



SLTCC NEWSLETTER

news from the Second Language Teaching & Curriculum Center at the University of Hawai'i at Manoa

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From the Director . . .

The Second Language Teaching and Curriculum Center (SLTCC) is a unit of the College of Languages, Linguistics, and Literature. Its mission includes helping departments with curriculum development and evaluation, aiding language teachers in their professional development, and promoting foreign language acquisition research at the University. In addition, the Center seeks ways in which Hawai'i's recognized expertise in language teaching and language acquisition research can be applied to the task of improving language teaching nationwide. The importance of this broad mission was recognized in Fall 1990 by the U.S. Department of Education, which designated the SLTCC as a National Foreign Language Resource Center (NFLRC). The NFLRC is thus a program within the larger structure of the SLTCC. The NFLRC's training, research, and materials development programs are supported by a Federal grant of over one million dollars over a three year period. This issue of the SLTCC Newsletter focusses on the NFLRC. As you can see from the reports, these nationally-oriented activities have had substantial "local" benefits as well. - Robert Bley-Vroman

NFLRC Intern Update

During the Fall 1991 semester, there are five new interns at the Center. Our new interns are carrying out projects related to the teaching of French, Hawaiian, Chinese, German, and Korean. In addition to spending about twenty hours a week on their proposed projects, interns usually take two graduate level courses; these often deal with second language acquisition. Each intern is assigned a faculty mentor who directs the internship, helping the intern select courses and supervising the project. Sometimes this is an ongoing research or materials development project of the University; sometimes it is a project of the intern's own devising. These are the Spring 1992 interns and the projects they are undertaking:

Guy Kellogg holds a B.A. in French and an M.A. in teaching foreign languages from the Monterey Institute of Inter-

national Studies. He is working with the French Department to research, develop, and pilot French placement tests. Mr. Kellogg's mentor is Dr. Thom Hudson of the ESL Department.

Kahulu Palmiera, in December, completed her M.Ed. in Elementary Education and entered the Ph.D. program in Second Language Acquisition at the University of Hawai'i. She has been active for a number of years in Hawaiian language immersion programs, both as a teacher and in the area of curriculum development for children as well as for university students. Her project focuses on the development of Grade 7 teaching materials and includes a needs analysis concerning specific content and processes to be incorporated into the Language Arts and Social Studies curriculum. Also, Ms. Palmiera is continuing work on a database of both research related to issues connected to the teaching of Hawaiian and resources for teaching Hawaiian, including sample instructional materials and curriculum guides. Dr. Charlene Sato of the ESL Department is Ms. Palmiera's mentor.

Steven Richard Vaughn is currently an M.A. student in Foreign Language Education at the University of Tennessee, Knoxville and also has taught Chinese for two years. Mr. Vaughn proposes to develop a first- and second-year curricular framework for Chinese language instruction at the secondary school level. His project will include 10 introductory-level 50-minute language and culture lessons complete with materials and suggestions for supplementary materials. Supervising Mr. Vaughn's project is Dr. Cynthia Ning, Director of the Center for Chinese Studies at UH.

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Christel Yount holds a doctorate in German Studies from Stanford University and is presently a tenured teacher of German at Radford High School in Honolulu. In addition to her publications (including three books) and the workshops she has given relating to storytelling and teaching strategies, Dr. Yount has written, produced and appeared in a number of audio and television productions. For her project, Dr. Yount is exploring the application of the "Whole Language" approach (Ann Bayer) to German language instruction at the secondary school level. She is also interested in developing language materials for interactive television. Dr. Yount's mentor is Dr. Cornelia Moore, Associate Dean of the College of Languages, Linguistics, and Literature.

Soo ah Yuen is currently an M.A. student in the East Asian Languages Department at the University of Hawai'i. Ms. Yuen is continuing work she started in the Fall, collecting oral proficiency interviews in Korean under the supervision of Dr. David Hipple, the NFLRC 1991-1992 visiting Fellow. The data gleaned from the interviews have been used for the development of Korean speaking proficiency guidelines. She is currently preparing a revised draft of Korean reading, writing, and listening proficiency guidelines which will be part of a larger package of materials to be released by NFLRC Publications.

NFLRC Fellow Activities

During the 1991-1992 academic year (including Summer 1992), the NFLRC is fortunate to have Dr. David Hipple from ACTFL as the Visiting Fellow. On many occasions in the past, we had to obtain special support from a variety of sources to bring Dr. Hipple to Hawai'i to work with us on ongoing projects, particularly in the less commonly taught languages. The progress of these projects was often limited by how often and for how long we were able to have him here. His presence for the year has therefore greatly expedited work on many fronts. Dr. Hipple is either directing or collaborating on a number of projects.

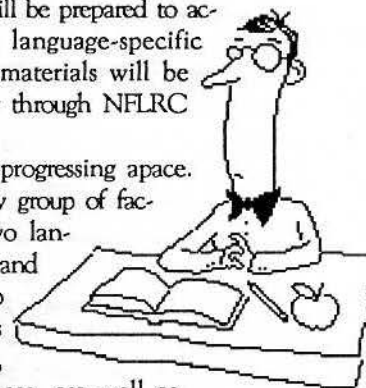
Testing Projects

There are several ongoing projects related to proficiency testing, particularly in the less commonly taught languages.

- Dr. Hipple is currently working with the College's Language Telecommunications Center to develop a series of demonstration videotapes of Oral Proficiency

Interviews (OPI) in Chinese, ESL, Hawaiian, Indonesian, Japanese, Korean, Spanish, and Thai. A full set of interviews will be made available on videotape for each language. In addition, an introductory videotape presenting an overview of interview concepts and procedures will be prepared to accompany the various language-specific interview sets. This materials will be available later this year through NFLRC Publications.

- OPI tester training is progressing apace. In January 1992, a new group of faculty was trained in two language groups, Chinese and ESL. The ESL group included participants representing Korean, Tagalog, and Vietnamese, as well as ESL. Dr. Hipple was in charge of those sessions.
- Dr. Hipple is in charge of the project to develop and disseminate proficiency guidelines for Korean. He has trained a Korean graduate student and current NFLRC intern, Ms. Soo ah Yuen, to conduct and rate interviews in Korean and analyze the samples to extrapolate speaking guidelines. In order to report to the Korean language teaching community on these activities, a video teleconference on Korean proficiency projects was held on December 3, 1991. During Spring 1992, Dr. Hipple will be working further with Ms. Yuen to draft proficiency guidelines for the remaining three skills.
- He is also consulting on a national project to develop a computer-mediated reading proficiency test in Chinese, that may be distributed for general use by NFLRC Publications within a year.
- Dr. Hipple is working with faculty in Chinese, Japanese, and Korean to develop culturally appropriate situational role play cards, to be used both in testing and teaching contexts. Commonly used OPI role-play cards sometimes show a Western language bias, and do not in all cases lend themselves easily to East Asian contexts. The cards developed will be published and distributed in Spring 1992 by the NFLRC.
- Dr. Hipple is currently teaching a graduate course "Practical Applications of Prochievement and Proficiency Testing" (ESL 494). Last semester he taught "Teaching Reading Using Authentic Materials" (ESL 494). These courses enroll teachers, students, and faculty from such diverse languages as Chinese, ESL, Hawaiian, Korean, Japanese, French and Tagalog.



Curriculum Development

Dr. Hipple is working with several curriculum development groups on campus, particularly in writing reading materials based on authentic texts.

- He is currently consulting with Indonesian faculty on a 100 and 200 level reader consisting of authentic reading materials and appropriate accompanying activities. A video teleconference to report progress made was held on December 8, 1991.
- He has provided feedback in a Japanese 101/102 class he is attending, that utilizes a collection of materials and visual aids to promote interaction in the classroom in addition to the standard textbook.
- He has reviewed and provided critique of a set of proficiency-based Chinese language textbooks that is currently going to press.

1992 Intensive Summer Institute

Dr. Hipple helped in the planning of the upcoming 1992 Intensive Summer Institute for teachers of Chinese, French, Japanese, and Thai and will be staying on to participate in the running of the Institute.

Outreach

Dr. Hipple is in high demand both in the university and in the community. He has to date conducted numerous workshops for state teachers on behalf of the Hawai'i Department of Education and spoken to gatherings of the Hawai'i Association of Language Teachers (HALT), Hawai'i Council of Teachers of English (HCTE), the Academic Alliance and others. Internally, he has conducted workshops for the Indo-Pacific Languages Department and the University of Hawai'i ESL institute, the New Intensive Course in English (NICE). Dr.

Hipple has already received a number of additional requests to give talks and workshops or seminars during the spring semester.



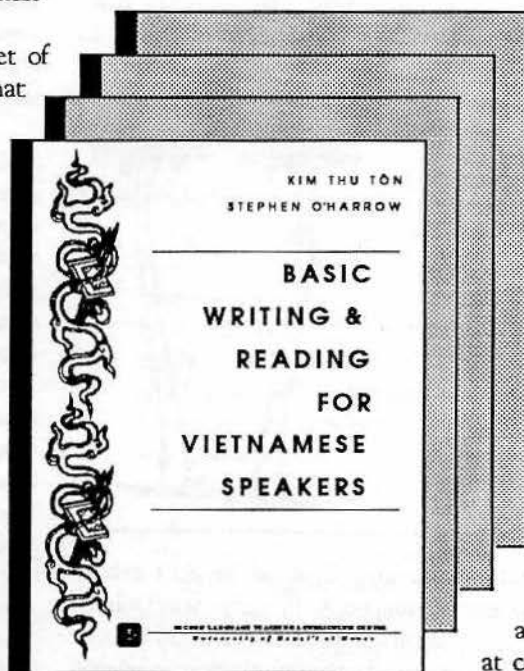
NFLRC Publications Up & Running

As of January 1992, NFLRC has available for purchase fourteen publications. There are three types of publications:

- **Teaching Materials.** These are draft and preliminary versions of teaching materials, especially for the less commonly taught languages. Currently we have texts for Samoan, Vietnamese, Japanese, and Spanish. The authors include UH faculty, some of whom

were assisted by NFLRC interns. Also included in our teaching materials is a four volume set of high-school level texts in Japanese prepared by Junko Lowry and Anne Morimoto of Kamehameha School. Teaching materials are distributed at cost.

- **Research Notes.** These include descriptions of on-going projects and of language teaching software developed with the support of NFLRC. Currently available are a report on the feasibility of a generic curriculum guide for the less commonly taught languages, an evaluation of the NFLRC 1991 Intensive Summer Institute, and a bibliography of materials related to pedagogy and research in interpretation and translation. These materials are also distributed at cost.



- **Technical Reports.** Results of research related to second language learning and teaching are reported in Technical Reports which may be ordered through University of Hawaii Press. The three currently available Reports cover various aspects of cross-cultural pragmatics.

Coming Attractions

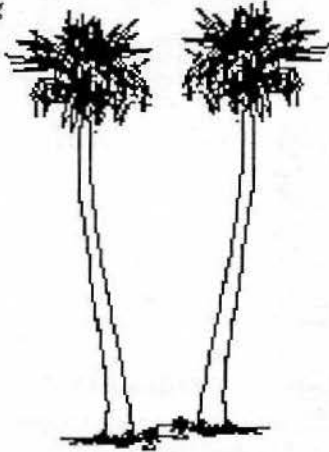
Many new publications are planned for the remainder of 1992 including teaching materials for Chinese, Tagalog, and German. Also, under development are a set of situational role play cards for East Asian languages to avoid the possible cultural bias of materials developed primarily for Western languages. The role play cards will reflect culturally and linguistically appropriate situations for Japanese, Korean, and Mandarin.

This year we will be branching out into non-print media with the release of a series of video tapes showing excerpts from several Korean oral proficiency interviews ranging from Novice to Superior. The tapes accompany the guidelines for oral, written, and listening proficiency currently being developed by Dr. David Hipple with the assistance of NFLRC intern Soo ah Yuen. Additionally, Dr. Hipple is preparing a series of demonstration videotapes of Oral Proficiency Interviews (OPI) in Chinese, ESL, Hawaiian, Indonesian,

Japanese, Spanish, and Thai. A full set of interviews will be made available on videotape for each language. In addition, an introductory videotape presenting an overview of interview concepts and procedures is being prepared to accompany the various language specific interview sets.

There will be a number of new Research Notes and Technical Reports on a variety of topics. We are always interested to hear from faculty members who have materials that they are interested in distributing. For more information or a brochure listing and describing current publications contact: Deborah Masterson at SLTCC (X68766).

1991 Intensive Summer Institute



The 1991 Intensive Summer Institute brought thirty language teachers and teacher trainers from across the United States to the University of Hawai'i. The Institute lasted for six weeks and emphasized extensive supervised classroom teaching experience. Institute co-directors, Dr. Teresita Ramos of Indo-Pacific Languages and Dr. Cynthia Ning of the Center

for Chinese Studies, arranged for four Master Teachers to oversee the four languages emphasized: Spanish, Japanese, Chinese, and Indonesian. The principal trainers during the first week were Dr. Tricia Dvorak, from the Language Resource Center at the University of Michigan, and Dr. Heidi Burns, Professor of German at Georgetown University. In the following weeks, there were many guest speakers including visitors from the mainland such as Dr. Alan Beretta of the University of Michigan and Gail Robinson from the National Foreign Language Resource Center at the San Diego State University.

A unique feature of the Institute is the incorporation of a language learning experience in the teacher-training program. This portion of the course combined language teaching experience with language learning experience. The basic concept underlying this organization is that teachers gain insights into the learning process through the experience of actually studying a language. Teachers of one language were also students in the classes of another language, and vice versa. Thus, each Institute participant had a dual role: teacher and student. This model is intended to foster both reflective teaching and provide a structure of maximally informative feedback. The Institute is set up to encourage reflective practice, and participants also keep extensive journals of their language teaching/learning experience.

As mentioned above, the 1991 Institute served teachers of Spanish, Japanese, Chinese, and Indonesian. The 1992 Institute will include Chinese and Japanese again, together with French and Thai. The Center pays a stipend intended to cover travel expenses and local expenses in Honolulu. Room and board in a University dormitory is furnished.



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