



# The Word

## Newsletter of Hawai'i TESOL

March 2000

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*Learn to listen. Opportunity often knocks softly.*

### It's Party-Planning Time

*By Dr. Deborah Osborne  
Coordinator, Maui Language Institute*

Way back when, as a fledgling ESOL teacher, I had the very good fortune to be trained and mentored by a talented group of teachers at the University of British Columbia. One maxim which was drilled into me with particular emphasis was THOU SHALT NOT WASTE CLASS TIME. I took this rule, and its corollary Make Everything You Do A Language-Learning Experience, to heart. So it was with great delight that I attended J.Perry Christensen of BYUH's session "It's Party-Planning Time" at the 2000 Hawaii TESOL Roundtable. I wasn't quite sure what to expect, judging from the title, but the session promised to be different; and as an ESOL instructor/coordinator I'm always looking for new ideas, so....I wasn't disappointed. My teachers of old would have been enchanted. Perry's main thesis was that parties needn't be haphazardly planned, situationally-sanctioned wastes of time (harsh, I know, but how often do students really reap much benefit- even affective, much less language-related- from class parties?) He plans his parties at least three weeks in advance,

*(Continued on page 2)*



### TAKING CONTENT-BASED LEARNING TO A NEW LEVEL

*by Maureen Andrade*

To prepare students for the demands of the world outside of class, ESL teachers need to provide their students with learning opportunities in both content and English language skills. According to Dr. Fredericka Stoller, the plenary speaker at the Hawaii TESOL Roundtable, teaching language alone is no longer enough. Not only must content be included but students must be held accountable for it. In addition to this, we must enable students to carry on without us. to continue learning lan-

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Editors: Jana Makaafi and Melissa Pedersen	

## TEACHING TIPS



### YOU'VE GOT EJUNK MAIL

by J. Perry Christensen

When you first received your email account, each new item sent to you was treasured. It was a joy clicking on the latest news from your friends and family around the world. Now it seems some of them are going overboard. They not only send you personal news but every little thing they believe you may be interested in. Since you teach English, albeit English as a Second Language, you become the prime candidate for the thousands of English related tidbits they gather and just have to share. However, maybe, just maybe, these trivial items may have some practical use.

I was fortunate to be one of the numerous recipients to be sent via ejunk mail the following sentences containing homographs (you know, words that are spelled the same but have different pronunciations and meanings). Since one of the objectives of my listening/speaking class was to help the students become familiar with the phonetic symbols used in a dictionary, I thought this would be something fun I

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(Awards and Grants. Continued from page 1)

assigning each student a role, whether in planning the party, preparing a program, providing music, and so on. The program, complete with photos, student bios, etc. is planned and completed ahead of time, and is distributed at the party. (This in itself is a great touch. No more awkward well-here-we-all-are first moments! Instead, I would expect, there would be much oohing and ahing and instant bonding). The party then proceeds, according to the schedule of events printed in the program. What a wonderful idea. Not only do the students get to plan their own event, and enjoy it (not to mention anticipating it, which is half the fun!) but they also use multiple skills in the prior discussion of themes and events, the preparation of written materials, and so on. Something that teachers usually do anyway, to celebrate holidays or the end of a term, thus becomes a further language-learning opportunity. Thank you, Perry, for a simple, practical, and enjoyable application of the ESOL teaching philosophy I was raised on.

(Haiku Poetry of Maui)

O'er perfumed gardens  
Of creeping, buzzing springtime  
Fly the feathered choir.

Anonymous



(Continued from page 1)

guage and acquiring new content when the class is over. Stoller redefined our ways of thinking about content and its role in ESL/EFL. To prepare students for the information age teachers must provide students with the skills to learn content. The best way to do this is to model the process by giving them content day in and day out.

Stoller first discussed some of the features of content-based instruction. Focusing on themes or topics of interest is the foundation of the model. Thematic units allow for the integration of skills, contextualized grammar, and natural recycling of ideas, vocabulary, and structures. Supplementary materials and varied resources help build content knowledge. Although content-based instruction can be challenging and time-consuming in that teachers

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*Themes should be  
developed over time...the  
content drives the task*

*(Content-based learning. Continued from page 2)*

may need to increase their knowledge about topics, find, develop, and adapt materials, and establish objectives and learning tasks, the results make it worth the effort. Even students with minimal language resources begin to communicate with their peers because they are motivated and excited. Content-based instruction also lends itself to various types of interaction such as teacher-teacher collaboration as ESL teachers work with content area teachers, and student-student interaction in pair and group work. Students are being prepared for the real world, using relevant material in a meaningful way.

In the second part of her address, Stoller discussed a planning framework that assists teachers in implementing content-based instruction. One of the most important issues teachers and curriculum developers must consider is how to provide students with an adequate amount, depth, and breadth of content so that they can make connections between previous and new knowledge. If readings are fragmented, poorly organized, or unrelated, or if students are only held accountable for a superficial level of content, the value of content-based instruction will be largely lost. Students need linkages, not an assortment of readings with different vocabulary and concepts. They need to revisit information in multiple contexts. Themes should be developed over time. This allows for a natural integration of skills and the recycling necessary for language acquisition. According to

*Students need linkages,  
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vocabulary and  
concepts.*

Stoller, the content should be valued and tested along with the language.

The planning framework consists of 6 T's: Themes, Topics, Texts, Tasks, Transitions, Threads. Texts, themes, and topics are all connected. Texts (written and aural) are the source of information; themes are the central ideas that form curricular units; topics are the sub-units of a theme and explore its specific aspects.

Themes and topics can be defined by texts or the theme can be a starting point from which to identify texts. Teachers should start with content and move to tasks – the instructional activities used to learn the content and practice the language. The content drives the task. In the transition stage students are expected to make connections from topic to topic and task to task. Threads are more abstract and allow for linkages of themes, recycling of content and language, and review of learning strategies.

Unfortunately, Stoller's time was limited. She normally teaches these concepts in a 36-hour course, not in a 45-minute plenary. Stoller asked the audience to consider how we could use the planning framework in text selection and lesson planning. Her final challenge was: "How can you move in the direction of content-based instruction to guide students into the 21<sup>st</sup> century?"

*(Teaching Tips, Continued from page 2)*

could use. I cut and pasted the sentences into my word processor and added appropriate directions on how these sentences would be used. The activity was a smash success leading to much discussion and awareness of dictionary use, phonetic spellings, and variances in meaning. Though I used old fashioned paper dictionaries, edictionaries could be substituted.

*(See printed activity on page 7)*



NOTES:



## Weblinks

The links in this issue are all journals for TESOL professionals. There are several excellent online journals; the three described below represent some of the variety of journal types that can be found.

**TESL-EJ: Teaching English as a second or foreign language**  
<http://www-writing.berkeley.edu/TESL-EJ> (note that it is a (-) not a (.) after www)

TESL-EJ, begun in Spring 1994, is a fully-refereed online journal edited by Maggie Sokolik at UC Berkeley. A professional, scholarly journal, it comes out four times a year, and if you go to the main page and click on "Subscription Information" you can receive an automatic announcement of each forthcoming issue along with a Table of Contents. Each issue contains a few articles, plenty of materials reviews, and a column dedicated to internet use in the classroom. The review sections of each issue are exceptionally notable. An excellent article in one of the back issues (July 1999) is "Online Extensive Reading Opportunities for Lower-level Learners of EFL/

(Continued on page 5)

*Wondering how the Computer-based TOEFL project is going? The following article is a press-release from ETS, so you can see what their perspective is.*

### COMPUTER-BASED TOEFL: THE FIRST YEAR IN REVIEW

TOEFL computer-based testing (CBT), which was introduced in July 1998, has been progressing successfully in many ways. Students, teachers, and institutions have responded positively to improvements to the test, including new questions types and an assessment of writing skills. Of the more than 700,000 tests TOEFL administered worldwide last year [1998], approximately 300,000 were on computer.

TOEFL regularly reviews and, when possible, acts upon suggestions from students, teachers, advisors, and institutions by meeting with Sylvan Learning Systems, test center administrators, to discuss adjustments to the test administration policies and procedures. TOEFL has also increased international communications outreach by expanding the number of representatives who communicate on TOEFL's behalf overseas and by increasing participation in conferences, student fairs, and visits to institutions. TOEFL's overseas representatives regularly offer guidance on how to respond to the

specific communications needs in other cultures.

As a pioneering effort, TOEFL CBT has undergone adjustments of the original testing plans. For example, supplemental paper-based testing has been introduced on a temporary basis in several countries and areas where accessibility to CBT centers is limited. A Supplemental Bulletin, which outlines the places where paper-based testing is

(Continued on page 5)

#### MEMBERSHIP APPLICATION & RENEWAL FORM

Mr./Ms./Dr. \_\_\_\_\_

Family Name \_\_\_\_\_ Given Names \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Zip \_\_\_\_\_

Institution \_\_\_\_\_

Position \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Preferred method of contact: Home Phone/Work/Phone/Fax/e-mail

I would like to volunteer to \_\_\_\_\_

Membership (Academic Year)

Regular (\$15)

Student/Retired (\$10)

Contribution

TOTAL

Please make your check payable to  
Hawai'i TESOL and mail to:  
55-220 Kulanui St., Box 1940  
Laie, Hawai'i 96762

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available, can be downloaded from the TOEFL Web site or can be obtained from local educational advising offices.

This temporary reintroduction of paper-based testing has caused some people to wonder whether TOEFL is retreating from computer-based testing. This is not the case. Computer-based testing offers greatly expanded assessment possibilities and will continue to be the focus of TOEFL testing in the future. Further evidence of the commitment to computer-based testing is reflected in the extensive research being conducted as part of the TOEFL 2000 project, a plan that will lead to an enhanced computerized test with more communicative tasks.

In spring 1998 teachers requested a TOEFL Sampler CD-Rom that would be compatible with the Mac platform as well as PC. TOEFL responded by introducing a newly formatted CD in spring 1999. Over a half million Samplers were given away for free during the first year of testing. Starting this fall [1999], TOEFL will distribute free Samplers in those areas where the computer-based test will be implemented in the year 2000. The Sampler can also be ordered or portions downloaded from the TOEFL Web site.

In addition, TOEFL is responding to requests from teachers and students for a computer-based practice test and hopes to introduce one in the year 2000. This product is intended to repli-

cate the computer-based testing experience, including the display of unofficial score results.

Up-to-date information about TOEFL products and services—current and planned—are available at the TOEFL Web site at [www.toefl.org](http://www.toefl.org). The Web site also allows visitors to sign up for the TOEFL Internet mailing list and receive periodic updates about how TOEFL CBT continues to progress.

**--Gena Netten, Associate Program Director, TOEFL Program, Educational Testing Service.**

This article first appeared in *ESL Magazine* July/August 1999  
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*For the more info about the computer-based TOEFL, go to their website:*

<http://www.toefl.org/develop.html>

*For the latest about the computer-based TOEFL in Asia, go to*

<http://www.toefl.org/introcbtasia.html>

*Knowing is not  
enough;  
We must apply.  
Willing is not  
enough;  
We must do.*

*(Goethe)*

(Weblinks - Continued from page 4)

ESL” by Ken Schmidt. The article describes many different resources on the internet that can be used to provide students with interesting reading material. One other notable feature of this journal site is its helpful page on quoting and citing electronic journals in research and publications.

### The Internet TESL Journal

<http://www.aitech.ac.jp/~iteslj/>

The *Internet TESL Journal* is a monthly journal devoted to practical teaching issues and materials. The journal is full of articles, research papers, lesson plans, classroom handouts, teaching ideas, and links. It is part of the ESL Loop described in the last issue of *The Word*. Because it comes out monthly, there is not an overwhelming volume of information to sort through. Of course, once you start checking out the links and ongoing projects, you may find yourself swimming in information, but the monthly issues are just right for a quick perusal. The most valuable aspect of this site may be the step-by-step guidelines for a wide variety of activities and lessons. This is one of the most practical, useful sites for TESOL professionals.

### TESOL Matters Online

<http://www.tesol.edu>  
(scroll to the bottom of the main page and click

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(Continued from page 5)  
on "TESOL Matters Online")

If you don't have access to the print version of TESOL Matters, or perhaps just prefer to read online, TESOL Matters Online is a good substitute. It doesn't contain all the articles that the print version has, but it does present the highlights. Each online issue has two or three selected articles, plus the President's Message, a Conference Calendar, and the very popular column "Wandering the Web" by Christine Meloni, just to name a few of the more prominent sections. If you are not familiar with TESOL Matters, you should check out this site for TESOL news worldwide, including a lot of sociopolitical issues that concern TESOL members. This journal has less practical information than the other two but much more "news" and political concerns. If you want to know what is going on in TESOL, this is the journal for you.



## BOOK REVIEW



by Jana Harper Makaafi

*Virtual Language Learning:  
Finding the Gems Amongst the  
Pebbles*  
by Uschi Felix. Language Aus-  
tralia. \$35.00

Virtual Language Learning:  
Finding the Gems Amongst the  
Pebbles by Uschi Felix of  
Monash University in Australia  
is a 182-page guide to using the  
internet in language teaching  
and learning. The book comes  
with an accompanying CD-Rom  
that enables readers to access  
the sites described in the text. It  
calls itself "an essential guide"  
for language teachers looking for  
useful internet resources, lan-  
guage learners who want to im-  
prove their skills or learn about a  
new language, teachers who are  
interested in creating their own  
internet courses or materials,  
and others who want to learn  
about Web-based language in-  
struction.

The book is divided into four  
parts. The first part is an intro-  
duction to and rationale for us-  
ing the internet for language  
learning and teaching.

The most valuable part of this  
book may be the second part,  
which is a nearly 70-page anno-

tated list of example websites.  
The list is nicely subdivided into  
12 smaller lists, depending on  
the type of materials found on  
the site such as materials based  
on textbooks or magazines,  
whole courses, interactive gram-  
mar exercises, and more. Each  
smaller list is further divided by  
language. For example, all the  
German websites are listed to-  
gether, then all the French sites,  
and so on. For those looking for  
language-specific material, this  
subdivision helps locate relevant  
sites more quickly. For those  
interested in creating their own  
materials, looking at all the de-



scriptions regardless of the lan-  
guage will prove rewarding.  
Some of the annotations are  
quite thorough, whereas others  
are just a sentence or two. Ei-  
ther way, one can always go to  
the sites for more information.

The third part of this book is  
called "Making Sense of the

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Technology” and is extremely helpful for those who need a review of or introduction to things such as bandwidth, FTPs, Hypertext, Java, the difference between a MUD, a Moo, and a MUSH, and more. Most of the explanations are surprisingly easy to understand, although they assume some computer and/or internet experience and are probably not for a complete novice.

The last part of the book is an interesting and useful discussion of reading and writing on the Web in languages other than English, including many European and Asian languages. This section is the most technical of the book.

In addition, there are four appendices which list even more useful sites. One notable feature of this book is that ESL sites are not the main focus. Most of the sites described are for European languages, and the ESL/EFL sites are compiled in an appendix. The rationale for this decision is never explicit, but nevertheless, a fairly good list of the top sites (with very brief annotations) is included in the appendix.

Overall, this is a practical, useful book, especially for the annotations of the many different websites and the lack of computer jargon in the explanations.

While there is nothing on the list that a dedicated surfer would not be able to find for himself, hav-

ing an annotated list like this one can certainly save countless hours of wandering the web.



See page 2's *Teaching Tips* for guidelines for using the following activity

### Learning English Homographs

Name: \_\_\_\_\_

**Directions:** Look up the word you want in the *Longman Dictionary of Contemporary English*. Match the correct definition to the correct pronunciation. Use the pronunciation guide inside the front cover of the dictionary to help you pronounce these words correctly. Make notes so that you can pronounce the word correctly the next time you read each sentence. You may also want to note the definition of the words you don't know.

1. We must polish the Polish furniture
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. The soldier decided to desert in the desert.
5. This was a good time to present the present.
6. A bass was painted on the head of the bass drum.
7. When shot at, the dove dove into the bushes.
8. I did not object to the object.
9. The insurance was invalid for the invalid.
10. The bandage was wound around the wound.
11. They were too close to the door to close it.
12. To help with planting, the farmer taught his sow to sow.
13. The wind was too strong to wind the sail.
14. Upon seeing the tear in my clothes I shed a tear.
15. I had to subject the subject to a series of tests.

#### Extra Credit

1. After a number of injections my jaw got number.
2. The buck does funny things when the does are present.



## **TESOL AWARDS AND GRANTS**

Did you know that every year TESOL gives out thousands of dollars in awards and grants? And did you know that many of these awards and grants have very few applicants? TESOL offers a variety of both application and nomination awards to its members: travel and professional development grants to attend the annual convention or the Academies; a fellowship for graduate study; and financial awards for excellence in teaching, materials development, or research. There are also awards to honor contributions to affiliates and to TESOL and the profession.

In fact, this year eight BYUH students applied for convention registration waivers for TESOL 2000 through the TESOL Professional Development Scholarships. Of the 34 scholarships available, five were granted to these students.

It's still a little bit too early to send your applications this year (most awards/grants have deadlines in October of each year) but

it's not too early to begin investigating and collecting your materials. The official information will be published in the June/July 2000 issue of *TESOL Matters*, or you can check out the TESOL website today. Go to <http://www.tesol.edu> and click on "Association News", or you can try to go there directly at <http://www.tesol.edu/assoc/index.html>

Although most of the awards are open only to TESOL members, nonmembers may become eligible by including a membership application and dues with their award applications.

## **REFLECTIONS ON THE ROUNDTABLE**

*BY JACKIE PERRY*

A theme which dominated many of the informative sessions at the TESOL Conference at Hawaii Pacific University was one which I find to be true in my teaching experience at Maui Language Institute....As teachers, we should not be the only audience of our students. I thought about this idea as teachers shared their successful experiences involving their ESL students in the community. I began to look at the many activities and projects that my students have done to improve their language skills, and the ones which stand out in my mind as the most worthwhile are those in which I have engaged my ESL students in the community.

One community based language experience involved the Headstart Preschool at Maui Community College. Based on the week's theme of "Stories," I wanted each of my students to go into the Preschool and read a story to the three- and four-year-old children there. My students made it very clear to me that I was asking too much of them. I heard many excuses in order to avoid such community involvement such as, "I might give the kids my cold." Another said, "I don't think I can wake up in time to be at the Preschool by ten o'clock in the morning." My students, however, came to realize that they would be reading to preschoolers, and they began the necessary job of preparing. We went to our local library and read many children's books. We discussed why we thought some books would be liked by children and why others might not



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hold their attention. After choosing their books, students spent the next two weeks working on pronunciation, timing, and voice volume, and practicing the technical part of reading aloud, learning to turn pages while reading, and making eye contact with an audience.

The big day came. As I watched my students read, I realized how important it was for them to interact with others outside the classroom. My students excelled at their task. It was obvious by the look on the children's faces that they were delighted to hear the stories. The preschoolers asked many questions without inhibition, and my students took pride in answering the youngsters' questions. It seemed the children did not want them to stop reading and interacting with them. My students shared themselves, and at least for a time, they felt they were part of the

“whole,” that community of native speakers of English. Their confidence soared. When the students evaluated the experience, all felt it was worthwhile. One student revealed, “I didn't want to go there because I thought I can't talk to children about anything. When I was reading a picture book, I saw some children leaning forward their bodies and some were listening. Children counted how many spiders is there on the page. It was a good experience. Before I read the book, my feeling was despair, but after I felt wonderful.”

I realize that the community is a valuable resource. It is a place where my students can develop their language skills. I am inspired to share my students with many people in the community. My students have learned much about the English language, and they have so much to offer others.

## New Ways From TESOL



### **New Ways of Using Computers in Language Teaching**

Tim Boswood, Editor

Use of word processors, desktop publishing, e-mail, MOOs, web sites, multimedia, and concordancing can enhance language instruction. *New Ways of Using Computers in Language Teaching* offers activities that show how.



“People learn by communicating, and this collection reflects how teachers are currently exploiting the potential of new channels of communication to help others develop their language and communication skills.”

—Tim Boswood, Introduction

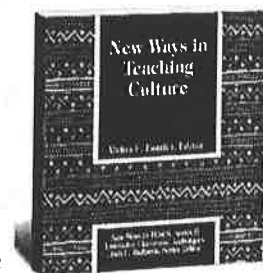
Discover hundreds of useful lessons in which technology supports language teaching. *New Ways of Using Computers* will maximize your effectiveness in the language classroom by suggesting ways to use computers to their full potential.

1997, ISBN 0-939791-69-2. US\$27.95 (\$24.95 TESOL members) + \$3.50 S/H.

### **New Ways in Teaching Culture**

Alvino E. Fantini, Editor

Lead your students to intercultural fluency with *New Ways in Teaching Culture*. In this exciting new volume, language experts collaborate with intercultural communicators to create innovative lessons geared to language learners of varying ages, backgrounds, and abilities.



More than 50 articles and activities incorporate sociolinguistics, culture, and intercultural exploration into language teaching and offer a conceptual basis for doing so. Contributors carefully explore issues of cultural appropriateness making the book a required reference for anyone interested in improving communication in the the fields of ESL and EFL.

1997, ISBN 0-939791-70-6, US\$24.95 (\$21.95 TESOL members) + \$3.50 S/H.

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Hawai'i TESOL

P.O. Box 61068  
Honolulu, HI 96839-1068

Mr. J. Perry Christensen  
55-220 Kulanui Street, Box 1940  
Laie, HI 96762

Teachers of English to Speakers of Other Languages, Inc.

## Advance Your Career

—with publications from TESOL—

### ***The Directory of Professional Preparation Programs in TESOL in the United States and Canada, 1999-2001***

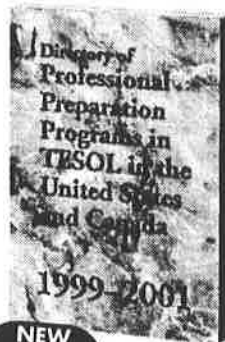
The newly revised *Directory of Professional Preparation Programs in TESOL in the United States and Canada* is the only reference of its kind. Featuring 400 programs at 213 institutions, this is the single most comprehensive guide to programs for those beginning a career in teaching English as a second or foreign language.

This directory offers essential details for selecting a program of study in the United States or Canada. Each listing contains

- program length
- requirements
- staff
- courses
- tuition
- admission requirements
- financial aid
- contact information

*The Directory* also provides state and provincial requirements and lists institutions geographically in the index.

ISBN 0-939791-75-7. US\$44.95 (TESOL member \$29.95) + \$4.50 S/H.



**NEW EDITION!**

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

Stephen Stoyneff and Terry Camacho

Students and educators wanting to pursue education, research, and program development in TESOL will find *The Handbook of Funding* to be a valuable guide to securing the necessary funds.

*The Handbook of Funding* includes

- More than 200 annotated entries
- Full contact information
- Tips for writing successful grant proposals
- Sample application forms
- Annotated bibliography of resources for money to fund research, education, and individual professional and program development.

ISBN 0-939791-74-9. \$18.95 (\$15.95 TESOL Members) + \$4.50 S/H



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