



The Word

Newsletter of
Hawai'i TESOL



Letter From the President

Snow-topped mountains were the backdrop for the TESOL 2000 Convention in Vancouver, Canada in March. Our Hawai'i TESOL Affiliate was well-represented: TESOL students from Brigham Young University Hawai'i, who had raised funds to finance their trip, attended for the first time; Ann Chun, Candis Lee, and Dr. Ed Klein of Hawai'i Pacific University gave presentations, as did Dr. Richard Day of the University of Hawaii and Brent Green of BYUH.

As the Hawai'i representative, I attended the Affiliate Council meeting and was fortunate to meet and learn from American repre-

sentatives as well as those from Japan, Korea, Taiwan, Thailand, Morocco, Egypt, and Slovenia. I discovered that concerns such as meeting the professional development needs of our members, exploring employment opportunities, and pressing for professional standards were shared by many of our colleagues.

A number of American and international TESOL affiliates have established "sister" relationships: Russia TESOL, for example, is the sister organization of New York TESOL. Perhaps this is an option Hawai'i TESOL would like to explore in the future. Affiliates, for the most part, pair up by size of membership. Our

membership stands at about 100, so we would want to connect with an affiliate of a similar size. If any of you have thoughts on this or other related topics, please feel free to share them with me or other members of the executive board.

At the end of the Thursday Affiliate Council meeting, Jim Rogers, Chair of the Co-



ordinating Committee, presented a plaque to Hawai'i TESOL. It reads, "Teachers of English to Speakers of Other

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October 25, 2000

Volume 10, Issue 3

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Special points of interest:

- Come to the Computer Workshop on November 18!
- Hawai'i TESOL Roundtable Registration and Call for Participation Forms inside
- Fill out a Membership Application if you haven't done so yet.
- Great Teaching Tips!

Advance Your Career Through Membership in TESOL

TESOL offers career services, grants and awards, and other programs to help you start, continue, and enhance your career. Take advantage of the most popular resources: the Placement Bulletin, which lists jobs available world-

wide; the Employment Clearinghouse, the largest ESOL job fair of its kind; and the TESOL Online Career Center, which addresses your most frequently asked career questions. Membership in TESOL is recommended

but not required to take advantage of the career services.

Placement Bulletin
Are you interested in teaching in a bustling city in Italy, or in a remote village in Africa? Would you like to

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President's message (cont.)

(Continued from page 1)

Languages Honors Hawai'i TESOL for 25 Years of Affiliation." Some of you may recall that the Hawai'i Council of Teachers of English joined TESOL International in 1975. The ESL Caucus of the HCTE became Hawai'i TESOL in 1995. We can certainly take pride in the fact that we were among the earliest affiliates to join the international organization.

TESOL Membership (cont.)

(Continued from page 1)

hear somebody else's story first, of how they found their job, what the living conditions were like, and if they would go back? Whether you are trying to find your first ESOL position or make a career move, the Placement Bulletin offers you current listings of jobs available worldwide, career development articles, interesting accounts from individuals in the field, and the latest resources to help you in your job search.

As a vehicle catering to a diverse audience—teachers, administrators, teacher trainers, graduate students, educational institutions, and career services libraries and resource centers—the Bulletin presents a wide range of job opportunities as well as advertisements for faculty exchanges, positions wanted, grants and awards, and housing exchanges.

Interested candidates should apply directly to the schools and institutions listed in the Bulletin; resumes should not be sent to TESOL. Subscribers receive the Bulletin through the mail as well as updated job announcements through e-mail. Subscribers can also access job notices at TESOL Online's Career Center at <http://careers.tesol.org/>. To subscribe to the Bulletin, please see below.

Back home in Hawai'i, we want to thank Brent Green, Kalehua Kamakawiwoole, Barbara Cabebe, Chris Guro and Chad Green for serving on the executive board. They have given much of their time and energies to Hawai'i TESOL. Welcome to new board members, Perry Christensen, Yoneko Narita, Jennifer Wharton, and Patty Reiss. We are looking forward to a new year of events and activities for

our members. We would be happy to hear your ideas and suggestions for activities which would interest you.

I hope you had an invigorating summer. We will see you in November.

Donna Prather
President, Hawai'i TESOL
dprat89233@aol.com

Employment Clearinghouse (EC)

Whether you are actively seeking a position or just keeping abreast of ESL/EFL employment trends, the EC offers you the chance to explore a wide variety of jobs: long- and short-term, teaching and administrative, overseas and domestic. Level of experience and education varies. Use this opportunity to

**"Whether you are new to the field
or have years of experience,
membership in TESOL is an
excellent link to your profession."**

meet recruiters, ask questions, review hundreds of ESOL job announcements, and network with experienced professionals. By attending the EC, you'll also receive a copy of the Recruiting Directory, which lists job descriptions, salaries, plus contact information for hundreds of job vacancies at schools, institutes, and organizations. You can also attend job-search workshops to learn how to polish your resume and hone your interviewing skills.

Advantages of TESOL Membership

Whether you are new to the field or have years of experience, membership in TESOL is an excellent link to your profession. Through educational programs, networking venues,

career services, and a host of other resources, you will find support that is tailored to your specialty.

TESOL members can also apply for TESOL's Grants and Awards, a number of which help fund travel to the annual convention and participation in professional development programs, such as the TESOL Academies. Grants and awards are available to classroom teachers, researchers, material writers, graduate students, and other TESOL professionals. We encourage you to apply or nominate a colleague today! Deadlines are usually in October of each year.

Complete descriptions of TESOL's Grants and Awards will be included in the June/July issue of TESOL Matters, which is automatically sent to all TESOL members. For more information, go to <http://www.tesol.org/assoc/> or e-mail awards@tesol.org. Karen Coyne is the Career Services Coordinator at TESOL. E-mail careers@tesol.org. Choose from these options to get TESOL's career resources:

1. E-mail careers@tesol.org. Include your complete contact information (name, mailing address, e-mail address, phone number).
2. Go to <http://careers.tesol.org/>.

Cutting Some Count/Non-count Confusion

The terms 'mass [non-count] noun' and 'count noun' suggest a strict dichotomy where there very likely is a continuum of sorts. Allan (1980), in fact, argues for eight discreet levels of countability rather than the two we use here. (Celce-Murcia & Larsen-Freeman, The Grammar Book)

In not very many words, the above quote mentions three ways of looking at the whole issue of count and non-count. Which of the following is the best way of looking at countability for our ESL students?

- a. a strict dichotomy (two categories)
- b. eight levels
- c. a continuum
- d. none of the above

After several years of grappling with this problem in my ESL writing classes, I have come to the conclusion that d is the correct answer. Teaching

students a strict dichotomy, which is what most grammar texts that I am familiar with try to do, means giving them a set of rules so riddled with exceptions that it is worth very little.

On the other hand, eight levels (or any other such high number) or a continuum is a dose of complexity that should



To count, or not to count; this is the question

be reserved for detailed linguistic study of the language and not inflicted on ESL students.

So what do I teach? It depends partly on the level of a given class, but in most of my intermediate or advanced classes, I teach four levels of countability, as shown on my four-column chart of words [below]. Four categories is not a perfect reflection of reality (I agree that a continuum probably is closest to reality, and a few of the words on my chart are not the best "fit" for the column where they are found), but I think that students need to be aware of the basic grammar concept that goes along with each of these four columns.

My chart is largely the product
(Continued on page 5)

Countability Categories

| <u>Always Non-count</u> | <u>Can be Count or Non-count, but the meaning changes</u> | <u>Non-count when general, Count when specific</u> | <u>"Always" Count</u> |
|----------------------------------|---|--|-----------------------|
| homework | iron | crime | assignment |
| advice | tape | language | suggestion |
| furniture | film | space | chair |
| equipment | paper | difficulty | tool |
| mail | wood | fire | letter |
| surgery | glass | danger | operation |
| news | gum | hope | way |
| information | skin | competition | game |
| oxygen | light | instruction | city |
| patience | land | education | river |
| health | room | creation | coin |
| entertainment | order | history | boy |
| gold | time | detail | bus |
| blood | feeling | law | problem |
| lightning | company | experience | nation |
| thunder | support | talent | mission |
| transportation | character | school | impression |
| recreation | charity | business | fee |
| attention | trade | exercise | vegetable |
| tuition | vision | punishment | bean |
| rice | quality | effort | potato |
| lettuce | growth | sausage | |
| | gear | pineapple | |
| <u>(Nearly always Non-count)</u> | change | | |
| work | metal* | | |
| water | fruit* | | |
| money | meat* | | |
| vocabulary | food* | | |
| damage | corn | | |
| property | hair (count = one strand) | | |

*(change in meaning is slight: as a count noun means "a type of")

Hawai'i TESOL

is committed to building a community of professionals teaching ESL (English as a Second Language) in the State of Hawai'i.

Hawai'i TESOL works to promote the highest standards in employment and instruction, improve professional support and interaction, and increase public and government recognition of the ESL field.

Hawai'i TESOL provides ESL professionals in Hawai'i with opportunities for networking and professional development. We welcome all who share our goals to join with us in our efforts.

Hawai'i TESOL welcomes all interested individuals to active membership. Please fill out the attached membership application and return it with your dues.

Hawai'i TESOL seeks the involvement of all its members. All activities are coordinated by an Executive Committee consisting of the officers elected by the membership at the annual business meeting

and chairs of active committees. The officers are President, Program Chair, Membership Secretary, Treasurer, and Newsletter Editor.

Important work of Hawai'i TESOL is also carried out by active members involved in two standing committees:

- Standards, Employment, and Political Action
- Professional Activities

These two committees develop most of the programs for meetings and help plan the annual TESOL Roundtable Conference.

MEMBERSHIP BENEFITS

THE WORD

Members receive quarterly issues of "The Word," the newsletter of Hawai'i TESOL. Articles discuss language learning and teaching, describe practical classroom techniques, and summarize relevant state and legislative activities.

MEETINGS

Three to four times per year, Hawai'i TESOL has meetings open to the entire

membership and guests. Meetings focus on issues related to employment concerns, improving standards within Hawai'i, and professional development with presentations and workshops. Each meeting includes time to meet other ESL professionals and to promote networking.

PROFESSIONAL INVOLVEMENT

Members of Hawai'i TESOL are responsible for developing programs for the annual TESOL Roundtable Conference, and will have the opportunity to give presentations or workshops.



| | |
|--|---|
| Mr./Ms./Dr. _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 20px;"> Family Name Given Names </div> Mailing Address _____ City _____ State _____ Zip _____ Institution _____ Position _____ Home Phone _____ Work Phone _____ Fax _____ e-mail _____ Circle your preferred method of contact: Home Phone/Work Phone/Fax/e-mail Can we put your name, email, and Institution on our new Hawaii TESOL WebPage? <div style="text-align: center; margin-top: 10px;">(Yes / No)</div> <div style="text-align: center; margin-top: 10px;">http://www.lc.byuh.edu/HawaiiTESOL</div> | <h3 style="text-align: center; margin: 0;">MEMBERSHIP APPLICATION</h3> Membership for Academic Year <small>(Sept. 1st to Aug. 31st)</small> 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, Hawaii 96762 |
|--|---|

Cutting Count/non-count Confusion (cont.)

(Continued from page 3)

of years of jotting down words that have given students trouble in their essays, although some of the words were pulled out of my own mind to serve as useful examples in their category. When I distribute this chart to my students, I stress the point that none of the four columns is complete. Each category has hundreds or thousands of other words, and these words just serve as examples, many of them being troublesome words for ESL writers.

Always Non-Count

ESL teachers are well acquainted with many of the words in the first column. I stress to my students that they should never make any of the words in this column plural, should never put "a" or "an" in front of them, and should not do anything else with these words that cannot be done with non-count nouns.

Though I think it's important to limit my system to four columns, I do allow one sub-category of the first column, the "almost always non-count" nouns. I tell my students that they can nearly always treat these words the same as the others in the first column, but they should be aware that there are very infrequent times when these words act as count nouns (such as *works* of art in an art museum).

The Meaning Changes

The second column is the one that is the most fun to teach. I start by confessing to my students that sometimes I take ESL errors too literally in order to amuse myself. I try to lead them into this little realm of amusement with sentences such as, "I bought gums at the Seven-Eleven" (what they don't sell at convenience stores these days!); or I tell them that if I hear someone say, "I had a good vision when I was younger," I feel deviously inclined to congratulate them on their remarkable spiritual experience rather than

console them for their present need for eyeglasses. Of course, not all the words in the second column lend themselves to humor (nor do all of them change meaning so greatly), but many of them do, and the humor emphasizes the differences in meaning as well as adding life to the lesson.

General vs. Specific

I place a lot of importance on teaching how the nouns in the third column work because I see quite a few student errors involving this type of noun, and I have yet to see a grammar text for ESL students that adequately explains them.

Imagine that a student writes the following sentence in an essay: "When I was young, there was fire in my neighborhood that destroyed many houses." Her teacher then carefully explains that because *fire* is a singular count noun, it must have a determiner with it, in this case, the indefinite pronoun *a*. Having taken this rule to heart, the student later finds herself writing an essay about the history of the use of fire. She wonders whether she should start out by saying, "The fire has always been very important to humans," or whether "Fires have always been very important to humans" would be better. She doesn't consider

Teaching students a strict dichotomy, which is what most grammar texts that I am familiar with try to do, means giving them a set of rules so riddled with exceptions that it is worth very little.

"Fire has always been important" because her teacher made it clear on a prior essay that fire is a count noun. She ends up opting for "Fires have always . . ." and is quite surprised when

she gets her essay back and sees that her teacher has indicated that fire can't take a plural *s* because it is non-count!

Fire is a non-count noun when it is being used with a general meaning, but if we are referring to a fire that burned some houses one night, or the thing that we build and light when we want to roast hot dogs, we are speaking of a specific fire and *fire* becomes a count noun. I also like the word *crime* to explain this concept. *Crime is a problem in many large cities* is a good example of a general, non-count use of crime, while *he is in prison because he committed a serious crime* is an example of the same word in a specific, count usage. The general/specific distinction is not always so clear, but overall, the concept is very useful for students to understand.

"Always" Count

The fourth column seems to be the easiest one for students to deal with, but it doesn't hurt to remind them that a singular count noun always needs an article or some other determiner. I put the word "always" in quotation marks in the heading to the fourth column because native speakers sometimes like to use count-only nouns in non-count ways for humorous effect.

I teach my students that tangible objects existing as separate units (such as *chair* or *boy*) are usually "always count" nouns, but that otherwise there is usually no good way to know which category a given noun belongs in, and that checking a good dictionary (or asking a native speaker, if they ask the right questions—most native speakers have no idea what "count" and "non-count" mean) is necessary to be sure they are using a noun correctly. I have found that some students have the mistaken impression that nouns ending in *-ion* are always non-count, so I point out that *-ion* nouns are well represented in each of the four columns. I also point out that foods, fruits, and vegetables

(Continued on page 6)

Cutting Count/non-count Confusion (cont.)

(Continued from page 5)

show up in all four columns. They are often interested to learn that if I take *two pineapples* (count) and cut them up into pieces, they turn into just *pineapple* (non-count). And they are then usually quite impressed when I tell them that regardless of what violence they inflict on potatoes, they can never turn them into *potato*. They will always be *potatoes* (count), even if they are in one mashed mass.

There are grammar texts that present a count/non-count dichotomy, and others that additionally explain words of the type in the second column. Harder to find are texts that make any mention of words of the third-column type (and those that do usually deal with them in a very cursory way), and I have yet to see a text that covers all four of these

types of nouns and makes a clear distinction between them.

I'm not deluded enough to think that errors involving countability will go away just because I supplement class texts with this four-column system, nor that these four columns are really as clean as they look on paper. (Many of the nouns have their own funny quirks that can't be accounted for by the column that I have put them in.) Also, I don't ask my students to memorize all the words I have included on this chart. But I do hope that they will increase their awareness of how countability works in English to enhance their acquisition of grammar related to countability, and that they will perhaps find the whole issue to be less contradictory and confusing.

By Kory Collier, BYUH



Teaching Tips

I use proverbs quite a bit in my classes because they never fail to capture the students' interest and they can be used in a variety of ways. Here are just a few:

1. Dictations: Proverbs can be used for either teacher-led or student-to-student dictations. I usually give something like this: "One common English proverb says, 'The apple doesn't fall far from the tree.' This means that children usually turn out like their parents. For example, dishonest parents will usually have dishonest children."

After a teacher-led dictation, I often have a student write it on the board and let the other students check it to see if they agree or disagree with what the first student wrote.

2. Ice breaker. Proverbs are great for an icebreaker called "Find the Other Half." Simply write one proverb for every two students in your class, cut into strips, then cut each proverb in half. Each student gets one strip of paper with half of a proverb (for example "The grass is always greener"). Then the students have to match up their halves to make complete proverbs. This activity can be expanded in many different ways, such as writing each complete proverb on the board, having students come up with scenarios when they might use a particular proverb, etc.

3. Writing topics. Proverbs are useful for writing topics. I usually ask the students to agree or disagree with a particular proverb. For example, "A famous English proverb says 'When in Rome, do as the Romans do.' This means that people who visit a foreign country should act like the local

residents do. Do you agree or disagree with this idea?"

For a list of proverbs, you can check out:
<http://www.oneliners-and-proverbs.com>

Some examples:

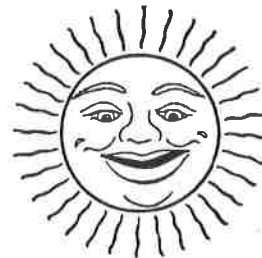
A dream is just a dream. A goal is a dream with a plan and a deadline.

A fair face may fade, but a beautiful soul lasts forever.

A friend is one who knows who you are, understands where you have been, accepts what you become, and still gently invites you to grow.

A friend is someone who dances with you in the sunlight and walks beside you in the shadows.

Tell me, I'll forget. Show me, I may remember; but involve me, and I'll understand.





Weblinks

Both of the links in this issue are excellent sources of reading material for ESL students. Rather than being the actual repository of the materials, however, they each provide links directly to reading material from a wide variety of sources, some of which is authentic material and some of which are specially created for ESL students.

The Internet Public Library

<http://ipl.org>

The Internet Public Library began as a project for a graduate seminar in the School of Information and Library Studies at the University of Michigan in Winter 1995. It is now an established entity with a full-time paid staff, funded by a corporate sponsorship grant. The IPL has links to thousands of reference materials, including newspapers from every state and hundreds of different countries. It also provides links to a wide variety of magazines, some well-known, some not.

Perhaps the most valuable aspect of the IPL for ESL professionals is in its "Youth Division." Here you can find readings on a variety of topics, including science, computers, history, culture, and many more. I read a fascinating account of the "Earthwalker," the first man to walk around the world. The content was interesting, and the readability was suitable for intermediate level students. The materials were written for young native-English readers, but the content is engaging enough for readers of all ages, provided that their reading ability is intermediate or higher. There are some readings, particularly in "The Reading Room" which are accessible

to beginning level readers, but for the most part the readings would be more suitable for students with a little more proficiency.

My favorite part of this site is the "Orca Search," which is a beginning research project. It takes the student step by step through the research process, including notetaking and organizing up to presenting the results. There are questions that lead students to identifying the important information, and best of all, it directs the students to particular links where they can find the information they need. The presentation of this particular project is lively and engaging, so students would most likely find this a fun activity that would improve their research skills along with general language proficiency and world knowledge.

The ESL Multimedia Language Lab

<http://user.gru.net/richardx/read1.html>

The ESL Multimedia Language Lab is a complete resource for all language skills, but this particular area is part of the Reading Lab. Like the IPL, it provides links to other materials rather than storing the materials themselves. Unlike the IPL, many of the readings here have been written specifically for ESL students, and a good number of them are accompanied by comprehension questions, vocabulary guides, or other language learning activities. Many of the links are part of the websites for other ESL programs.

The address provided above takes you directly to the Reading Lab's reading list for beginning level material (Level 1). At the end of this page you will find a link to intermediate material (Level 2), and at the end of the intermediate list you will find a link to the advanced material (Level 3).

Level 1 material includes children's stories, international folktales, history & geography, and a miscellaneous section. Level 2 material includes readings on music, animals, science, mysteries (including interactive Nancy Drew stories!) and Reader's Digest. Level 3 material has more authentic readings including Time Magazine, Frontline, various cartoons, as well as articles about astronomy, famous people, and short stories, among others.

Both of these sites, the IPL and the Multimedia Language Lab, are excellent resources, whether you are looking for "free reading" sites to recommend to your students or you need supplemental materials for the classroom. An added bonus for teachers interested in putting course material on the web is that several of the sites have great interactivity, which could give you new ideas about how to best take advantage of the latest technology for online learning.



NOTES:

HAWAI'I TESOL

2001 TESOL ROUNDTABLE

University of Hawai'i
Moore Hall
1890 East West Road

Saturday, February 10, 2001
8:00 a.m. – 3:30 p.m.

REGISTRATION FORM

Deadline: January 26, 2001

Please Print

| | | |
|----------------|----------------------|-------------------|
| <hr/> | | |
| Last Name | First Name | Middle Initial |
| <hr/> | | |
| Street | City | Zip Code |
| <hr/> | | |
| E-mail Address | | Work Phone Number |
| <hr/> | | |
| Institution | Position | |
| | Hawai'i TESOL member | \$10 _____ |
| | Full-time student | \$ 7 _____ |
| | Non member | \$15 _____ |
| | Total Enclosed | \$ _____ |

There are several options for lunch. You might care to feast at Paradise Palms Café, a short walk from Moore Hall; you can bring your own lunch; or you could duck off campus and eat at the many fine establishments surrounding the beautiful campus. Vending machines are also available in Moore Hall. Visitor parking is available for \$3.

Your canceled check will serve as your receipt.

Please send this form and your check (payable to Hawai'i TESOL) to:

**Patricia Reiss
710 Iana Street
Kailua, Hawaii 96734**

HAWAI' I TESOL
2001 TESOL ROUNDTABLE

University of Hawai'i
Moore Hall - 1890 East West Road

Saturday, February 10, 2001

8:00 a.m. - 3:30 p.m.

CALL FOR PARTICIPATION

Share with your colleagues in Hawai'i's ESL community your experiences in teaching and learning ESL. There are four ways to participate actively in the 2001 TESOL Roundtable:

1. **Presentation:** Give a demonstration or a paper on any aspect of teaching, theory or practice.
2. **Workshop:** Provide participants with hands-on experience in teaching and learning activities, the use of materials or other aspects of teaching.
3. **Colloquium:** Organize a panel to discuss a teaching, political or research issue.
4. **Poster:** Display a poster presentation of your teaching or research.

If you would like to participate, please fill out the form below and return it by January 7, 2001 to:

Patricia Reiss
710 Iana Street
Kailua, Hawaii 96734

Note: E-mail submissions to Richard Day rday@hawaii.edu are encouraged.

Name: _____ Affiliation/School _____

Address: _____ Phone (H) _____ (W) _____

Email: _____

I would like to give a [] presentation [] workshop [] colloquium [] poster

Title: _____

Target Area (Circle all that apply)

Grade level: Elementary Middle Secondary College Adult

Skill: Reading Writing Speaking/Listening Grammar Testing Other _____

Orientation: Methods Theory Materials Political Action Program Development Research

Type of AV equipment needed:

Please attach:

Abstract (one page maximum) which indicates topic, point of view and depth of knowledge.

Biographical Notes (25 words maximum; to be used to introduce you).

Summary (20 words maximum) to be included in the program.



Newsletter of Hawai'i TESOL

P.O. Box 1940, Laie, Hawaii 96762

Executive Board:

President: Donna Prather
Dprather@transpacific.org

Program Co-Chairs: Yoneko Narita
and Jennifer Wharton

Membership Secretary: Perry
Christensen

Treasurer: Garth Johnson

Newsletter Editors: Jana Harper
Makaafi and Melissa Pedersen

**Standards, Employment, and
Political Action:** Kenton Harsch

Professional Activities (Roundtable):
Patricia Reiss

Upcoming Events:

November 18, 2000
(Saturday)

Computer Workshop
Hawai'i Pacific University

February 10, 2001
(Saturday)

TESOL Roundtable
HPU's Hawai'i Loa Campus

March 20, 2001
(Tuesday)

TESOL Convention Reports
TransPacific Hawai'i College

April 26, 2001
(Thursday)

Language Experience/Election of
officers

Check out our new website for more details

We're on the Web!! [Http://www.lc.byuh.edu/HawaiiTESOL](http://www.lc.byuh.edu/HawaiiTESOL)

A Gathering in "The Gathering Place"

O'ahu is "The Gathering Place," but on Thursday evening, September 21, Honolulu Park Place was the gathering place for close to 50 members and prospective members of Hawai'i TESOL. The first event of the 2000-2001 academic year drew participants who shared a wonderful meal and some very clever teaching tips in an atmosphere of enthusiasm and collegiality. Those who attended represented past presidents and executive board members of Hawai'i TESOL as well as TESOL students interested in learning more about their future profession. We were even able to persuade some of those students to volunteer their

services for the TESOL Roundtable on February 10, 2001!

A special thanks to Yoneko Narita and Jennifer Wharton, Program Co-chairs, who worked so hard to organize the evening and personally prepared the entrée, chicken divan. Thanks also to Perry Christensen, Garth Johnson, and Kenny Harsch who helped register and orient those who attended. Finally a big mahalo to Betty Loui for once again helping us to arrange for the beautiful setting at Honolulu Park Place.

The infectious excitement of September 21 has now given way to anticipation of our next event,

the computer workshop, at Hawai'i Pacific University on Saturday morning, November 18. Don't miss the opportunity to network with the dynamic membership of 2000-2001 Hawai'i TESOL. See you on November 18!



Come to our computer
workshop on
November 18 at
Hawai'i Pacific
University!!