HAWAI'I TESOL

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PAC4: A PAN-ASIAN PERSPECTIVE ON THE FIELD OF ESL/EFL

BY JENNIFER WHARTON

On Friday, November 8, 2002 nearly 2000 ESL professionals gathered at the Chien Tan Overseas Youth Activity Center in Taipei, Taiwan for the Fourth Pan-Asian Conference.

The idea for the Pan-Asian event began in 1995 and was formalized in 1997 with the first Pan-Asian Conference in Bangkok, Thailand. Since Thai TESOL, Korea TESOL and the Japan Association for Language Teaching (JALT) share many common goals and challenges, it seemed logical to bring together educators from the Pan-Asian area and provide an opportunity for them to discuss their teaching situations and conduct joint research projects. In 1999, the English Teachers' Association - Republic of China (ETA-ROC) became the fourth member of the Pan-Asian group, and the Far Eastern English Language Teaching Association (FEELTA), based in Vladivostok, Russia, will soon become the fifth member.

The theme for the 2002 conference was "ELT in Asian Contexts: Four PCs in the 21st Century," with the four PCs being personal computers and technology, political correctness, plural cultures, and personal communication. The Mayor of Taipei, Mr. Ying-Zhou Ma, opened the conference with a speech highlighting Taiwan's interdependence with the international community and the subsequent importance of English education. Mayor Ma's speech was followed by an address from Frank Hsia-San Shu, the president of National

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Jennifer Wharton (HITESOL President) and Yoneko Narita (HITESOL Vice President) in Taipei, Taiwan for the Fourth Pan-Asian Conference

PRACTICAL WORKSHOPS FOR ESL TEACHERS

BY YONEKO NARITA

Hawaii TESOL's closing event of 2002 was held on November 20 at TransPacific Hawaii College in Aina Haina. Traditionally, our fall professional development workshops have had a technology or media-based focus. However, after repeated requests from members for more opportunities to share successful teaching tips and activities as well as personal classroom experiences, we decided to expand last year's theme. Thus were born the "Practical Workshops for ESL Teachers."

Four speakers enlightened the audience of approximately 40 participants with presentations on various topics. Amy Delis (BYUH) began with "Student Teaching Opportunities in the ESL Classroom," a description of how she has involved her own ESL students as teachers in the classroom. Ms. Delis explained how to prepare

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THE POWER OF SUGGESTOPEDIA: LESSONS FROM THE 6TH DGSL CONFERENCE, LEIPZIG, GERMANY BY BRIDGETT GOODMAN

Recently, I had the opportunity to attend a conference in Germany on Suggestopedia. At first, I was skeptical about how useful this conference would be. In my textbooks from graduate school, Suggestopedia only receives one paragraph of discussion, if that. The point of that one paragraph is usually, "Suggestopedia gives us some nice things to think about, but it's a little too weird, impractical, and unscientific for use in the classroom."

Conference Experiences

My assessment of Suggestopedia did not change when I first arrived at the conference. The opening ceremony included obscure silent drama skits, colorful costumes and posters, and exercises that forced participants to stand up, talk, and move around. In the first workshop sessions, I listened to music, drew pictures, stood up, sat down, danced, and nearly fell asleep all in the supposed context of learning how to teach. I saw fellow participants take off their shoes and even sit on the floor. How could these behaviors be an acceptable part of a teaching curriculum?

By the end of the second day, though, I had really learned a lot. In the first session, "The Metaphoric Mind" by Bonnie Tsai, I learned how a simple picture (a photo of a chandelier with its brilliant

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Bridgett Goodman
English Language Fellow
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Podillya, Khmelnytsky

TEACHING STORIES AND TIPS FROM THE LAND OF SMILES BY AMARA *SRIKURUWAL*

What could be more perfect in Thailand than being a bilingual speaker/teacher and getting the opportunity to teach English in a bilingual program where you also understand Thai, your students' first language? Sarasas Pithaya School, famous for starting the first bilingual program in Thailand, is where I began my teaching career. I am currently an EFL teacher for kindergarten 3 students. I have twenty wonderful students in my class. They are between the ages of 5 and 6. All my students are native Thai speakers except for one student from Korea. There are many amusing stories and interesting tips to be shared, so this is where I will begin.

What is quite unusual about teaching my class is that I only speak English to my students, and I never utter a word in Thai. Until today, which is almost a year from when I started, my students

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"What can I do to stimulate students to use English among themselves in the classroom?"

A NEW "PROFESSIONAL GROWTH PLAN" FOR ADJUNCT FACULTY AT TRANSPACIFIC HAWAII COLLEGE BY DONNA PRATHER

In fall of 2002, ESL faculty proposed to the president of TransPacific Hawaii College an alternative to the then current practice of evaluation of adjunct or part-time faculty through classroom observations in every fourth teaching session. The moving force behind this proposal was a desire to provide instructors with options that would foster professional growth, improve the quality of teaching, and consequently benefit the ESL program. The purpose of this new "Professional Growth Plan" is to create a resource that is voluntary and teacher-owned, one that provides flexibility for adjunct instructors and treats teacher involvement seriously.

In the year preceding the development of the plan, TransPacific sponsored two workshops on action research. These workshops offered faculty insights into the practice of action research and initiated discussion of possible research topics. The 2002 Professional Growth Plan allows adjunct faculty to explore goals for or questions about their teaching and is a natural follow-up to the action research dialog begun earlier.

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REVIEW OF ESLGOLD.COM BY MARK JAMES

Among the many websites that are now available for ESL teachers or learners is a new neighbor-a BIG neighbor. The name of the new site is eslgold.com and advertises itself as a comprehensive site for both teachers AND learners. The primary builder of this site is Glen Penrod, who teaches ESL at the University of Utah. Glen has been teaching ESL for 15 years (Hawaii, Taiwan, Korea and the mainland) and is the owner of Dymon Publications, which produces textbooks (e.g., *Touchy Situations*), and games for the ESOL classroom.

His latest "project" is indeed a massive one. The site aims to be among the biggest and most comprehensive in our field. In the words of its creator, "eslgold.com is a virtual library and language laboratory all in one." It has been "public" only a couple months, and is, of course, under constant revision and improvement. But, what is on the site now already places it in the top 10 "go-to" sites for ESL students and teachers.

Regarding "delivery," navigation is simple and the font sizes are generally friendly. There is a very useful site map (worth printing off) for those who are old enough to remember what a table of contents is for ("surfing the net" and "getting lost in hyperspace" are for the young at heart!), and if the map fails to help, there is a search function as well.

One of the most helpful characteristics about eslgold.com is the simplicity of its graphics and design. Many early sites on the web were filled with bells, whistles, rotating graphics, and so on. Experience has shown that these merely serve to limit the potential audience to the "lucky few" as most computers and modems were not able to efficiently download the material.

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STUDENT FROM HELL ARCHETYPE BY DANIELLE SOMAI

This archetype, a source of teacher frustration but rarely spoken about in educational circles, was intriguingly explored by Parker Palmer in his book, The Courage to Teach. He has since founded the Center for Teacher Formation and was a contributor to another inspiring book Schools with Spirit, 2001, edited by Linda Lantieri who has brought educators together to explore ways to infuse schools with curriculum that supports and values students as active participants in their learning process.

While we would not want to single out a stereotype to determine what constitutes an uncooperative student which mostly depends on the perceptions of the individuals involved, most educators have had their share of challenges with students. At times, all it takes is one such student to set a class off balance or trigger a gut reaction. But, what one teacher may find unacceptable can be i

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READING AND WRITING ABOUT LITERATURE AND ITS CONNECTION TO CREATIVE WRITING BY WILLIAM LOKE

In the English language there has been much literature written for the mainstream English classes; however, little to none was written for the ESL classroom. In connection to that, in an ESL writing class, there are indeed many techniques that are being used to teach writing-both technical and creative. Literature is closely tied to the subject of creativity; thus, in the mainstream English classes, teachers would use literature to base their creative writing tasks on. On the other hand, ESL writing teachers do not use literature as much in comparison to the teachers in a mainstream classroom. Could an ESL writing teacher incorporate creative writing in their classroom, or is there such a thing as creative writing in the ESL classes? Although some ESL teachers say that creative writing has always been taught, many ESL writing teachers would say that creative writing is not something that is appropriate in L2 learning, and it is only to be taught in the mainstream classes when students are capable of reading and writing extensively. Something that should be considered is that if there is no exposure, then when will the students be able to accommodate such tasks when it is given to them in the future. Early exposure is always a benefit. Teachers also have to understand that there are different ways to view creative writing. What is creative writing? Creative writing can be viewed in two different ways. First, is creative writing as in the reading and writing about literature, and the other is that all written work by a student is considered to be creative writing. Here, I would like to direct the attention to the concept of reading and writing about literature in ESL classrooms. The question this paper imposes is whether or not it is good to use literature in an ESL classroom, and what good is it to use literature in an ESL classroom. Is there a place for literature in an ESL classroom?

Literature is being used in many different L2 educations in the United States. For example, in the French classes that are taught as an L2 to native English speakers, French literature is widely used.

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PAC4 (CONT.)

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Tsing Hua University, in which he described the proliferation of English in today's world and asserted that "English has become too important to be the sole property of the English speaking peoples; it is now under the custody of all the citizens of this planet..." He also suggested that "the shortcomings of English language acquisition in Asia have less to do with the quantity of access to this language than with the quality." These themes were reiterated many times over the course of the conference.

Over the next three days, participants enjoyed almost 200 paper presentations, 50 workshops, and 9 panel discussions. The conference also included speeches, workshops, and panel discussions from international scholars in the fields of linguistics and English language teaching. The featured speakers at the 2002 conference included: A. Owen Aldridge, Neil Anderson, Jared Bernstein, H. Douglas Brown, John McRae, Leo Tak-hung Chan, Chin-chuan Cheng, Andy Curtis, Richard Day, Gwyneth Fox, Simon Greenall, Sneja Gunew, Denise Murray, David Nunan, Jack Richards, Sandra Savignon, and Cyril Weir.

Richard Day, University of Hawaii, addressed the important issue of critical thinking and demonstrated in a variety of interactive ways how teachers in Taiwan could incorporate critical thinking into their classrooms. H. Douglas Brown, San Francisco State University, gave a thoughtful presentation in which he addressed the question: can you be politically correct and pedagogically critical in your classroom? According to Brown, there is a middle ground that allows teachers to balance their role as "agents of change" with respect for their learners' own individual opinions and beliefs. Neil Anderson, Brigham Young University, explained how teachers can help improve their students' comprehension and fluency through active reading. Anderson suggested that the concept of automaticity and its connection to rapid reading are important for EFL/ESL teachers to understand and apply in the classroom through various structured activities. David Nunan, University of Hong Kong, gave a presentation focused on uniting theory, research, and practice in teaching the very important, but sometimes neglected, skill of listening. He recommended that teachers use a strategies-based approach when designing listening classes that allow for students to practice both bottom-up and top-down listening skills. Jack Richards, SEAMEO Regional Language Centre, reflected on his 30 years in the TEFL/TESL field. He noted some of the more prominent changes that have occurred which include: English being viewed as an international language (EIL) not a foreign language (EFL), English language teaching often starting in elementary school not in secondary school, the adoption of competency-based curriculum in many countries, the focus in teaching shifting from methods to delivery systems, the trend of learning moving beyond the classroom, the private sector taking an increasingly important role in language teaching, and the fact that language teaching has assumed a much higher level of professionalism.

Gwyneth Fox, University of Birmingham, gave a presentation about the vocabulary words second language learners need. Since many learners overuse less common words and underuse the more common ones, their English often sounds unnatural and may be difficult for other people to understand. Thus, while student interest and needs certainly dictate some of the new vocabulary they will

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"English has become too important to be the sole property of the English speaking peoples."

PAC4 (CONT.)

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acquire, teachers should focus the majority of class time and energy on the more common words learners will need. A variety of articles on this topic and vocabulary lists can be found on Rob Waring's website at http://www1.harenet.ne.jp/~waring/papers/papers.html. Another interesting presentation was Ann-Marie Hadzima's "English is about a person using English: A New Framework." In her talk, Hadzima, National Taiwan University, explained a framework she was developing for students that could help them communicate successfully in English:

English is a person?
(highlighting the student as the generator of conversation)

Using English

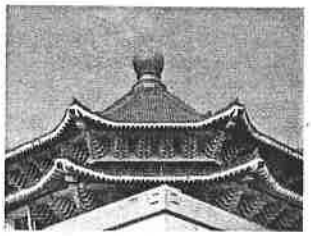
(using the English they know well now, not worrying about perfection)

To communicate with
(encouraging them to use their metalinguistic skills)

Another person
(reminding them to consider the other person in the conversation)

Keeping with the Pan-Asian theme, Joseph Tomei, Kumamoto Gakuen Daigaku, presented his recent research on the situation of English education in Vietnam. He explained that the Vietnamese people seem to approach the acquisition of English as a tool for success in the global community in a highly motivated and enthusiastic manner. Suzanne Yonesaka, Hokkai Gakuen University, discussed some of the problems that Japanese EFL teacher candidates face including time and institutional constraints. Ron Klein, Hiroshima Jogakuin University, gave a very interesting presentation describing how he teaches English Asian literature, written originally in English, not translated from another language. In addition to the universal themes of coming of age, love, and death found in these stories, students are also able to connect with the local themes of poverty and pride, the dilemma of aging grandparents, arranged marriages, and superstitious belief in gods that are a part of their everyday life in Asia. Stephen Ryan, Eichi Sapientia University, described an action research project he conducted with his students in Japan about classroom discipline. Ryan and a colleague, Stephen Petrucione, collaborated with their students to discover what classroom behaviors students felt were unacceptable and what behaviors were considered less serious infractions. Then the students discussed what they believed to be appropriate disciplinary measures. The students' sense of fairness and what they considered appropriate "punishment" for specific behaviors were revealing.

This is only a sampling of the many noteworthy presentations at the Fourth Pan-Asian Conference. As the annual TESOL conference approaches in March, and teachers' thoughts turn to professional activities outside of Hawaii, I would strongly encourage people to consider attending the next Thai TESOL, Korea TESOL, JALT, or ETA-ROC conference. Exchanging ideas and sharing experiences with EFL colleagues in Asia is a wonderful way to gain insight and acquire new knowledge about our students. The Fifth Pan-Asian Conference will be held in Vladivostok, Russia in June 2004. See you there!



"The students' sense of fairness and what they considered appropriate "punishment" for specific behaviors were revealing."

PRACTICAL WORKSHOPS (CONT.)

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learners for the somewhat daunting task of instructing their own peers, gave examples of the types of lessons students can lead, and concluded with the numerous benefits of student-teaching, illustrated with excerpts from her own students' self-reflections. Several participants in the workshop commented that giving students the opportunity to teach the target language themselves is an excellent way to encourage learner autonomy.

Ivona Xiezopolski (HPU) also focused on the ESL learner in her presentation, "Examples of Student-Centered Learning." Ms. Xiezopolski detailed three different projects she has used to encourage oral production by students: Power Point presentations, oral summaries, and poster presentations. At the end of the workshop, participants formed small groups and discussed how they might incorporate these projects into their own classes. As one member commented, "I came away with some good ideas that I'm definitely going to use."

Hawaii TESOL members took on the roles of learners in Danielle Somai's (NICE) workshop, "Interactive Activities for Video Viewing." Using clips from the film *Save the Last Dance*, Ms. Somai coaxed the audience into performing role plays, dialogues, a Total Physical

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SUGGESTOPEDIA (CONT.)

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light could be used to teach a foreign language learner a complex vocabulary word (exuberance, a personality characteristic in which people give off energy and light like a chandelier). Ms. Tsai didn't stand up in front of the room and say "this is a chandelier, and it is a symbol for exuberance". I chose the word and the picture from a set of words and pictures on the floor. I made the connection, and shared the connection with two other participants. They shared their choices, and I learned new ways of looking at both words and pictures through their eyes. In this workshop we also talked about the story "the Ugly Duckling," which became a metaphor for something specific we might want to change about ourselves or our lives. We each drew pictures of what that would represent, and saw our desires from many different angles as a result. In a session on guided imagery, I listened to music and relaxed while the leader, Renate Stoecker, talked gently and asked us to think of a place in nature that is peaceful and where we wanted to be. She asked us to be aware of our environment and our own body in this imagined place. Then if we wanted to we shared with the group where we went. This activity worked well for me, as I imagined myself in different places in America. I struggled with the dancing activity though; I could not figure out the steps. Other participants struggled with the imagery activities but had no problem with the dancing.

Susan Norman from England talked about the importance of treating people in a group as individuals. She asked us to think of the "beach" and to describe what we saw. Everyone mentioned different things. She asked us to move in groups into different personality categories; people were on different sides at different times. Like Bonnie Tsai's presentation, I learned from Susan Norman that we can maximize learning for our students by maximizing choice. We can give them 30 vocabulary words and let them study 10, for example. They will learn the 10 well, will still be exposed to 30, and will enjoy the process of learning those 10 much more. We also have to minimize the fear of being an individual in a classroom. Asking students to hold up their fingers or look at the teacher when they are ready is much less threatening than saying, "who's not ready?"

I have always liked writing poetry, so naturally I thought the poetry writing sessions were amazing. My Ukrainian colleague Sergeiy Sokolovskiy gave a brilliant presentation on using the psyche to inspire writing. First, we used strings and paper hearts representing each participant to show how important it is to support each other's writing; if one person pulls away, the whole group collapses. We took turns reading individual words from haiku to a partner, and allowing that partner to say whatever came to his or her mind based on that word, thereby creating a new poem. We also listened to music and wrote what we thought about it in prose and later in poetry. The next day Bertha Wise from Oklahoma used common objects and Wallace Stevens' poem "13 Ways of Looking at a Blackbird" to inspire participants to write about these objects in as many ways as possible. Even the freest, most unstructured results of this activity had a beautiful, poetic quality about them.

Post-Conference Reflection

What convinced me most to try to incorporate more of these methods into my teaching. was how GOOD I felt at the end of the conference. I was

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PRACTICAL WORKSHOPS (CONT.)

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Response activity, and even a simple hip-hop dance routine. The highlight came when "Glump from the Dump," "Serious Sally," and "CLB Jax" took to the floor to show the rest of the class how to bust a move. Whoever said ESL teachers can't dance must have missed this workshop!

The focus turned to professional development for teachers in the evening's fourth workshop, "Teacher Portfolio Development." Shawn Ford (UH) began by defining what a teaching portfolio is and outlining some of the reasons why individuals might want to create one. He then went on to list the possible elements that comprise a complete portfolio, including a Personal Philosophy of Teaching Statement. Finally, Mr. Ford described various portfolio types. If you missed this excellent workshop, fear not - Mr. Ford has made all the information available at his personal website, http://www2.hawaii.edu/~sford/workshop.html.

Thank you to all four speakers for your outstanding presentations. November's event once again demonstrated the breadth, depth, and dedication of Hawaii TESOL's membership. The organization has much to be proud of.

PROFESSIONAL GROWTH PLAN (CONT.)

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Adjunct instructors may still choose classroom observation by the program coordinator in every fourth teaching session. Alternatively, they may choose to be observed in only the first and twelfth sessions and to engage in self-selected professional growth activities (PGAs) in the intervening sessions, activities that will help them achieve a goal set or answer a question posed. In the fourth and eighth sessions, an instructor will submit to the ESL coordinator a one page summary that includes the goal or question, a brief description of the PGA, and a goal or question for the next evaluation period.

Over a one-month period, adjunct and full-time ESL faculty discussed how goals or research questions might be developed. They then explored and subsequently developed a list of sample professional growth activities as options. Materials on a number of these PGAs were made available in a binder in the Adjunct Faculty Office on campus. Activities include peer observation, teaching portfolios, teaching dialog journals, and small group instructional diagnosis.

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> "by supporting 'localized, individual, and personal' professional growth activities, TransPacific will benefit both its adjunct faculty and its students"

CREATIVE WRITING (CONT.)

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Because of the success these L2 classes have, some ESL classes also started to use literature as part of their curriculum. Although it is against some of the old approaches in ESL education such as the grammar translation approach, using literature is indeed a good tool to help students gain creativity in their writing. An editor of the English Language Teaching Journal (1970), W. R. Lee, imposed the question as to where literature stands. He asked,

To what extent need learners of a foreign language study the literature? . . . Often the answer given is "Not at all. But what is missed, and how is the language-learning affected, if the literature is ignored?

The substance of the English language, however, has been shaped by literature. It is in literature that the resources of the language are most fully and most skillfully used. It seems to follow that literature should enter into the language-study of those who are to use the language with the greatest possible skill and effect."

From this quote, it is pretty clear that the question of literature being used in an ESL classroom has been well considered in the early years of the ESL profession. How can reading and writing about

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PROFESSIONAL GROWTH PLAN (CONT.)

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With the approval of Dr. John Norris, the president of the college, we are now moving into the next phase of the process. The extent to which adjunct instructors will take advantage of the new plan remains to be seen. To date, however, three have approached me with plans for PGAs; two of those instructors intend to collaborate. We hope that by supporting "localized, individual, and personal" professional growth activities (Hoekje 138), TransPacific will benefit both its adjunct faculty and its students. In addition, as ESL coordinator, I anticipate that this will provide me with feedback about the professional interests and concerns of our adjunct faculty, feedback to which I might otherwise not have access.

Bradford, V.B. (2002, October). Evaluation in ESL/EFL Program Administration. *TESOL Program Administration Interest Section Newsletter, 1* (1), pp. 5-7.

Hoekje, B. (2002). Course Evaluations and reflective practice. In N. Dimmit & M. Dantas-Whitney (Eds.), *Intensive English Programs in Postsecondary Settings* (pp. 135-145). Alexandria, VA: TESOL.

Donna Prather, Coordinator
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ESLGOLD.COM (CONT.)

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Surveys have shown that internet rage is not just a "virtual" emotion–it's real. Hence the site is visually simple, so even modest computers or modems speeds should not gag in bringing you the content.

Regarding the "content," the navigation bar "slices and dices" the contents. "Slicing" yields one set of options: reading, writing, speaking, listening, grammar, vocabulary, pronunciation, idioms, TOEFL/TOEIC prep, and business English, while "dicing" yields another: for teachers, for students, what's new, contact us, site map, and home.

As a virtual library, eslgold.com excels. The links are generally extensive (a few areas remain a "work in progress"), and for those who do not surf professionally on the web, such links are a godsend. The "Handouts Galore" pages are off to a great start and the goal is "to have the highest quality and quantity of ESL handouts on the internet" (contributions are welcomed). The "Textbook Recommendations" section is limited and the "Lesson Plans and Ideas" section is perhaps the least helpful or developed and will be disappointing for a while to those who would hope to print off tomorrow's lesson and spend the evening at Costco or the opera. As a language laboratory, the content again is uneven, but still quite useful. The grammar and vocabulary sections are the most comprehensive so far.

In conclusion, although a rookie, eslgold.com is already "7'6" with quick hands and a good sense of the game" (think Yao!). A couple years of further development will undoubtedly bring it to the realization of its goals as the biggest and best. Add it to your bookmark list!

STUDENT FROM HELL (CONT.)

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interpreted by another as a source for rewarding growth and understanding.

Issues of student motivation and cooperation in classrooms are addressed at the Heaven and Hell website where everything is relative. Suggestions for ways to motivate students, and R&R for weary teachers can be downloaded. Visit this website and use it as a hub for educators to dialog, share stories from "the frontlines", collaborate and explore solutions: www2.hawaii.edu./~somaiho

In response to interest, Student from Hell to Heaven workshops are being planned to address issues of learning disorders, substance dependencies, interventions, cognitive management and coping strategies.

Suggestions for creating a supportive learning environment:

Be a Good Listener and Observer
Ask questions, observe students during free time and on breaks, screen for interests and hobbies, keep up with current trends. Be attuned to what students are trying to convey and their aspirations. Encourage questions and discussions in class, and expressions of differing opinions.

Reward Good Behavior - The heated moment of "acting out" is not an advantageous time to address undesireable behavior. Attention to unwanted behavior is still "attention". Address the problem privately with the student after class and suggest constructive alternatives. This can dispell undercurrents and misunderstandings and reveal student

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SUGGESTOPEDIA (CONT.)

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always good at school, but I never ENJOYED the process of learning in school the way I did at this conference. The conference was a constant stream of positive, happy thought and energy. And there was learning taking place. Six weeks later, I still remember many details of the conference sessions and the positive feelings associated with them. Based on what I experienced and what I was told at this conference, I think the sessions worked so well because they all had one or more of the following:

Pictures and colors-it is easier to learn when students can associate a word or topic with a picture or a color. Moreover, the more pictures and colors there are, the more it distracts the conscious mind and opens up the unconscious mind for faster learning.

Choice-within every task we could make a fair amount of choice, and these choices were respected. When one woman in the guided imagery activity said "I fell asleep", Renate Stoecker simply said, "maybe that is what you needed at that moment."

Movement (dancing, stretching at the beginning of a session or between tasks)-most Suggestopedia research indicates that students learn better when there is movement involved in the learning. Bert Yakichuk even gave us special stretching exercises (standing on our tiptoes and coming down again repeatedly, or turning our ears out to prepare them for listening).

Relaxation-music and meditation relaxes the mind and inspires thought and activity. It can be used for speaking or writing exercises.

Positive thinking-at no time did anyone say "that's wrong" or "you can't do that" or "you're stupid". It gave me confidence in myself, and a belief that I could find ways to adapt these techniques in my own classroom. When a participant said themselves, "I can't" or "it's no good", the teacher and other participants told them the opposite.

Application to Teaching

The real test, though, was how my students would respond to these new techniques. With my first year university students, I gave them the guided imagery exercise, and asked students to get into groups based on categories of things they saw (e.g. urban or rural settings). I pointed out that everyone had slightly different images, so they should feel free to share their experiences with a partner or a small group. Then I set out for the students a set of pictures of America; they had to choose one, talk about why they liked it, and then work with that conversation partner to find what the two pictures have in common. In the process, the students asked many questions of me and talked to each other more fluently in English than they had before I went to the conference. Their motivation increased dramatically. I also learned a lot about how my students perceive the world. For example, in a sea of nature pictures, one student was fascinated with the similar geometric shapes of mountains and a modern building.

In another activity in preparation for an exam, I asked students to choose 10 words they had learned so far, and for homework make a crossword puzzle out of the words for a classmate to complete. Those students who had not done the homework got a puzzle that I made. The students who had not completed the homework were less energetic and less happy than the students who were working on each other's crossword puzzles. By taking all of the students' chosen words and putting them into categories, I found that the students had already reviewed more than half the vocabulary for the test.

For my third year students, I gave them idioms on a certain theme (a topic which was a fixed requirement) on notecards. First they completed an activity to match the idioms to a general category of meaning (cooperative or noncooperative). Then they chose an idiom and a picture to represent that idiom. This had been one of my more difficult groups to motivate before the conference; in this activity they were all engaged and learning the idioms. In another activity on food, I showed them pages from a picture dictionary, and asked them to find the same dictionary in the resource center and learn 10 new words from those pages. I heard one student say as she left the room, "I want to go to the library now so I won't forget". I had never seen or heard a student so motivated to do homework before!

It hasn't always been easy to incorporate the new techniques into my teaching. It takes a lot of time to prepare such activities, and lots of paper and color. I use color paper or a color printer, but color markers could also be effective. However, when I allow myself to slip and go back to the traditional teacher-fronted techniques, I can tell my students and I are less happy with the results.

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TEACHING STORIES AND TIPS (CONT.)

(continued from pg. 2)

have no clue that I can speak Thai although once in awhile they get suspicious looking at me talking to other Thai staff. The reason for being so secretive is because I want to get them to communicate with me in English as much as possible.

What can I do to stimulate students to use English among themselves in the classroom? There is a high tendency for my students to speak their native language in class because they can best express themselves to their friends in their native tongue. Of course, I can go on babbling, "Please speak English. Speak English, please", but it does not have that much of an impact on them. I tried a different strategy then. I let the students group themselves into two teams. They were given the opportunity to choose any name for their own team. One group chose, "Rabbit" while the other "Crocodile." Now, if a member of a team spoke Thai in class, a point would be awarded to the other team. By the end of term, whichever team earned a higher score, the members of the whole team would each get a little present. On the first day I tried exploring this idea; the reaction from students was complete silence. They did mime to each other though. I thought that was a good sign. On the second day, the students could not resist talking to each other, so they started speaking English. Thai talk popped in once in awhile, so points were given to the opposing team. After some time, the students began reminding each other not to speak Thai. The common phrases used among them were, "Don't speak Thai. Speak English, okay? Stop speaking Thai." Of course, most of the students love reporting to me if they hear someone break the rule, but I would respond, "I'll listen on my own." Any time someone speaks up about a student speaking Thai, many other students automatically say, "I'll listen on my own." These students are the best copycats. Well then, I had to teach them to say, "Miss Amara will listen on her own" followed by a mini-lesson on "He/She" and "her/his" without specifying that they are pronouns.

What makes my day each day is working with these tiny angels who bring me a big smile every time I am in class. The following are some real-life stories from my class. During one of my lessons, I was guiding a student while he was doing his work. When he was finished, I exclaimed, "Very good." One other student who usually completes his work quite fast said aloud while referring to this student, "He's not good. I'm good." I responded, "He's good, too." Some other students turned in their work to me and this young boy who has very high self-confidence shouted, "He's good three. She's good four." It was only then I realized that I had to present the difference between "two" and "too." A similar case happened during the time right before Christmas. I asked the students individually, "What do you want for Christmas?" I got different responses such as, "I want a doll. I want a ball. I want a plane. I want a Christmas tree." That was great, but what struck me was the response from one of the students who said, "I want a Christmas four." I was puzzled for a few seconds then I realized what was going through his mind. Since someone was asking for a "Christmas three," he might as well request for a "Christmas four." Of course, then there was another reinforcement on the difference between "tree" and "three."

What is fascinating to me about some of my students is that they have the ability to think beyond my intention. In one of the lessons where the students were learning about different parts of the body, I asked, "What can you use your mouth for?" Students were eagerly volunteering to answer, "eat, talk, sing (they haven't yet learned the -ing form)." As an extension from that, I asked, "What do you eat?" Some of the responses were, "I eat fruit. I eat rice. I eat fish. I eat chicken." One of the odd answers I heard was, "I eat khanom." The word "khanom" means "snack" in Thai. It would seem quite ordinary if she had said the word "khanom" with a Thai accent because she did not know the equivalent word in English. What was amazing was she said this word with a foreign accent even though she could pronounce Thai words very clearly. If I did not know Thai, I probably would be wondering what she was talking about. At least I learned that she must be thinking in English before she spoke. Well then, "What can you use your nose for?" was the next question I asked. One of the first answers I got was "eat." I was a little bit surprised, so I asked that particular student, "Do you use your nose to eat?" He giggled and responded, "Not me, the elephant!" There was loud laughter from the rest of the class.

What have I noticed that has worked in my class? Students have the ability to identify mistakes such as spellings, punctuation marks, capitals and small letters, singular and plural forms in a given sentence on their own, but examples of how to make those corrections must be provided first. Correcting pronunciation does not prohibit the students from speaking. In fact, they like to be corrected. Word flashcards are meaningful only if there are corresponding pictures shown to the students. Students are filled with curiosity. If they ask what something means, explain it right away; otherwise, they will lose interest. Do not tease a particular student. If you want to tease your students, tease the whole class where everyone giggles together.

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TEACHING STORIES AND TIPS (CONT.)

(continued from pg. 10)

Students highly improve their reading skills through singing with the words provided. Asking questions during story telling or movie time keeps the students very alert. Students really enjoy working in teams during game time. If you are poor at drawing pictures, do not lose hope. Keep drawing because it creates humor in class. If you want your students to have good handwriting, improve your own. Pretend not to understand Thai when the students talk to you and they will make a great effort to speak English.

What I have shared hopefully has reflected some of my insightful thoughts. What I consider the most important aspect of teaching is to have the ability to create the foundation of love for the students' language learning. Then you will win hearts. Last, but not least, you will never have a headache teaching because your students are the best pain-killers.

Amara Srikuruwal

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MATESL, Hawaii Pacific University

"He's good three. She's good four."

STUDENT FROM HELL (CONT.)

(continued from pg. 8)

struggles.

Target the Majority - One or a few students with challenges should not drain the remainder of the class. When warnings are ignored, cut bait! and limit losses. Concentrate energies on the majority of the class. End an unsuccessful lesson and go on to a new task. Always have a "bag" of sure fire, back-up activities.

Praise, Praise, Praise-Students never tire of praise and may have never or rarely received it.

Respect and Acknowledgment - Acknowledgement of differences of opinion enables students to develop their own ideas and feel a sense of contribution to the class, representative of society as a whole.

Variety and Surprise -Language is communal, lively and ever-changing. Approximate authentic conversational conditions as closely as possible through simulations, strategic interactions, and community outings.

Attention is aroused with novelty. Try a new approach, add realia, revamp, create and rethink lessons and activities regularly, and stay current and relevant to student interests and concerns.

Laughter is Healthy-Enjoyment and laughter are contagiously healthy. Realities of life are naturally unpredictable, so spontaneity in the classroom enlivens interest and excitement.

Structure - Students need to be informed of expectations. Some students with challenges may need to be placed on contract whereby requirements and make-up assignments are explained in detail. A student promise to improve is agreed upon as part of school policy rather than "personal" conflict.

Impartial Policy - Fairness in carrying out school policy is essential.

Referral - Students who are unmanageable should be referred to higher authorities or trained professionals.

CREATIVE WRITING (CONT.)

(continued from pg. 6)

literature work to make writing classes in an L2 environment successful? Albert H. Markwardt, in *The Place of Literature in the Teaching of English as Second or Foreign Language* (1978) states "wherever literature was read in the classroom, it was designed to serve as a pathway to facility in reading and in mastering the language." (32). It is clear that there are some educators and researchers who believe that using literature in a second language classroom will help students gain more desire to learn the language, and at the same time enhance their creativity in writing.

In connection to this, studies have shown that some countries outside the USA have had success in their English language teaching by using L1 literature. For example, in certain countries such as Malaysia and Indonesia where English is the country's second language, literature is used to help students generate the desire to learn the language. In general, it gives the student a broader idea of the culture and the connection to the English language and its native speakers. In Indonesia they have used readings such as Masefield's *Sea Fever,* and Blake's *Tiger* in their classes (Marckwardt, 38). In addition to that, in Malaysia, English classes have

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CREATIVE WRITING (CONT.)

(continued from pg. 11)
started to use Emily Bronte's "Wuthering Heights" in their fourth grade English classes. Because of such exposure, the students who were given the chance to read and write about such literature are better equipped with a larger vocabulary bank and model in their L2.

Although literature is a great tool, selection of literature is an important part of the ESL teaching. ESL teachers will have to make sure that they do not choose literature that is more advanced than their students' level. There is no point in having level one students read Shakespeare or even *Wuthering Heights* if they cannot even spell their name correctly. Therefore, teachers will have to be very careful in choosing the literature for the students. Marckwardt notes that "assuming that one does begin to teach literature . . . one must consider the age of the pupil, the kind of interest he has, and weigh these factors heavily in the selection of the literature . . . short stories are probably the best beginning fare because they can be completed in less time, giving the pupil a sense of achievement" (70). Needs assessment must therefore be performed before one chooses to use literature in their writing class. Once that is done, then the usage of literature will be a great tool to help the students gain proficiency in writing.

After needs assessment, teachers will have to realize the usage of literature and the power it possesses in helping the students if it is used correctly. Short stories, essays, poetry and other creative writing are generally a good way to serve as a model to writing classes in enhancing their writing styles as well as their vocabulary bank. It will also help them in their brainstorming process. Thus, the process of writing will not be burdened with the excessive burden of the unclear and uncreative finished product. In *Literary Studies in a Broader Context* (1974), O. R. Darthone writes: "By extending the frontiers of literature, we enlarge imaginative possibilities; we leave our world forbears alone and in search for a new thrill of discovery, discard their static mold and regain new focus if intensity, a novel turbulency of spirit." This is not only true for L1 learners of English but also for L2 students if creative writing is taught correctly.

In addition to that, when literature is used correctly, student's personal written work will prove the theory that extensive reading will lead to better writing. When the students learn to appreciate literature, they will also be able to gain a larger vocabulary bank to use. Marckwardt said "most of us acquire new words in our receptive vocabularies by adducing their meanings from the context in which they occur. Repeated exposure, where the word occurs in slightly different contexts, fleshes out its meaning and also prepares one to use it if the opportunity presents itself." Adding to this, another author also agrees with Marckwardt's statement. J. Oster (1989), says that "reading and then writing about literature offer students situations not only to analyze but to appreciate aesthetic quality and more, to relate to their own lives." Some of the activities that can be used with literature are summary, analytical discussion writing, vocabulary enhancement activities, paraphrasing, and interpreting.

Through this discussion, some may still disagree with the idea of using literature in an ESL classroom; however, it is also important to realize that different teachers and learners have their own teaching and learning styles. There is not a perfect way to teach writing. Creative writing through using literature is only one method that some educators find successful. Also, with the usage of literature one is sure to be able to have his or her students exposed to the language and the lifestyle of the writers of the language. In a *Northeast Conference Report* (Bird 1967, sec 4.3.2) it states, "when we speak of 'experiencing the work' we must distinguish between two extreme possibilities: an immediate reaction or response on the one hand, and something much deeper and more pervasive on the other. In the former case, we become acquainted with the work; in the latter we connect it in a vital way with our being; we assimilate it." Therefore, through the exposure to literature and using it in an ESL writing class, I believe it will help the students in generating their creative side and help them to gain a stronger grasp of the language so that they can be acquainted with it, then connect with it, and in the end, assimilate it.

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UNDERSTANDING OF L2 READING

BY ANNA MALENA VISTAM

One of the problems that students have with their L2 reading is that they have problems `experiencing' the content of the reading materials. Although the reading processes of L1 and L2 seem similar on the surface, what actually happens in the reader's mind when reading in L1 and L2 is quite different. I think understanding of the actual differences between L1 and L2 reading processes is important for language teachers as it will provide them some hints that would help teachers to intervene with the improvement of students' L2 reading ability, and thereby, teachers can help incline positive attitudes to their reading experiences.

In many cases, I believe that teachers and even students themselves do not realize what actually is hindering them from acquiring L1-like L2 reading ability. Through observations I have noticed that even advanced learners of English demonstrate such a problem with their readings. I have done considerable thinking about L2 reading and its challenges during the time I spent studying here at HPU, and finally, I discovered a possible reason that explains a certain problem some L2 learners demonstrate with their reading. Such understanding would definitely benefit students as I believe that one of the most effective ways to teach a language is to see learning from students' perspective. Once teachers have an idea of how students perceive the language, teachers can then compare students' perception of the reading with teachers' own, and then, find ways to compensate and supplement the differences with an aim to improve students L2 reading skill.

I have personally experienced a reading skill to be quite fascinating as I have noticed a distinct challenge in acquiring L1-like ability in L2 reading for many L2 learners. It seems as if there are some cognitive factors affecting students' performance of L2 reading beside their linguistic proficiency. One of the questions postulated in "Reading, Writing, & Learning in ESL" by Peregoy and Boyle (2001) was with regard to what research tells us about students' reading in their L2. Are the processes of L2 reading the same as the processes of L1 reading? The research tells us that the process of reading in a second language is essentially the same as in the first language, although it is, of course, more challenging for second language readers considering the language barrier caused by unfamiliarity with the vocabulary and complexity of the sentence structure. For instance, when native English speakers read sentences with specialized vocabulary, they would still be able to read and understand it.

When native speakers don't understand the vocabulary, they would still keep reading by skipping unfamiliar words and try to understand the context by guessing the missing parts.

When second language learners of English read a text in English, they would skip the words that they do not comprehend, and they would try to understand the content by predicting using syntactic and semantic cues from the text.

The similarities between L1 and L2 reading processes are guessing and prediction. However, L2 reading has another dimension. One of the differences between L1 and L2 reading is that in L2 reading, the readers' L2 and background knowledge need to be intertwined in order to achieve full comprehension of the reading material. The background knowledge can function as a safeguard and their comfort zone that they can refer to while reading in their L2. They consciously or unconsciously refer to this part of their knowledge to obtain clues for comprehension when reading in a foreign language. Their previously obtained knowledge is where readers seek for solutions to the ambiguity and clarification of the content, and thus, such a process is associated with a positive feeling that provides the confidence about their L2 reading comprehension and ability.

Although the basic strategies students use in L1 and L2 reading are similar, what about their comprehension? I have had opportunities to discuss this matter with some second language learners. I have also considered my own experience with L2 reading. In order to understand L2 reading in general, I also needed to understand my own reading experience to start with. Generally, when I read in my L2, first I skim through the text, and then, I read it again more carefully and look up some of the words that I do not understand. If I have some more time, I read it once more. However, strangely, when I was given a situation to discuss my reading, I was unable to discuss the content. At first, I thought that it was due to my language proficiency. I thought if I were to discuss the content in my L1 I should be able to do it, but I still was unable to. I simply did not have enough `experience' with the reading material to have any thoughts on it. I learned that was a common experience among L2 learners. The difficulty of second language learners' in comprehending L2 readings is that students tend to consciously look at the L2 text as a `language,' instead of unconsciously perceiving the text as an `experience' like they do in their L1. Thus, the process of L1 and L2 reading is similar on the surface but fundamentally quite different. Students incorporate different

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L2 READING (CONT.)

mind processing when reading in their L2.

L2 reading skill would be enhanced if students learn to activate two separate dimensions of the interpretative procedure that their mind undergoes. One of the dimensions of the interpretative procedure allows students to understand the language itself. It would allow students to analyze the language and understand the meaning of each part of the language used in their reading material, such as the vocabulary. Another dimension of the interpretative procedure helps to connect the understanding of the language used in the reading with the actual content that is originally intended to be experienced by the readers. If students were able to activate these two dimensions simultaneously or sequentially, students could achieve L1-like comprehension and `experience' the content. However, I believe that many students are preoccupied in coping with the challenge, namely L2, projected to them in their reading, and such a mind-set will create a barrier between their L2 knowledge and background knowledge. Accordingly, the barrier created between the L2 knowledge and the background knowledge would hinder them from letting the information, provided by the reading material, to penetrate into their background knowledge, and thus, hinders them from experiencing the content.

Morris and Steward-Dore (2000) articulated four concerns of teachers dealing with L2 reading: "Students have difficulty using the text effectively, students can `read' but do not understand what they read, students copy rather than change ideas into their own words, and students cannot summarize or express themselves clearly, and accurately in writing" (p. 69). I believe that my theory of L2 reading procedures seem to go in accordance with these concerns of teachers. The authors suggested the incorporation of ERICA (Effective Reading in the Content Area) stages as a way to deal with these difficulties students face when reading in their L2. The ERICA suggests that teachers "help students prepare, think through, extract and organize information, and translate (p.69, Day & Bamford, 1998)." I personally think that one of the best ways to extract the best out of their L2 reading effort is to prepare them with some pre- and post reading activities that stimulate their background knowledge, so that the students can utilize the knowledge of their previous experiences regardless of the language. In other words, instead of expecting to have L2 knowledge penetrate into their background knowledge, it could be easier for the background knowledge to move its own way through the barrier between it and the L2.

For instance, if a reading contains information that is foreign to the students, teachers can provide supplemental information, such as pictures, to make the story more experiential for the students, and that would also help to reduce students' frustration level caused by unfamiliarity of the subject matter. If students do not have enough background knowledge to experience the reading, teachers should add visual aids to penetrate the vision of the reading to their knowledge, and thereby, increase the possibility of students to `experience' the reading like they do in their L1. I strongly believe that such a change in the teaching approach of L2 reading skill would help students learn to incorporate different habits when reading in their L2.

Besides the intervention to the experiential aspect of L2 reading, motivation is another important aspect that influences L2 reading. Day and Bamford (1998) postulated that there are four groups of variables that affect L2 reading and a decision to read in L2. These are the interest level, linguistic level, attractiveness, and availability of the reading materials and are considered to affect students' motivation to read in their L2. It is therefore important for language teachers to consider the attractiveness of the reading materials in order to encourage their students to read. Other factors such as attitudes toward reading in their L2, and sociocultural as well as environmental factors, including influence of family and friends, also affect students' motivation. As a matter of fact, these are the factors that affect the decision to read even in students' L1, and thus, should definitely be considered as the factors desired to be influenced by teachers.

Language learning certainly has more psychological influence compared to other types of learning. Therefore, teachers need to be acquainted with different factors affecting L2 learning. Without deeper understanding of what goes on inside learners' mind, teachers might be wasting potential of students. It is important for teachers to understand the differences between the attitude and process of L2 and L1 reading. Students' inability to summarize or discuss the content of a reading material does not always indicate their lack of proficiency, but it might indicate that they have not had the actualizing phase that enables them to connect their L2 with their background knowledge to make their reading experiential. Thus, if teachers succeed in assisting students in connecting these two distinct areas to penetrate into each other, students might be able to look at their L2 in a more personified way like they do with their L1. That would certainly be such a magnificent contribution of the teachers.

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L2 READING (CONT.)

(continued from pg. 15)

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CORRECTION: We apologize to Colleen Soares, Assistant Professor at Hawaii Pacific University, for the following information that was left out of the History of Hawaii TESOL article in the previous issue of The Word:

In 1993-4, Colleen was vice-president of HCTE. At that time HCTE and the ESL Caucus were discussing ways for the Caucus to become the TESOL Affiliate. Colleen was the liaison with the National TESOL, and attended the international conference meetings to bring back information for the Hawai`i affiliate. As HCTE vice-president, Colleen helped plan and organize numerous events, such as the annual Hawai`I Language Arts Showcase. In 1994, Colleen was the Chair for the TESOL Roundtable convention held at Tokai University.

HAWAII TESOL MEMBERS PRESENTING AT TESOL BALTIMORE 2003. WE APOLOGIZE TO ANY MEMBERS WHO HAVE BEEN EXCLUDED FROM THIS LIST:

1. Donna Prather, TransPacific Hawaii College
   "How will we know what they've learned?" EAP activities for assessing service learning. #4509
   Friday, March 28, 9:30-10:15, Sheraton Chesapeake 3

2. Sally La-Luzerne Oi, Hawaii Pacific University
   Will be presenting along with Chris Scally who teaches at Truckee Community College in Reno, Nevada.
   Title: Humor in Action in the ESL class Date: Wednesday, March 26
   Time: 4:00 p.m. to 4:45 p.m., Baltimore Convention Center Room 315

3. Name: Hyunjung Shin
   Title: Critical pedagogy in Confucian-Asian countries? (Paper)
   Scheduled: Wednesday, March 26, 3:00 pm to 3:45 pm, Sheraton Sassafras

SPECIAL THANKS TO TED RODGERS (THIS WAS SUPPOSED TO APPEAR IN THE PREVIOUS ISSUE OF THE WORD)

Thanks to the generosity of Ted Rodgers, professor emeritus of psycholinguistics at the University of Hawaii, Hawai'i TESOL was able to make a gift of Cambridge University Press books to TESOL Ukraine. These books have been put in the English Teaching Resource Center at Kyiv Mohyla Academy in Kyiv. It is the largest, and most central library for use by teachers of English in Ukraine. The U.S. Embassy assists with the funding of this library. Nina Lyulkoun President of TESOL Ukraine, Patricia Sullivan Regional English Language Officer, and Lilia Shylo Cultural Affairs Assistant at the U.S. Embassy in Kyiv worked together to select and order the books. The books have been labeled as a gift from Hawai'i TESOL.

During TESOL 2003 in Baltimore, if you're interested in getting together with members of HITESOL and TESOL Ukraine, contact Sally La Luzerne-Oi at slaluzerneoi@hpu.edu.

TESOL Ukraine has a new e-list. Consider subscribing and getting to know the members of our sister affiliate! To subscribe, send a blank message to: join-tesol_ua@lyris.tesol.org

TESOL UKRAINE PARTNERSHIP NOTES:

A. The Faculty of Foreign Languages at Zhytomyr State Pedagogical University is hosting the 4th National TESOL-Ukraine Forum for Students of Humanities. The Forum will be held in Zhytomyr on April 11-12, 2003 under the title 'Teaching Today Touches Tomorrow'. All students of linguistics, TESL, and education are invited. The deadline for the Call for Participation is February 22, 2003. Please e-mail Olha Myysechko, Dean of the Faculty of Foreign Languages, Zhytomyr State Pedagogical Unversity for more information at olhamatis@zt.ukrtel.net.

B. The Foreign Language Department at Vinnytsia State Pedagogical University invites students to get together virtually and participate online in an Internet-seminar on Literature of English-Speaking Countries: Contemporary Perspectives to be held May 14, 2003. For more information contact Svitlana Gladio at gladio@tesol.vinnica.ua.

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Please feel free to contact any of the officers or committee leaders to voice your opinions or volunteer your services.

The information for this directory was deciphered from the hand-written data provided on the Hawaii TESOL Membership Application Forms. If your penmanship was misread, please contact Perry Christensen at 293-3358 or email christep@byuh.edu to make corrections.

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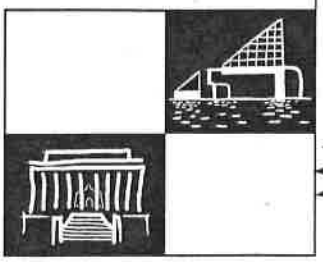

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THANK YOU: Hawai'i TESOL would like to thank Robert Gibson, at the University of Hawai'i, for his generous donation to the organization.

CONGRATULATIONS: Hawai'i TESOL would like to congratulate Amanda Peeni from Brigham Young University-Hawaii and Abigail Brown from TransPacific Hawaii College who both won a 2003 travel grant to attend the TESOL conference in Baltimore, and also congratulations to Laura Kimoto who was awarded the 2003 Hawaii TESOL travel grant to attend the annual conference on Oahu.