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# Contents

Preface ................................................................. ix

Part One: Situating the Noticing Hypothesis in SLA

1 Noticing and Dick Schmidt’s Personal and Academic History: An Introduction
   Jim K. Yoshioka, Sylvia Nagem Frota, & Joara M. Bergsleithner . . . 1

2 Schmidt’s Noticing Hypothesis: More Than Two Decades After
   Ronald P. Leow ............................................. 11

3 Noticing and L2 Development: Theoretical, Empirical, and Pedagogical Issues
   Shinichi Izumi .................................................. 25

4 Attention, Awareness, and Noticing in Language Processing and Learning
   John N. Williams .............................................. 39

Part Two: Observing and Enhancing Noticing

5 Recasts, Uptake, and Noticing
   Rod Ellis & Nadia Mifka-Profozic ........................... 61

6 Is Metalinguistic Stimulated Recall Reactive in Second Language Learning?
   Takako Egi, Rebecca J. Adams, & Ana-María Nuevo .......... 81

7 The Effects of L2 Learner Proficiency on Depth of Processing, Levels of Awareness, and Intake
   Anne M. Calderón ................................................ 103

8 The Effects of Aural Input Enhancement on L2 Acquisition
   Minyoung Cho & Hayo Reinders .............................. 123

9 Instruction in Support of Noticing: An Empirical Study of EFL in Brazil
   Sylvia Nagem Frota & Joara M. Bergsleithner ............... 139
Noticing and second language acquisition: Studies in honor of Richard Schmidt
Joara Martin Bergsleithner, Sylvia Nagem Frota, & Jim Kei Yoshioka (Eds.)

This volume celebrates the life and groundbreaking work of Richard Schmidt, the developer of the influential Noticing Hypothesis in the field of second language acquisition. The 19 chapters encompass a compelling collection of cutting-edge research studies exploring such constructs as noticing, attention, and awareness from multiple perspectives, which expand, fine tune, sometimes support, and sometimes challenge Schmidt’s seminal ideas and take research on noticing in exciting new directions.


10 Investigating Relationships Among Noticing, Working Memory Capacity, and Accuracy in L2 Oral Performance
Joara M. Bergsleithner & Mailce Borges Mota .................. 151

11 Nurturing Noticing
Peter Skehan....................................................... 169

Part Three: Keeping a Close Eye on Noticing

12 What Do Eye Movements Tell Us About Awareness?
A Triangulation of Eye-Movement Data, Verbal Reports, and Vocabulary Learning Scores
Aline Godfroid & Jens Schmidtke ............................. 183

13 Observing Noticing While Reading in L2
Daphnée Simard & Denis Faucambert .......................... 207

14 Coming Eye-to-Eye With Noticing
Patti Spinner, Susan Gass, & Jennifer Behney ................. 227

Part Four: Beyond Noticing

15 Implicit and Explicit Knowledge of Form-Meaning Connections: Evidence From Subjective Measures of Awareness
Patrick Rebuschat, Phillip Hamrick, Rebecca Sachs, Kate Riestenberg, & Nicole Ziegler ......................... 249

16 Implicit Second Language Learning and Individual Differences
Daniel O. Jackson ...................................................... 271

17 A Cognitive Neuroscientific Approach to Studying the Role of Awareness in L2 Learning
Lester C. Loschky & Michael Harrington ...................... 289

18 The Task at Hand: Noticing as a Mind–Body–World Phenomenon
Christine M. Jacknick & Scott Thornbury ..................... 309

19 Noticing and Mediation: A Sociocultural Perspective
Riikka Alanen .......................................................... 331
## Contents

Preface .................................................................................. vi

序文 ................................................................................ vii

About the Editors .................................................................. viii

### Assessing Speaking Skills

1. Developing a Student-Centered Oral Test for a Beginning-Level Japanese Course
   Waka Tominaga ................................................................. 1

2. Oral Performance Test as a Formative Assessment in an Intermediate-Level College Japanese Language Course
   Yasuko Takata Railings ...................................................... 9

3. Oral Performance Development Tool
   Noriko Taira Yasohama .................................................... 18

4. An Oral Test Idea Incorporating Universal Design for Learning (UDL)
   Shioko Yonezawa .......................................................... 24

5. Japanese Language Oral Proficiency Placement Examination
   Sanako Mitsugi ............................................................... 33

### Assessing Writing Skills

6. Assessing Written Skills in Research Paper Projects
   Priya Ananth ................................................................. 39

7. Assessment for Students’ Writing Skills in First-Year Japanese Courses
   Michiko T. Croft ............................................................. 45

   Rika Kinoshita ............................................................... 50

9. ePortfolio for a Program Assessment
   Rika Ito ........................................................................... 55

    Mari Stever ................................................................. 60

### Assessing Reading and Translation Skills

11. A Unit Test for Reading, Writing, and Cultural Analysis at the Advanced Level
    Yasufumi Iwasaki ........................................................... 64

12. Teaching Translation at a College-Level Japanese Language Program: Raising Student Awareness on Translation Evaluation
    Yumiko Tateyama .......................................................... 74

13. Standards-Based Final Examination for an Intermediate-Level College Japanese Language Course
    Satomi Saito ................................................................. 80
Practical assessment tools for college Japanese
Kimi Kondo-Brown, James Dean Brown, & Waka Tominaga (Eds.)

This volume is a collection of 21 peer-reviewed assessment modules developed by teachers of Japanese who participated in the Assessments for Japanese Language Instruction Summer Institute at the University of Hawai‘i at Mānoa in summer 2012. Each module presents a practical assessment idea that can be adopted or adapted for the reader’s own formative or summative assessment of their Japanese language learners. Each module includes background information, aims, levels, assessment times, resources, procedures, caveats and options, references, and other appended information.

New perspectives on Japanese language learning, linguistics, and culture
Kimi Kondo-Brown, Yoshiko Saito-Abbott, Shingo Satsutani, Michio Tsutsui, & Ann Wehmeyer (Eds.)

This volume is a collection of selected refereed papers presented at the Association of Teachers of Japanese Annual Spring Conference held at the University of Hawai‘i at Mānoa in spring of 2011. It not only covers several important topics on teaching and learning spoken and written Japanese and culture in and beyond classroom settings, but also includes research investigating certain linguistic items from new perspectives.


### Contents

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Development of Narrative Writing Ability and Language Proficiency in Young JHL Learners in a Japanese Immersion Program</td>
<td>Masako O. Douglas, Kiyomi Chinen, &amp; Hiroko C. Kataoka</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Using N Desu in Small Talk: JFL Learners' Pragmatic Development</td>
<td>Tomoko Iwai</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>Effects of Dynamic Written Corrective Feedback on JFL Students' Homework</td>
<td>Yuka Akiyama &amp; Mayumi Fleshler</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>Content-based language education and practice: Toward &quot;Critical&quot; Japanese Language Education</td>
<td>Shinji Sato, Atsushi Hasegawa, Yuri Kumagai, &amp; Uichi Kamiyoshi</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>Social Network Development during Study Abroad in Japan</td>
<td>Spencer A. Ring, Daniel Gardner, &amp; Dan P. Dewey</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>Grammar and Interactional Discourse: Marking Non-topical Subject in Japanese Conversation</td>
<td>Michiko Kaneyasu</td>
<td>123</td>
</tr>
<tr>
<td>7</td>
<td>A Study of the No-Clause Construction in Japanese: Internally Headed Relative Clauses and Beyond</td>
<td>Xiaoman Miao</td>
<td>145</td>
</tr>
<tr>
<td>8</td>
<td>Transmissive Feminism: The Evolutive Mind as Displayed in the Overseas Letters of Yamada Kakichi to Yamada Waka</td>
<td>Rika Saito</td>
<td>163</td>
</tr>
</tbody>
</table>

About the Contributors                                                                 | 183
Developing, using, and analyzing rubrics in language assessment with case studies in Asian and Pacific languages

James Dean Brown (Ed.)

Rubrics are essential tools for all language teachers in this age of communicative and task-based teaching and assessment—tools that allow us to efficiently communicate to our students what we are looking for in the productive language abilities of speaking and writing and then effectively assess those abilities when the time comes for grading students, giving them feedback, placing them into new courses, and so forth. This book provides a wide array of ideas, suggestions, and examples (mostly from Māori, Hawaiian, and Japanese language assessment projects) to help language educators effectively develop, use, revise, analyze, and report on rubric-based assessments.


Contents

Section I: Introduction to Rubric-Based Assessment

Introduction  James Dean Brown

Section II: Developing, using, and analyzing rubric-based assessment

Developing Rubrics for Language Assessment  James Dean Brown

Assessing Student Language Performance: Types and Uses of Rubrics  Larry Davis & Kimi Kondo-Brown

Issues in Analyzing Rubric-Based Results  James Dean Brown & Catherine (Katarina) Anne Edmonds

Section III: Case studies in Asian and Pacific languages

Maori Language Proficiency in Writing: The Kaiaka Reo Year Eight Writing Test  Catherine (Katarina) Anne Edmonds

The Hawaiian Oral Language Assessment: Development and Effectiveness of the Scoring Rubric  Alohalani Housman, Kaulana Dameg, Mahealani Kobashigawa, & James Dean Brown

Rubric-Based Scoring of Japanese Essays: The Effects on Generalizability of Numbers of Raters and Categories  James Dean Brown & Kimi Kondo-Brown

Section IV: Conclusions on Rubric-Based Assessment

Conclusion  James Dean Brown
More so than most other Polynesian languages, the Samoan language is highly stratified. The common spoken form of Samoan used among friends and peers, for example, would be inappropriate for public speaking at both traditional and non-traditional gatherings. At these kinds of events, Gagana Fa'aalolalo (Respect Language) and Gagana Fa'afailauga (Chiefly Language/Oratory) are used. Both of these speech registers interweave into the language references to Samoan history, genealogies, and, more recently, the Christian bible. The first book in this series, ‘o si manu a ali’i, was written primarily to provide linguistic background for these registers. This second book, ‘O faia fa'atumua o Samoa mai tala o le vavau, provides the core knowledge necessary to understand the high level of interplay in Samoan oratory between language and history.


‘Aumua Mata’itusi Simanu is a life-long educator and scholar of the Samoan language and culture. She worked for the Department of Education in Samoa for 45 years. Since 1987, she has been teaching Samoan Oratory and History at the University of Hawai’i at Mānoa.
Manchu: A textbook for reading documents (second edition)

Gertraude Roth Li

This book offers students a tool to gain a basic grounding in the Manchu language. The reading selections provided in this volume represent various types of documents, ranging from examples of the very earliest Manchu writing (17th century) to samples of contemporary Sibe (Xibo), a language that may be considered a modern version of Manchu. Since Manchu courses are only rarely taught at universities anywhere, this second edition includes audio recordings to assist students with the pronunciation of the texts.


Praise for the original edition

“An impressive piece of scholarship.”

“An exemplary achievement...an ideal tool”
– Studia Orientalia 95

“A long overdue reintroduction to a field that in recent decades has enjoyed substantial expansion only in the PRC, Taiwan, and Japan.”
– Language 77

“The author...has done a valuable service to the field. Not only has she given us a reliable and user-friendly introduction to the language, she shares with us her own distilled experience of reading historical materials over many years.”
– Saksaha: A Review of Manchu Studies 5

“This pleasant book is perhaps the best primer and reader of the classical or standard written form of a once great but now nearly extinct tongue”
– Mongolian Studies XXIV
Research among learners of Chinese as a foreign language

Michael E. Everson & Helen H. Shen (Eds.)

Cutting-edge in its approach and international in its authorship, this 4th monograph in a series sponsored by the Chinese Language Teachers Association features eight research studies that explore a variety of themes, topics, and perspectives important to a variety of stakeholders in the Chinese language learning community. Employing a wide range of research methodologies, the volume provides data from actual Chinese language learners and will be of value to both theoreticians and practitioners alike. [in English & Chinese]


Contents

Editors’ introduction
   Michael E. Everson & Helen H. Shen

The Acquisition of the ba Construction by Adult English Speakers
   Hang Du

Language Attrition in Grammar and Receptive Skills in Mandarin Chinese
   Miao-fen Tseng

Analysis of Radical Knowledge Development Among Beginning CFL Learners
   Helen H. Shen

The Effects of Word-Knowledge Depth, Part of Speech, and Proficiency Level on Word Association Among Learners of Chinese as a Second Language
   Chan Lü

See How They Read: An Investigation Into the Cognitive and Metacognitive Strategies of Nonnative Readers of Chinese
   Cecilia Chang

Free Recall from Japanese Learners of Chinese
   Aiqun Liu

Discourse Features and Development in Chinese L2 Writing
   Yun Xiao

Intermediate Distance Learners of Chinese Look Back: A Survey Study
   Isabel Tasker
Toward useful program evaluation in college foreign language education

John M. Norris, John McE. Davis, Castle Sinicrope, & Yukiko Watanabe (Eds.)

This volume reports on innovative, useful evaluation work conducted within U.S. college foreign language programs. Each case is reported by program-internal educators, who walk readers through critical steps, from identifying evaluation uses, users, and questions, to designing methods, interpreting findings, and taking actions.


Contents

Introduction to the Volume
  John M. Norris

Identifying and Responding to Evaluation Needs in College Foreign Language Programs
  Yukiko Watanabe, John M. Norris, & Marta González-Lloret

The Role of Evaluation in Curriculum Development and Growth of the UNM Portuguese Program
  Margo Milleret & Agripino S. Silveira

Coming to Our Senses: The Realities of Program Evaluation
  Frauke Loewensen & Rafael Gómez

Using Evaluation to Design Foreign Language Teacher Training in a Literature Program
  Alessandro Zannirato & Loreto Sánchez-Serrano

Developing and Implementing an Evaluation of the Foreign Language Requirement at Duke University
  Ingeborg C. Walther

Improving Educational Effectiveness and Promoting Internal and External Information-Sharing Through Student Learning Outcomes Assessment
  Antonio Grau Sempere, M. Chris Mohn, & Roger Pieroni

Study Abroad and Evaluation: Critical Changes to Enhance Linguistic and Cultural Growth
  Violeta Ramsay

Curriculum, Learning, and the Identity of Majors: A Case Study of Program Outcomes Evaluation
  Peter C. Pfeiffer & Heidi Byrnes

College Foreign Language Program Evaluation: Current Practice, Future Directions
  John McE. Davis, Castle Sinicrope, & Yukiko Watanabe

“a much-needed resource for any foreign language practitioner.”
  —Modern Language Journal
Second language teaching and learning in the Net Generation
Raquel Oxford & Jeffrey Oxford (Eds.)

Today’s young people—the Net Generation—have grown up with technology all around them. However, teachers cannot assume that students’ familiarity with technology in general transfers successfully to pedagogical settings. This volume examines various technologies and offers concrete advice on how each can be successfully implemented in the second language curriculum.

Chinese as a heritage language: Fostering rooted world citizenry

Agnes Weiyun He & Yun Xiao (Eds.)

Thirty-two scholars examine the socio-cultural, cognitive-linguistic, and educational-institutional trajectories along which Chinese as a Heritage Language may be acquired, maintained, and developed. They draw upon developmental psychology, functional linguistics, linguistic and cultural anthropology, discourse analysis, orthography analysis, reading research, second language acquisition, and bilingualism. This volume aims to lay a foundation for theories, models, and master scripts to be discussed, debated, and developed, and to stimulate research and enhance teaching both within and beyond Chinese language education.


Contents

Chinese as a Heritage Language: An Introduction
Agnes Weiyun He

Issues in Chinese Heritage Language Education and Research at the Postsecondary Level
Duanduan Li & Patricia A. Duff

What Are the CHL Learners Inheriting? Habitus of the CHL Learners
Jin-huei Enya Dai & Lihua Zhang

The Chinese Heritage Language Learners’ Existing Linguistic Knowledge and Abilities
Jason D. Hendryx

Attitudes Toward Mandarin, Heritage Languages, and Dialect Diversity Among Chinese Immigrants and International Students in the United States
Terrence G. Wiley, Gerda de Klerk, Mengying Li, Na Liu, Yun Teng, & Ping Yang

Motivation and Achievement in Chinese Language Learning: A Comparative Analysis
Xuehong Lu & Guofang Li

An Identity-Based Model for the Development of Chinese as a Heritage Language
Agnes Weiyun He

Effects of Print Input on Morphological Awareness Among Chinese Heritage Language Learners
Keiko Koda, Chan Liu, & Yanhui Zhang

Literacy Development in Chinese as a Heritage Language
Keiko Koda, Yanhui Zhang, & Chin-Lung Yang

Home Literacy Environment in CHL Development
Yun Xiao

Developing a Chinese Heritage Language Corpus: Issues and a Preliminary Report
Tao Ming & Hongyin Tao

Heritage Language Development, Maintenance, and Attrition Among Recent Chinese Immigrants in New York City
Gisela Jia

The (Re)acquisition of Perfective Aspect Marking by Chinese Heritage Language Learners
Li Jia & Robert Bayley
Case studies in foreign language placement: Practices and possibilities

Thom Hudson & Martyn Clark (Eds.)

Although most language programs make placement decisions on the basis of placement tests, there is surprisingly little published about different contexts and systems of placement testing. The contributions to this volume address such issues as how the size of the program, presence or absence of heritage learners, and population changes affect language placement decisions.


Contents

Placement Within a Changing Curriculum: Russian Heritage Speakers at Montclair State University
Jessica Brandt

Placement Examination for a Heterogeneous Group of Russian Heritage Learners
Irina Dolgova

Yet Another Test? Placement Issues in the Chinese Language Program at the University of Colorado, Boulder
Madeline K. Spring

Using a Web-Delivered Questionnaire to Improve Placement in Chinese
Rongzhen Li

Developing a Chinese Placement Instrument in Response to the Diversity in a Student Population at the University Level
Song Jiang

Placement Assessment Issues for the Southeast Asian Studies Summer Institute
Robert J. Bickner

Placement Issues in Study Abroad Programs: The Case of the Intensive Advanced Swahili Group Project Abroad
Masangu Matondo

Placement Testing For a Large Spanish Program With Separate Tracks for Heritage- and Second-Language Learners
Derek Roff

Asterix in Testland: Can a Large Department Resist Tests as a Part of Its Placement System and Get Away With It?
Francoise Sorgen-Goldschmidt

The Challenge of Placing Hindi Heritage Students
Rakesh Ranjan

A Case Study of Thai Language Program Placement Testing: Incorporating News Articles Into the Thai Placement Process
Chintana Y. Takahashi

Challenges in Placing Korean Heritage Learners: Validity, Heterogeneity, and the Foreign Language Requirement
Seungja Kim Choi
Documenting and revitalizing Austronesian languages

D. Victoria Rau & Margaret Florey (Eds.)

The case studies in this volume lead to a discussion of changes in the field of linguistics and the alliances which are being built between linguists and community language activists. The 11 chapters in the book touch upon the key themes of international capacity building initiatives, documentation and revitalization activities, and computational methods and tools for language documentation. (Language Documentation & Conservation Special Publication No. 1)


Contents

Introduction: documenting and revitalizing Austronesian languages
Margaret Florey

The language documentation and conservation initiative at the University of Hawai‘i at Mānoa
Kenneth L. Rehg

Training for language documentation: Experiences at the School of Oriental and African Studies
Peter K. Austin

SIL International and endangered Austronesian languages
J. Stephen Quakenbush

Local autonomy, local capacity building and support for minority languages: Field experiences from Indonesia
I Wayan Arka

Documenting and revitalizing Kavalan
Fuhui Hsieh & Shuanfan Huang

E-learning in endangered language documentation and revitalization
D. Victoria Rau & Meng-Chien Yang

Indigenous language–informed participatory policy in Taiwan: A socio-political perspective
Yih-Ren Lin, Lahwy Icyeh, & Da-Wei Kuan (Daya)

Teaching and learning an endangered Austronesian language in Taiwan
D. Victoria Rau, Hui-Huan Chang, Yin-Sheng T'ai, Zhen-Yi Yang, Yi-Hui Lin, Chia-Chi Yang, & Maa-Neu Dong

WeSay, a tool for engaging communities in dictionary building
Eric Albright & John Hatton

On designing the Formosan multimedia word dictionaries by a participatory process
Meng-Chien Yang, Hsin-Ta Chou, Huey-Shiuan Guo, & Gia-Pyng Chen

Annotating texts for language documentation with Discourse Fröhler’s metatagging system
Phil Quick
Perspectives on teaching connected speech to second language speakers

James Dean Brown & Kimi Kondo-Brown (Eds.)

This collection contains 14 articles on connected speech of interest to teachers, researchers, and materials developers in both ESL/EFL (ten chapters focus on connected speech in English) and Japanese (four chapters). The fourteen chapters are divided up into five sections:

- What do we know so far about teaching connected speech?
- Does connected speech instruction work?
- How should we teach speech in English?
- How should we teach speech in Japanese?
- How should we test connected speech?


Contents

Introducing Connected Speech
James Dean Brown & Kimi Kondo-Brown

The Significance of Reduced Forms in L2 Pedagogy
Yasuko Ito

Teacher Resources for Teaching Connected Speech
James Dean Brown

The Effectiveness of Teaching Reduced Forms for Listening Comprehension
James Dean Brown & Ann Hilferty

Comprehension of English Reduced Forms by Japanese Business People and the Effectiveness of Instruction
Takashi Matsuzawa

The Comprehension of English Reduced Forms by Second Language Learners and Its Effect on Input-Intake Process
Yasuko Ito

Don'cha Know? A Survey of ESL Teachers' Perspectives on Reduced Forms Instruction
Moana Rogerson

Teaching Reduced Interrogative Forms to Low-Level EFL Students in Japan
Robert Cahill

Visualizing English Speech Reductions Using the Free Phonetic Software Package WASP
J. Kevin Varden

On Casual Speech: How It Differs From Fast Speech
Nobuko Hasegawa

Focus on Form in Teaching Connected Speech
Takako Toda

Learning About Sound Changes in Spoken Japanese: The Development of CALL Materials
Takako Sakai & Yu Igashima

Why Second Language Learners of Japanese Need to Learn Difficult Minute Sounds in Connected Speech
Yukari Hirata

Testing Reduced Forms
James Dean Brown & Kimi Kondo-Brown
Corpus linguistics for Korean language learning and teaching [in English and Korean]
Robert Bley-Vroman & HyunSook Ko (Eds.)

Dramatic advances in personal-computer technology have given language teachers access to vast quantities of machine-readable text, which can be analyzed with a view toward improving the basis of language instruction. Corpus linguistics provides analytic techniques and practical tools for studying language in use. This volume provides both an introductory framework for the use of corpus linguistics for language teaching and examples of its application for Korean teaching and learning. The collected papers cover topics in Korean syntax, lexicon, and discourse, and second language acquisition research, always with a focus on application in the classroom. An overview of Korean corpus linguistics tools and available Korean corpora are also included.


Contents
A Sketch of Corpus Linguistics for Second Language Research and Learning
Robert Bley-Vroman & Siwon Park

말뭉치를 이용한 담화 분석과 한국어 수업에서의 활용 방안: “거든(요)” 와 “callee(요)” 의 비교 분석을 중심으로
Corpus-Based Analysis –ketun(yo) and canha(yo) and its Pedagogical Application
Sung-Ock Sohn

말뭉치를 통한 “-어 있다” 구문 연구
Analysis of Distributional Constraint of –e ista (exist) in Korean
Jong Myung Hong

한국어 교사가 할 수 있는 소규모 말뭉치 조사
Corpus Analysis of pota (see/look at ) for Korean Language Teachers
Hye-Ri Joo

The Particle –ka in a Korean Corpus: A Modal Choice?
HyunSook Ko

A Corpus-Based Approach to the Korean Wh-Question Words mwusun and enu
Jane Choi

Corpus Analysis of cinan/cen (last/before) and taum/nay (next/coming) Before Temporal Nouns in Korean
Isiah WonHo Yoo

소설 말뭉치에 나타난 외래어 사용 양상 분석
Corpus Analysis of Loan Words in Korean Language
HanSaem Kim

말뭉치를 활용한 고급 학습자용 한국어 어휘 교육
Corpus-Based Vocabulary Instruction for Advanced Korean Learners
Jinhwa Lee
Motivation and second language acquisition
Zoltan Dörnyei & Richard Schmidt (Eds.)

The 20 chapters in this volume, written by some of the best-known researchers in the field, cover a wide range of theoretical and methodological issues and offer empirical results concerning the learning of many different languages in a broad range of learning contexts.


Contents

Integrative Motivation and Second Language Acquisition • Robert C. Gardner
Learning as Foraging • John H. Schumann
Situation- and Task-Specific Motivation in Foreign Language Learning • Kyösti Julkunen
New Orientations in Language Learning Motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation • Kimberly A. Noels
Situating Second Language Motivation • Mary McGroarty
Language Learning at University: Exploring the role of motivational thinking • Ema Ushioda
Notions of Self in Foreign Language Learning: A qualitative analysis • Zafar Syed
A Study of Unsuccessful Language Learners • Marianne Nikolov
Making Sense of Success and Failure: The role of the individual in motivation theory • Marion Williams, Robert L. Burden, & Safiya Al-Baharna
Preferences for Instructional Activities and Motivation: A comparison of student and teacher perspectives • Stephen R. Jacques
Values, Rewards, and Job Satisfaction in ESL/EFL • Omneya Kassabgy, Deena Boraie, & Richard Schmidt
Research in Second Language Learning Motivation: Psychometric and research design considerations • Paul F. Tremblay
The Development and Validation of a Portuguese Version of the Motivated Strategies for Learning Questionnaire • James Dean Brown, Maria Isabel Azevedo Cunha, Sylvia de Fatima Nagem Frota, & Anna Beatriz Fernandes Ferreira
Examining the Role of Attitudes and Motivation Outside of the Formal Classroom: A test of the mini-AMTB for children • Anne-Marie Masgoret, Mercè Bernaus, & Robert C. Gardner
Students’ Motivation as a Function of Language Learning: The teaching of Arabic in Israel • Ofra Inbar, Smadar Donitsa-Schmidt, & Elana Shohamy
Motivation, Strategy Use, and Pedagogical Preferences in Foreign Language Learning • Richard Schmidt & Yuichi Watanabe
Personality, Motivation, Anxiety, Strategies, and Language Proficiency of Japanese Students • James Dean Brown, Gordon Robson, & Patrick R. Rosenkjar
Motivational Characteristics of Learning Different Target Languages: Results of a nationwide survey • Zoltán Dörnyei & Richard Clément
Bilingual Heritage Students’ Language Contact and Motivation • Kimi Kondo-Brown
The Convergence of Multiple Models of Motivation for Second Language Learning: Gardner, Pintrich, Kuhl, and McCrosky • Peter D. Machhtyre, Keith MacMaster, & Susan C. Baker
A communicative framework for introductory Japanese language curricula

Washington State Japanese Language Curriculum Guidelines Committee

In recent years the number of schools offering Japanese nationwide has increased dramatically. Because of the tremendous popularity of the 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.


Contents

Foreword to the Original Edition
About the Use of Latin Script
Introduction
Principles and Strategies
Topics, Functions, and Concepts
A Framework for Assessment
Authenticity, Context, and Culture
Written Language
On the Role of Explanation and Transcription
Teacher Preparation and Training
References
Appendix A: A Glossary of Terms and Key to Symbols and Conventions
Appendix B: Topic Areas
Appendix C: Communicative Functions
Appendix D: Concepts
Second language development in writing: Measures of fluency, accuracy, and complexity
Kate Wolfe-Quintero, Shinji Inagaki, & Hae-Young Kim

In this book, the authors analyze and compare the ways that fluency, accuracy, grammatical complexity, and lexical complexity have been measured in studies of second language writing, suggesting which measures are the most promising for continuing work on language development.


Contents

Introduction
  The search for a developmental index
  Fluency, accuracy, and complexity
  The relationship between development and proficiency
  Calculating fluency, accuracy, and complexity measures
  This report

Fluency Measures
  Fluency frequencies
  Fluency ratios
  Conclusion: Fluency measures

Accuracy Measures
  Accuracy frequencies
  Accuracy ratios
  Accuracy indices
  Conclusion: Accuracy measures

Grammatical Complexity Measures
  Grammatical complexity frequencies
  Grammatical complexity ratios
  Grammatical complexity indices
  Conclusion: Grammatical complexity measures

Lexical Complexity Measures
  Lexical complexity frequencies
  Lexical complexity ratios
  Conclusion: Lexical complexity measures

Best Developmental Measures
  Criteria for judging the best developmental measures
  The best fluency, accuracy, and complexity measures so far
  The relationship between types of developmental measures
  The best developmental measures to pursue further
  The future of developmental studies
Language learning strategies around the world: Cross-cultural perspectives
Rebecca L. Oxford (Ed.)
This book presents new information about cultural influences on the use of language learning strategies, shows innovative ways to assess students’ strategy use and useful techniques for helping students improve their choice of strategies.

Contents
Increasing Metacognitive Awareness in the L2 Classroom by Using Think-Aloud Protocols and Other Verbal Report Formats • Neil J. Anderson & Laurens Vandergrift
Telling Their Stories: Language Students Use Diaries and Recollection • Rebecca L. Oxford, Roberta Z. Lavine, Gregory Felkins, Mary Evelyn Hollaway, & Amany Saleh
Relationship Between Language Learning Strategies and Israeli Versus Russian Cultural-Educational Factors • Adina Levine, Thea Reves, & Betty Lou Leaver
Cross-Cultural Comparisons of Language Learning Strategies in the People’s Republic of China and Other Countries • David A. Bedell & Rebecca L. Oxford
Learning Strategies and Other Predictors of ESL Proficiency Among Afrikaans Speakers in South Africa • Carisma Dreyer & Rebecca L. Oxford
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A Two-Phase Study Involving Consciousness Raising and Strategy Use for Foreign Language Learners • Jeffra Flaitz & Carine Feyten
A Synthesis of Strategy Instruction for Language Learners • Rebecca L. Oxford & Betty Lou Leaver
Attention and awareness in foreign language learning

Richard Schmidt (Ed.)

Issues related to the role of attention and awareness in learning lie at the heart of many theoretical and practical controversies in the foreign language field. This collection of papers presents the results of research into the learning of Spanish, Japanese, Finnish, Hawaiian, and English as a second language (with additional comments and examples from French, German, and miniature artificial languages) that bear on these crucial questions for foreign language pedagogy.


Contents

Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning
Richard Schmidt

Intake from the speech stream: Speech elements that L2 learners attend to
Hae-Young Kim

Observer l’attention: Quelque résultats d’une étude de cas (Observing attention: Results of a case study)
Diane Huot

A study of uptake by learners of Hawaiian
W. Kahulu Palmeira

Awareness and the efficacy of error correction
Michael A. Roberts

Does textual enhancement promote noticing? A think-aloud protocol analysis
Renée Jourdenais, Mitsuhiko Ota, Stephanie Stauffer, Beverly Boyson, & Catherine Doughty

Input enhancement and rule presentation in second language acquisition
Riika Alanen

Aptitude, awareness, and the fundamental similarity of implicit and explicit learning
Peter Robinson

Not all grammar rules are equal: Giving grammar instruction its proper place in foreign language teaching
Jan H. Hulstijn
Pragmatics of Vietnamese as native and target language

Carsten Roever & Hạnh thị Nguyễn (Eds.)

The volume offers a wealth of new information about the forms of several speech acts and their social distribution in Vietnamese as both first and second language, complemented by a chapter on address forms and listener responses. As the first of its kind, the book makes a valuable contribution to the research literature on pragmatics, sociolinguistics, and language and social interaction in an under-researched and less commonly taught Asian language.


Contents

About the Authors ix
Acknowledgments xi
Transcription Conventions xiii
Introduction: Pragmatics Research and Vietnamese
Carsten Roever & Hạnh thị Nguyễn 1
1 Requesting in Vietnamese as a Second Language
Minh thị Thủy Nguyễn & Helen Basturkmen 13
2 Apologizing in Vietnamese as a Native and a Target Language
Lê Gia Anh Hồ 77
3 Complaints in Vietnamese by Native and Nonnative Speakers
Hà Thị Thanh Đỗ (Ha Do) 111
4 Address Forms in Vietnamese: Learners’ Sociolinguistic Competence
Vân Thị Thanh Trần 135
5 Inviting in Vietnamese, With Comparison to Some English Patterns
Hạnh thị Nguyễn 177
6 Listener Responses in Vietnamese Conversations
Quỳnh Thị Ngọc Nguyễn 213
Index 243
An investigation of second language task-based performance assessments  
James Dean Brown, Thom Hudson, John M. Norris, & William Bonk
This volume describes the creation of performance assessment instruments and their validation. It begins by explaining the test and rating scale development processes and the administration of the resulting three seven-task tests to 90 university level EFL and ESL students. The results are examined in terms of (a) the effects of test revision; (b) comparisons among the task-dependent, task-independent, and self-rating scales; and (c) reliability and validity issues.  

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

A focus on language test development: Expanding the language proficiency construct across a variety of tests  
Thom Hudson & James Dean Brown (Eds.)
This volume presents eight research studies that introduce a variety of novel, non-traditional forms of second and foreign language assessment. To the extent possible, the studies also show the entire test development process, warts and all. These language testing projects not only demonstrate many of the types of problems that test developers run into in the real world but also afford the reader unique insights into the language test development process.  
Studies on Korean in community schools [in Korean]

Dong Jae Lee, Sookeun Cho, Miseon Lee, Min Sun Song, & William O'Grady (Eds.)

The papers in this volume focus on language teaching and learning in Korean community schools. Drawing on innovative experimental work and research in linguistics, education, and psychology, the contributors address issues of importance to teachers, administrators, and parents. Topics covered include childhood bilingualism, Korean grammar, language acquisition, children’s literature, and language teaching methodology.


Designing second language performance assessments

John M. Norris, James Dean Brown, Thom Hudson, & Jim Yoshioka

This technical report focuses on the decision-making potential provided by second language performance assessments. The authors first situate performance assessment within a broader discussion of alternatives in language assessment and in educational assessment in general. They then discuss issues in performance assessment design, implementation, reliability, and validity. Finally, they present a prototype framework for second language performance assessment based on the integration of theoretical underpinnings and research findings from the task-based language teaching literature, the language testing literature, and the educational measurement literature. The authors outline test and item specifications, and they present numerous examples of prototypical language tasks. They also propose a research agenda focusing on the operationalization of second language performance assessments.


“I just wanted to express my appreciation… for the services you provide to all language professionals. The insights provided have served me well on my dissertation and have allowed me to simply enrich a lot of the research I have carried out.”

–Mario Medina

Universidad de Puerto Rico, Cayey
The development of a lexical tone phonology in American adult learners of standard Mandarin Chinese
Silvia Henel Sun
The study reported is based on an assessment of three decades of research on the SLA of Mandarin tone. It investigates whether differences in learners’ tone perception and production are related to differences in the effects of certain linguistic, task, and learner factors. The learners of focus are American students of Mandarin in Beijing, China. Their performances on two perception and three production tasks are analyzed through a host of variables and methods of quantification. ISBN 978-0-8248206-8-8 (1998)

New trends and issues in teaching Japanese language and culture
Haruko M. Cook, Kyoko Hijirida, & Mildred Tahara (Eds.)
In recent years, Japanese has become the fourth most commonly taught foreign language at the college level in the United States. As the number of students who study Japanese has increased, the teaching of Japanese as a foreign language has been established as an important academic field of study. ISBN 978-0-8248206-7-1 (1997)

Language learning motivation: Pathways to the new century
Rebecca Oxford (Ed.)
This volume chronicles a revolution in our thinking about what makes students want to learn languages and what causes them to persist in that difficult and rewarding adventure. Topics in this book include the internal structures of and external connections with foreign language motivation; an exploration of adult language learning motivation, self-efficacy, and anxiety; a comparison of the motivations and learning strategies of students of Japanese and Spanish; and an enhancement of the theory of language learning motivation from many psychological and social perspectives. ISBN 978-0-8248184-9-4 (1996)

Six measures of JSL pragmatics
Sayoko Okada Yamashita
This book investigates differences among tests that can be used to measure the cross-cultural pragmatic ability of English speaking learners of Japanese. Building on the work of Hudson, Detmer, and Brown, the author modified six test types that she used to gather data from North American learners of Japanese. She found numerous problems with the multiple-choice discourse completion test but reported that the other five tests all proved highly reliable and reasonably valid. Practical issues involved in creating and using such language tests are discussed from a variety of perspectives. ISBN 978-0-8248191-4-9 (1996)
Telecollaboration in foreign language learning: Proceedings of the Hawai‘i Symposium
Mark Warschauer (Ed.)
The Symposium on Local & Global Electronic Networking in Foreign Language Learning & Research, part of the National Foreign Language Resource Center’s 1995 Summer Institute on Technology & the Human Factor in Foreign Language Education, included presentations of papers and hands-on workshops conducted by Symposium participants to facilitate the sharing of resources, ideas, and information about all aspects of electronic networking for foreign language teaching and research, including electronic discussion and conferencing, international cultural exchanges, real-time communication and simulations, research and resource retrieval via the Internet, and research using networks. This collection presents a sampling of those presentations.

Virtual connections: Online activities and projects for networking language learners
Mark Warschauer (Ed.)
Computer networking has created dramatic new possibilities for connecting language learners in a single classroom or across the globe. This collection of activities and projects makes use of email, the World Wide Web, computer conferencing, and other forms of computer-mediated communication for the foreign and second language classroom at any level of instruction. Teachers from around the world submitted the activities compiled in this volume—activities that they have used successfully in their own classrooms.

“Let me congratulate you… for a superb job on a most attractive and stimulating volume [Virtual Connections]. Its diversity and breadth of coverage are astounding, and the editing job, beautiful.”

–Marilyn Martin
Cornell University
Developing prototypic measures of cross-cultural pragmatics
Thom Hudson, Emily Detmer, & James Dean Brown

Although the study of cross-cultural pragmatics has gained importance in applied linguistics, there are no standard forms of assessment that might make research comparable across studies and languages. The present volume describes the process through which six forms of cross-cultural assessment were developed for second language learners of English. The models may be used for second language learners of other languages. The six forms of assessment involve two forms each of indirect discourse completion tests, oral language production, and self-assessment. The procedures involve the assessment of requests, apologies, and refusals.


Pragmatics of Chinese as native and target language
Gabriele Kasper (Ed.)

This technical report includes six contributions to the study of the pragmatics of Mandarin Chinese:
• A report of an interview study conducted with nonnative speakers of Chinese;
• Five data-based studies on the performance of different speech acts by native speakers of Mandarin: requesting, refusing, complaining, giving bad news, disagreeing, and complimenting.


Pragmatics of Japanese as native and target language
Gabriele Kasper (Ed.)

This technical report includes three contributions to the study of the pragmatics of Japanese:
• A bibliography on speech act performance, discourse management, and other pragmatic and sociolinguistic features of Japanese;
• A study on introspective methods in examining Japanese learners’ performance of refusals; and
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Pragmatics & Language Learning, a refereed series sponsored by the National Foreign Language Resource Center at the University of Hawai'i, publishes selected papers from the biennial International Pragmatics & Language Learning conference under the editorship of the conference hosts and the series editor.
Pragmatics and language learning, volume 13
Tim Greer, Donna Tatsuki, & Carsten Roever (Eds.)
This volume in the PLL series examines the organization of second language and multilingual speakers’ talk and pragmatic knowledge across a range of naturalistic and experimental activities. Based on data collected among ESL and EFL learners from a variety of backgrounds, the contributions explore the nexus of pragmatic knowledge, interaction, and L2 learning outside and inside of educational settings.

contents

vii Acknowledgements

1 Introduction
Tim Greer
Donna Tatsuki
Carsten Roever

5 A Coming of Age of Conversation Analysis and Applied Linguistics
Jean Wong

29 Expanding Resources for Marking Direct Reported Speech
Eric Hauser

55 Prioritization: A Formulation Practice and Its Relevance for Interaction in Teaching and Testing Contexts
Yusuke Okada

79 Turn-taking Practices in Conversation-For-Learning
Tomomi Otsu
Nathan P. Krug

103 Working Through Disagreement in English Academic Discussions Between L1 Speakers of Japanese and L1 Speakers of English
Noël Houck
Seiko Fujii

133 Collaborative Creation of Spoken Language Corpora
Michael Haugh
Wei-Lin Melody Chang

161 Acquisition of the Pragmatic Marker ‘Like’ by German Study Abroad Adolescents
Averil Grieve

191 On Saying the Same Thing: Issues in the Analysis of Conventional Expressions in L2 Pragmatics
Kathleen Bardovi-Harlig

213 The Effects of Explicit Metapragmatic Instruction on EFL Learners’ Performance of Constructive Criticism in an Academic Setting
Nguyen Thi Thuy Minh
Pham Minh Tam
Cao Thuy Hong

245 Pragmatic Awareness of Japanese EFL Learners in Relation to Individual Differences: A Cluster Analytic Approach
Kazuhito Yamato
Kenji Tagashira
Takamichi Isoda

267 About the Contributors
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