their own nationally distributed magazine and literary journal?
8. Which three languages enjoyed the highest course enrollment in FALL '98?
9. How long have language classes been offered at UH Mānoa?
10. Which two languages were first offered at UH Mānoa?

ANSWERS ON PAGE 4...

# 1999 NFLRC Summer Institute on Self-directed Learning

The 1999 NFLRC Summer Institute, “Self-directed Learning: Materials & Strategies,” will feature a workshop and a symposium on methods, materials, and assessment techniques to promote learner autonomy via technology in the less commonly taught languages. This is NFLRC’s ninth summer institute; since 1991, the National Foreign Language Resource Center at UH Mānoa has united foreign language professionals nationwide through its intensive summer institutes, which have the overriding goal of providing intensive training in effective foreign language pedagogy.

The workshop (June 14–26) will provide participants with tools and techniques for promoting learner autonomy and will culminate in the three-day Symposium. The deadline for submitting online applications to participate in the workshop was February 19.

The symposium (June 24–26) will facilitate the sharing of resources, ideas, and information about all

learner autonomy through papers, panels, and demonstrations on such topics as:

- Empowering the learner through development of cognitive and metacognitive strategies
- Creating pedagogical environments for learner autonomy
- Learner autonomy and the use of technology
- Learner autonomy and less commonly taught languages
- Monitoring and self-assessment



access materials and resources for the three-day symposium at the Hawai'i Ewing R. Young Kim International Conference Center (EWC) will begin in mid-March. Stay tuned for announcements and registration information on the NFLRC Summer Institute Website.

[//www.ill.hawaii.edu/nflrc/si99/](http://www.ill.hawaii.edu/nflrc/si99/)

## What is “Self-directed” Learning?

Self-directed learning covers a range of contexts, from pure self-instruction (with no teacher and no class) to regular classes in which teachers encourage learners to take charge of their own learning.

Self-directed learning offers great potential for the extension of instructional resources, especially for the less commonly taught languages (LCTLs). Growing enrollments have resulted in increased demand for educational resources in these languages, but the wide geographical dispersal of the LCTL populations of learners makes it difficult to meet their needs through traditional classroom-based or distance-based education. Therefore, it is especially important that learners of these languages take responsibility for some or even all of their own learning. It has also been argued that taking charge of one’s own learning leads to self-empowerment and that all learning is ultimately autonomous in the sense that it depends on the efforts of the learners themselves.

[Want to learn more? Check out the Autonomy and Independence in Language Learning Homepage.](#)

# A Conference is Born

The first annual Hawai'i Language Acquisition Workshop was held on Saturday, January 30, at the Center for Korean Studies. This is a welcome addition to the UH Mānoa conference offerings in that it brings together students and faculty who are doing research in two related areas that are often studied separately: first and second language acquisition.

More than 70 graduate students and faculty members from the College of Languages, Linguistics and Literature departments participated in the conference, and presenters came from as far away as the University of Hamburg and Sungkonghor University (Korea). Plenaries focusing on key areas of language acquisition were given by distinguished faculty in the Department of ESL and the Department of Linguistics, and concurrent presentations by graduate students and instructors covered topics ranging from information order in English dative alternation to using verbal reports in teaching pragmatics. In keeping with its theme, "Looking Back, Looking Ahead," the Workshop concluded with a discussion about future directions for both first and second language acquisition research agendas.

Thanks go to the Graduate Student Organization (GSO) and College of LLL for their financial support and to William O'Grady and Ann Peters for their help with the organization of the conference. Co-chairs Katsura Aoyama and Takaaki Suzuki deserve congratulations and recognition for launching this successful inaugural conference.

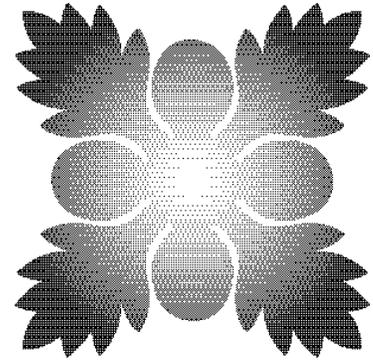
## **Interested in helping out with next year's conference?**

**Send an email to:  
lingconf-1@hawaii.edu**

### **...answers to "Did You Know?" quiz on page 2**

1. 30; 2. 30; 3. 6000; 4. Korean; 5. Since Fall '97 the Hawaiian Section—in conjunction with the College of Education—has offered the Hawaiian Immersion Cohort Program, a teacher training program to certify immersion teachers for the DOE. Between 15 and 18 elementary and secondary immersion teachers will be the first to graduate from the program this semester. 6. Burmese, Cambodian, Filipino (Tagalog), Hawaiian, Hindi, Ilokano, Indonesian, Samoan, Sanskrit, Tahitian, Thai, and Vietnamese. 7. Filipino (Tagalog); 8. Japanese (1,187), Hawaiian (994), Spanish (871); 9. 92 years. Language classes have been offered since UH was founded in 1907. 10. French & German

Hawai'i Association of Language Teachers (HALT)



# 1999 HALT Conference

April 17, 1999

University of Hawai'i at Manoa

The Thirteenth Annual HALT Conference, "Voices and Visions", will facilitate the sharing of resources, innovations, and information on issues relevant to Hawai'i's unique language teaching community. The conference will feature papers, workshops, demos, and discussions on such topics as: pedagogical innovations, student projects, using community resources, cultural issues, articulation, assessment, and the use of new technologies in the language classroom.

This year, the HALT Conference will be held on April 17 at the Hawai'i Imin International Conference Center (EWC) on the UH Manoa campus. Conference sessions will be followed a buffet luncheon, featuring a keynote speech by George Yule, and a performance of Spanish classical dance by Paula Durbin.

Pre-registration information, including a tentative schedule/program preview and pre-registration form will be available in March.

**For more information contact Carol Beresivsky:  
734-9728; beresiws@hawaii.edu**

**Third Annual Conference  
College of  
Languages, Linguistics, and Lit-  
erature  
Saturday,, March 13th  
registraton from 7:30 to 8:00am**

# Demos & Discussions

Moore 155A  
registration not required

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## **An Introduction to MAILE**

Friday, February 26, 11:30–12:20

Led by *Richard Bailey, Leeward Community College*

MAILE is a series of interactive Web-based communication modules built and maintained by the Outreach College at UH Mānoa. It is an extremely flexible tool for distance education, collaboration, dissemination of information, and/or the collection of thematically related resources. In this demonstration, we will see examples of how various models in MAILE have been used in a low-intermediate Spanish class. We will also brainstorm other applications for MAILE in the language classroom.

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## **What Learning Strategies Should We Try?**

Wednesday, March 3, 11:30–12:20

Led by *Paul Chandler, ELL Department*

This session will illustrate some practical learning strategies for language learners. They will be grouped to facilitate use with students who prefer a variety of learning strategies (e.g., visual, auditory, acronyms). A handout (with bibliography) will include examples for French, German and Spanish, that may stimulate the creation and use of similar techniques in other languages.

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## **Tasked-Based Language Teaching and the WWW**

Tuesday, March 9, 12:00–1:15

Led by *Jung-Ying Lu-Chen, EALL Department*

This session will report the results of a project to convert a traditional language class to a more task-based language class, using the Web as a supplementary tool. Included will be discussion of: the converting process, the class website, the task-based activities, performance-based testing, student feedback, problems encountered, and what this instructor would do differently.

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## **Classroom Uses of the Feature Film**

Tuesday, March 16, 12:00–1:15

Led by *Cynthia Ning, Center for Chinese Studies*

Clips from target language feature films provide samples of authentic language use in context, along with a healthy dose of culture. Suggested classroom activities demonstrate how to fit these into your curriculum, even at lower levels.

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## **Discovery Boxes: Integrating Culture into the Language Classroom**

Tuesday, March 30, 12:00–1:15

Led by *Merle Doi, Consortium for Teaching Asia and the Pacific in the Schools, EWC*

This session will introduce several strategies to integrate culture into a language classroom. Through a hands-on activity with Discovery Boxes, participants will experience a lesson in object literacy and discuss further applications for language pedagogy.

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## **Volunteering to Learn: Service Learning as Content in the Second Language Classroom**

Thursday, April 8, 12:00–1:15

Led by *Donna Prather, Hawai'i Pacific University, English Foundations Program*

This session will cover the design and implementation of a course in which second language students volunteer in non-profit community organizations and then use that experience as the basis for acquisition and practice of speaking, listening, reading, and writing skills.

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## **Making the Match: Adapting the Textbook to your Pedagogical Needs**

Tuesday, April 13, 12:00–1:15

Led by *Stephen Fleming, NFLRC*

Textbooks seldom form a perfect match with students' and teachers' needs. How to bridge the gap? A simple process of analyzing a chapter for communicative functions and defining corresponding tasks in each skill area can help teachers sift through textbook material and get ready to "teach, then test, then get out of the way." In this session we will be targeting next semester's teaching needs, so bring the textbook you will use in Fall '99, and we will get you started on adapting it to your needs!

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## **Implementing National Standards in Cyberspace Environments**

Tuesday, April 20, 12:00–1:15

Led by *David Ashworth, EALL Department*

Dr. Ashworth will provide a demonstration and examination of a two-year project in interinstitutional collaboration among several schools: UH, Haverford/BrynMawr, Vanderbilt and Seiryu Commercial High School in Nagoya, Japan, and will explain how the activities carried out in the project related to the ACTFL National Standards. General implications for language instruction/learning will be discussed.

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# Workshops

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### Action Research in the classroom: Teacher as investigator

Session I: Wednesday, March 17, 11:30–12:20  
Session II: Wednesday, April 7, 11:30–12:20  
(Moore 155A)

Led by *Paul Chandler, ELL Department*  
& *Graham Crookes, ESL Department*

This two-session workshop will provide hands-on training to language teachers interested in improving their instruction through “action research”. In session I, research methods appropriate to real classroom concerns will be introduced, and research questions will emerge from teachers’ immediate needs and concerns. In preparation for session II, teachers will be asked to a) conduct a “mini-action research project” to investigate their classes and b) join email discussions with fellow workshop participants. In session II, participants will report on their reactions, changes, effects, and results from their mini-action research projects and discuss ways to continue to implement action research into the language classroom to keep improving learning and instruction.

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### Introduction to MAILE

Session I: Friday, March 5, 11:30–12:20  
Session II: Friday, March 12, 11:30–12:20  
(Mac Lab – Moore 155B)

Led by *Richard Bailey, Leeward Community College*

This two-part workshop will provide hands-on exploration in setting up and maintaining a community for a language class. Focus will be on presentation and sharing of information, MAILE for composition and feedback, effective Chat strategies, and compilation and storage of learning resources.

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### Introduction to WebCT I & II:

Putting your course on the Web  
Session I: Wednesday, March 10, 12:30–1:30  
Session II: Wednesday, March 17, 12:30–1:30  
(PC LAB–Moore 153A)

Led by *Candace Chou, NFLRC*

WebCT is Web-based courseware that has been adapted by the UH system. In the first session, participants play the roles of students in getting familiar with WebCT functions such as navigation, syllabus, chat, forum, bulletin board, calendar, and homepage creation. In the second session, participants play the role of instructor by learning different management tools for course content, forum, chat, calendar, and file database.

\*\*Please bring an electronic copy of your syllabus or introduction to your course on a disk to the workshop.

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### Introduction to webpage design for language educators

Session I: Tuesday, March 16, 2:30–4:00  
Session II: Thursday, March 18, 12:00–1:30  
(Mac Lab – Moore 155B)

Led by *Tony René Donnes, ESL Department*

This one-session workshop will introduce language teachers to the benefits of using the World Wide Web as a resource for their classes and will teach them beginning webpage creation using online resources and Adobe PageMill. Assumes familiarity with the Mac platform.

\*\*Please bring your class syllabus, resume, or other text file on a disk.

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### Web-based language testing

Session I: Wednesday, April 14, 3:00–5:00  
Session II: Monday, April 19, 3:00–5:00  
(PC LAB–Moore 153A)

Led by *Carsten Roever, ESL Department*

Web-based tests (WBTs) are language tests designed for the World Wide Web by testers and taken on the Web by students. In the first session, participants will be introduced to fundamental considerations on WBTs, with an emphasis on their practicality for different testing purposes and contexts. Possibilities for Web-appropriate items will be shown. In the second session, participants will have the opportunity to write simple WBTs with help from the workshop leader and from each other, and to bring them online.

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### Introduction to the PC Lab

Friday, March 19, 4:00–5:00  
(PC LAB–Moore 153A)

Led by *John Graham, EALL Department*

For MAC users, or PC users unfamiliar with the MCL PC Lab, this workshop will offer a broad overview of the equipment, applications, and network capabilities offered in the lab. Operations commonly performed by users and faculty in teaching classes in the PC lab will be emphasized, and alternative methods for complex procedures will be discussed.

# Spring 1999 SLTCC Professional Development Series

# Workshops

## Japanese on the Mac

Tuesday, April 13, 3:00–4:30  
(Mac Lab – Moore 155B)

Led by *Micah Himmel, EALL Department*

An introduction to using Japanese on the Mac for word processing, Web browsing, e-mail, etc. Basic functionality, required software, and known problems will be covered.

discussed. Commercial and shareware products will be reviewed, and alternative methods for handling Japanese on PCs will be presented. Some basic knowledge of PCs and Japanese is assumed.

## Introduction to Japanese on the PC

Friday, April 23, 4:00–5:00  
(PC LAB–Moore 153A)

Led by *John Graham, EALL Department*

An introduction to using Japanese under English language operating systems. Applications such as word processors, web browsers, email, and front end editors will be

## Register now for Spring '99 SLTCC 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!

Before registering, please read workshop descriptions carefully, as some are single-session workshops and others are two-session workshop series.

### Via E-mail: [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu)

Type **S99 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 Berake (spelled B-E-R-A-K-E) and I am a graduate student in the EALL Department. I would like to register for the following workshops: Workshop #2 Introduction to MAILE and #7 Japanese on the Mac. I can be reached by phone during the day at 956–2222.

Mahalo.”

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

PINE 3.91 COMPOSE MESSAGE	
To:	sltcc@hawaii.edu
Cc:	
Attchmnt:	
Subject:	S99 WORKSHOP REG
----- Message Text -----	
name:	Anita Berake
e-mail:	areyes@hawaii.edu
title/position:	grad student
dept:	EALL
phone:	X62222
I would like to register for the following workshops:	
#2 Introduction to MAILE	
#7 Japanese on the Mac	

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# Introduction to World Wide Web Course Tools (WebCT)

by Candace Chou

WebCT is a Web-based course managing program that provides a set of tools to facilitate Web-based instruction and learning. It has been employed in numerous higher education campuses in Canada and the United States. The University of Hawai'i holds a licensed copy, so any faculty member at UH can request a course account to put courses on the Web. There are more than 100 courses listed under the UH WebCT directory. In the College of Languages, Linguistics, and Literature, languages courses such as Chinese 301, Japanese, Spanish, Translation, and ESL classes have been offered through WebCT. With WebCT it is possible to create an entire self-contained online course. It is also a great courseware for facilitating classroom or ITV instruction.

What can you do with WebCT? There are two main sets of tools: course designer's tools and student's tools. A student member of a WebCT course can utilize the following tools: homepage, presentation area, annotation tool, self-test, course content, course reference material, email, chat room, bulletin board, calendar, searchable image, and file archive, etc.

In addition to the tools mentioned above, instructors can use WebCT to incorporate the following functions into an online course: syllabus, course content manager, grade tools, timed online quizzes, file manager, indexed searching, and student progress tracking among others.

I have used WebCT for my online course and found it very useful in terms of course management and student-student interaction. The sophisticated features of WebCT require a long learning curve. Knowing various features of the program well enough before conducting a course online is vital to the success of an

online course. Student orientation sessions in the computer lab at the beginning of the semester will ensure a good start. If it's not possible to schedule orientation sessions, be ready to face a flood of questions from students who have little computer experience. In order to make smooth transitions online, I would offer the following suggestions:

- ❖ Identify a student helper: Identifying skillful students to help needed students is a good way to relieve the workload of the instructor. Student helpers can be rewarded with brownie points at the end of the semester. Once given the responsibility, they can prove to be extremely helpful.

- ❖ Read the online help files: There are no print manuals for WebCT, but the online help references are constantly being updated.

- ❖ Utilize the UH WebCT support group: There is a WebCT support group organized by the Center for Instructional Support.

Faculty meet to exchange experiences, problems, or solutions in using WebCT. The UH WebCT user email list is also a useful source when encountering problems. Any faculty who requests a WebCT course account is automatically added to the email list.

The UH has scheduled a series of TALENT workshops on online teaching. They are excellent starters. Also, the SLTCC will be offering two introductory sessions on WebCT (see p. 6). These are all good resources for learning about WebCT.

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**WebCT course account requests (Kenrick Chan):**

**[kchan@hawaii.edu](mailto:kchan@hawaii.edu)**

**SLTCC workshop registration: [sltcc@hawaii.edu](mailto:sltcc@hawaii.edu)**

**UH WebCT directory: <http://www.hawaii.edu/webct>**

**WebCT homepage: <http://www.webct.com>**

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## TALENT Faculty Development Series

Teaching and Learning with Electronic Networked Technologies (TALENT) Faculty Development is a ten-week, statewide series of programs that cover some of the technologies, pedagogy, and strategies used in online instruction. The series will also "showcase" projects by various faculty who have incorporated technology in their courses. Topics will range from "Getting started with WebCT" to "Transitioning from traditional class to distance learning." Sessions will be held statewide on ITV on Tuesdays from 1:00pm to 2:00pm. On the Thursdays following each program there will be a "hands-on" workshop. If interested in attending, please contact Steven Singer (see below) as seating is limited. If you cannot physically be present at these workshops, but would like to attend virtually either at that time or later at your convenience, you can connect to the WebCT course to access the workshops.

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**For further information contact Kathy Yamashiroya at [kathy@hawaii.edu](mailto:kathy@hawaii.edu) (956-2718) or Steven Singer at [singer@hawaii.edu](mailto:singer@hawaii.edu) (956-5662).**

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## Focus on... *KATIPUNAN* magazin

*Katipunan Magazin* is the publication of KATIPUNAN, the co-curricular organization of the students of Filipino (Tagalog). The organization's main objective is to find a venue for the use of Filipino outside of the classroom. All the activities of the club serve as the language and culture lab of all Filipino classes. Hence, all students of Filipino are automatically members of the club, and participation in the activities is required; for example, students are awarded points towards their writing grade by publishing an article and awarded points toward their oral activities grade for performance in the dramafest or songfest.

The magazine started as a newsletter in Fall 1992, also the year the KATIPUNAN Club was born. The inaugural issue (4 pages) featured the launching of the club, its ideals and its goals. The second issue featured the drama festival that the UH Filipino Program had been organizing since time immemorial. At this point in the newsletter's development, *Katipunan Magazin's* adviser, Ruth Mabanglo, decided that classes would have to contribute articles.



The following year, 1993, the newsletter featured much better articles from students taking Filipino classes, so the newsletter added more pages. In 1994, the newsletter became a magazine. The funding improved through student fundraisers and ASUH support. Also, better editorial policies were established. The current editorial procedure is as follows: each class is expected to fill up two pages. The teacher appoints an editor for each class. The class decides their own theme, sets their own deadline (ahead of the deadlines set by the general editorial board), and the class editor does the computer work (after revisions are made by classmates, upon the advice of the teacher). The pages are submitted camera-ready to the general editorial board.

The adviser, on the other hand, tells the overall editor what other articles are to be written: an interview with a visiting FilAm professor, an article on a community event, a review of a Filipino movie sponsored by KATIPUNAN, or a book review. Occasionally, the magazine includes literary works. The regular features include two-three pages of pictures from the Song Festival (every Fall) and the Drama Festival (every Spring). In November, 1998, the Filipino and Philippine Literature Program launched the *Katipunan Literary Journal*, a bilingual journal. Some of the Filipino poems, stories, and essays there were reprints from *Katipunan Magazin*.

\**Katipunan Magazin* adviser Ruth Mabanglo is Associate Professor of Filipino and Philippine Literature in the Department of Hawaiian and Indo-Pacific Languages and Literatures. A renowned Filipino poet, she recently published her fourth volume of poems. This bilingual volume, *Invitation*

Another Web-based course program that has many of the same capabilities as WebCT is MAILE, which was created at UH Mānoa. Each Maile community (MAILE-ese for a site created with MAILE) includes modules for the following: *class information*, which gives students access to the course syllabus, assignments, and a list of class members; *discussion*, to continue discussions beyond the classroom via an email type format; *chat*, for synchronous discussions; *writing exchange*, which allows students and the instructor to give feedback on each other's written work; and *resources*, where instructors can post text documents, hyperlinks, audio clips, and videos for their students to refer to. MAILE is customizable so that each community can reflect the needs and interests of the students.

Check it out for yourself at <http://www.maile.hawaii.edu/> and then see it in action in one of the SLTCC Professional Development Series offerings. See pages 5-7 for details.

**Manoa**

**Advanced  
Interactive  
Learning**

**Environment**

**(MAILE)**



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### Learning Foreign and Second Languages: Perspectives in Research and Scholarship

Heidi Byrnes, Editor  
New York: The Modern Language Association of  
America, 1998.  
322 pp. (ISBN 0-87352-801-8)

*Reviewed by Martyn Clark, ESL Department*

For this inaugural volume in the MLA series *Teaching Languages, Literatures, and Cultures*, editor Heidi Byrnes has brought together a wide-ranging assortment of essays designed to provide “an overview of the field of second language acquisition (SLA) to members of foreign language departments whose primary area of interest is literary research” (p. 12). Each of the book’s twelve essays considers a different aspect of language teaching or SLA research, covering such diverse topics as the place of SLA research in language programs, sociohistorical perspectives on language teaching in the US, approaches to empirical research for language instruction, cognitive characteristics of adult language learners, interlanguage pragmatics, classroom discourse, the role of technology in foreign language education, assessment issues, and curricular concerns.

Though all of the essays are written for a nonspecialized audience, they are not so watered-down as to be superficial. Key terms and concepts are introduced, and major theoretical positions are outlined. In

addition to the reference section at the end of each essay, several authors explicitly refer the reader to specific sources of additional information, allowing interested parties to delve more deeply into the topics covered. Because of this combination of readability and intellectual depth, this book should appeal to not only its target audience, but to administrators, department chairs, curriculum and materials developers, teachers, and graduate students as well.

### The Handbook of Funding Opportunities in the Field of TESOL

Stephen Stoyonoff and Terry Camacho  
Alexandria, VA: TESOL, 1998  
229 pp. (ISBN 0-939791-74-9)

*Reviewed by Dana Petteys, ESL Department*

So much research, so little money. Or, maybe not?

*The Handbook* offers a good starting place

for the novice grant or fellowship applicant.

The authors have very nicely condensed the information typically found in grant applications and compiled a user-friendly resource. This book is written specifically for second or foreign language projects and is conveniently divided into four main sections: 1) general introduction to the world of grant writing, 2) directory of potential funding sources, 3) guide to writing proposals, and 4) annotated bibliography of resources. There is also an appendix with sample application forms showing what types of information are commonly required when applying for a grant.



More than 200 grant and fellowship opportunities are listed in *The Handbook*. Awards range in amount from \$500 for travel to conferences to \$500,000 for multi-year research projects. Each entry includes the name of the sponsoring agency, the title of the grant or fellowship, a brief description of the purpose of and eligibility requirements for a particular grant, and contact information.

*The Handbook* provides step-by-step guidelines to walk you through the application process and helps answer questions like, “What is a grant proposal?” “What kind of information do I need to include?” “What makes a successful application?” A few minutes looking through

the Handbook should help demystify the process of grant-writing and put you well on your way to funding your own research project.

## New Ways in Content-Based Instruction

Donna M. Brinton and Peter Master, Editors  
Alexandria, VA: TESOL, 1997  
312 pp. (ISBN 0-939791-67-6)

Reviewed by Nora Laksin, ESL Department

Another resource for language teachers from the *New Ways* series, *New Ways in Content-Based Instruction* applies the general principles and practices of content-based instruction to the language classroom. Very broadly defined, content-based instruction uses themes or ideas within content areas as the focus of a language course syllabus.

This *New Ways* volume should prove useful to language teachers looking for ways to adapt or supplement their current textbook and would also be helpful for instructors who create their own materials. The book is organized into five sections according to how learners will use information in each activity. One activity in the "Information Management" section begins with a visit to a museum (virtual or real) to create an activity in which students must compare artifacts in a contextualized way combining a language function with cultural content. Activities in other sections require students to find solutions for problems, work creatively, manipulate data, or analyze texts. To help teachers find activities appropriate for their students, an index lists each activity by communicative focus and topic.

As is true with all of the books in the series, *New Ways in Content-Based Instruction* covers a broad range of grade levels (K-university) and language abilities (beginner to advanced). This volume does not, therefore, serve as a resource that can be used "as is" very effectively, and its editors encourage language teachers to adapt the activity templates to suit particular student populations and course levels. With over 70 activities to choose from, there is sure to be something that will help you connect the language in your textbook with the content of the real world.

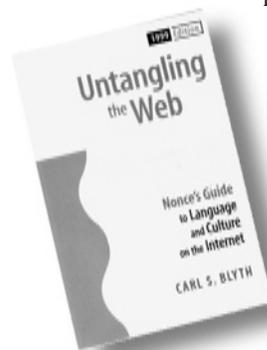
## Untangling the Web: Nonce's Guide to Language and Culture on the Internet

Carl S. Blythe  
New York: Nonce Publishing  
Consultants, Ltd., 1999  
165pp. (ISBN 1-893022-50-1)

Reviewed by Arya Keraizi, NFLRC

A user-friendly guide to accessing online language learning resources, *Untangling the Web* is a handy resource for the self-directed language student and the lab-frequenting language teacher. Its screenshot-adorned chapters provide answers to most frequently asked questions about the Internet, a step-to-step tutorial to surfing language resources on the Web, tips for doing Web searches via search engines and directories, a summary of online forums for communicating with speakers of other languages, and a list of popular language-related Websites. The "On Your Own" section at the end of most chapters offers a plethora of practice exercises and activities for those who have lots of extra time to surf the Web. In addition, the back of the guide

includes a glossary of Internet jargon in English, French, Spanish, and German and an annotated bibliography of recently-published (1997+) Internet guidebooks.



But reader beware. Despite Blythe's promise that this manual can be used with any language textbook, regardless of language or level, *Untangling the Web* is no more easily integrated into your curriculum than is your thesaurus or APA manual; in other words, you and your students may become far more fluent in Internet parlay than in the target language by the time you untangle this Web.

Nevertheless, this guide deserves a read and a place on your shelf next to —well— your thesaurus and APA manual, of course.

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# NEW PUBLICATIONS

During the Fall semester of 1998, NFLRC added the following three publications to their catalogue:

## New Technical Report

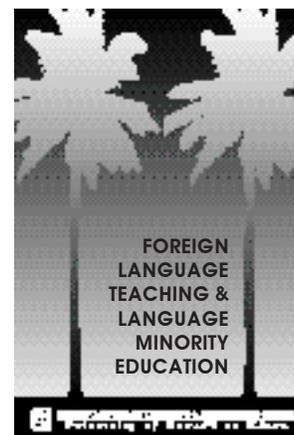
### *Foreign Language Teaching and Language Minority Education*

by Kathryn A. Davis (Ed.)

This volume, #19 in our Technical Report Series, examines the potential for building relationships among foreign language, bilingual, and ESL programs with the goal of fostering bilingualism. In the first section, Social and Political Contexts for Language Partnerships, the various authors examine current obstacles to developing bilingualism and suggest possible implications of issues associated with acculturation, identity, and language for linguistic minorities. The potential for developing collaboration and partnerships across primary, secondary, and tertiary institutions is outlined.

In the second section, Community Language as Resource, the authors provide research findings on a project designed to capitalize on the resources of immigrant students to enhance foreign language learning. The concluding section summarizes the potential benefits of and promise for language partnerships in second and foreign language situations.

The authors, all recent graduates from departments in the UH College of Languages, Linguistics and Literature, include Rebeca Jasso-Aguilar, Audrey C. Burnett, Lourdes Ortega, Ann Shonle, Zafar Syed, and Megan Thompson Rolland.



## New NetWork

**CATRC'98**

### *CATRC (Computer-Adaptive Test for Reading Chinese)*

by Tao-Chung (Ted) Yao & Cynthia Ning

CATRC (Network #11), developed by Tao-Chung (Ted) Yao with assistance from Cynthia Ning, is a prototype computer-adaptive test using HyperCard on Macintosh computers. The level of the questions, based on authentic materials, is automatically adapted according to the pattern of right and wrong answers given by the test-taker.

**CATRC is available for downloading: <http://nts.ill.hawaii.edu/tedyao/catrc/>**

## New Research Note

### *The Life of Language, The Language of Life: Selected Papers from the First College-wide Conference for Students in Languages, Linguistics, and Literatures*

by D. Yoshimi & M. Plumlee (Eds.)

“This volume is a celebration of the diverse academic pursuits of the graduate students in the College of Languages, Linguistics and Literature...” [from the preface]. It contains the collected papers presented at the First College-wide Conference for Graduate Students in the College of LLL, held in March of 1997.

<http://www.ill.hawaii.edu/nflrc/>