

THE WORD

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SPECIAL POINTS OF INTEREST:

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TESOL PERSPECTIVES BY ABIGAIL BROWN

On March 25-29, 2003, TESOL Inc. held the Thirty-Seventh Annual Convention and Exhibit "Hearing Every Voice" in Baltimore, Maryland. I was able to attend in part by receiving one of the first Hawaii TESOL travel grant awards, in part through institutional sponsorship from my employer TransPacific Hawaii College.

This was to be my first annual TESOL conference and I was eager to see for myself what the conference had to offer. My motivations for going and expectations of the conference were fairly straightforward, if somewhat open-ended. In brief, I wanted to get an overview of the conference, see what new scholarly work was currently being done in our field, and gather as much practical information as possible that would help me in my own daily work. In addition, I wanted to partici-

pate in a forum that I believe was designed to encourage growth, sharing and constructive debate about directions in our field.

TESOL has its own way of classifying presentations, usually by academic area, which it calls "Interest Section Strands."

Attendees can "jump around" like I did, or an individual can go to all sessions on a particular topic or interest section. In some cases, an institute may want to require someone to focus on just their own professional "area." For example, one fellow I met was sent by his institute to gather more on ITA (International Teaching Assistants), so it was ITA all day for four days. He claimed not to mind. As for me, I was delightfully free to set my own schedule. Yet, and probably because I have varied interests and pro-

fessional development needs, I did establish certain (vague) goals for myself. Basically, I wanted to go to sessions that seemed fun (motivational) and interesting (informational?) and useful (a good use of my time and money/sponsorship). But TESOL is huge! I needed some basis for selection. Potential overlap notwithstanding, this is what I look for. You can make your own list.

Abby's Session Selection Criteria

1. "Brain Food" Sessions. These are sessions on areas of interest that I hope will challenge my brain by making me think more deeply about "big" issues, "little" ones, or areas I, quite frankly, haven't gotten much time to think about much since graduate school. I want to be inspired. I want people to put together complex ideas, research, and words into beautiful forms for me.

(continued on page 4)

2003 CONVENTION REPORT BY AMANDA PEENI

The Hawaii TESOL travel grant enabled me to attend the 2003 Thirty-Seventh Annual TESOL, Inc. Convention and Exhibit. Attending the Convention gave me new knowledge, insight, and strategies for encouraging learning in the university adult ESL classes I teach; I also had the opportunity to participate at the Convention for the first time as a co-presenter at a strand session.

In selected convention sessions, I learned new strategies for developing critical thinking through grammar study, various uses of realia and other materials to encourage increased discussion in listening/speaking courses, and teaching methods to help students develop proficiency in summarizing and paraphrasing in the ESL writing class. In the short time since the conven-

tion, I have worked to implement several of the strategies and methods learned in these sessions; as a result, I have seen my students develop new enthusiasm and success in their classroom learning activities.

In the strand session entitled "Infinite varieties of video use in ELT," my colleague and I presented a session on developing communication skills through (continued on page 5)

TESOL SISTER AFFILIATE GATHERING



On March 28, 2003 members of Hawai'i TESOL and TESOL Ukraine got together for dinner at the Days Inn-Inner Harbor dining room. This was the second dinner at a TESOL convention for the sister affiliates. Several American teachers who had previously taught in summer institutes in Ukraine also joined the gathering. This year approximately nine teachers from Ukraine attended the conference, and they outnumbered Hawai'i TESOL members at dinner! Hawai'i TESOL was represented by Abby Brown, Sally La Luzerne-Oi, and Donna Prather.

On my end of the table, we did some brainstorming on ways to have members of the two organizations network more. President Nina and I discussed the idea of Hawai'i TESOL and TESOL Ukraine members presenting together at future conferences. Do any of you have ideas for joint action research, joint studies, or shared perspectives that might lead us in this direction?

Sally La Luzerne-Oi
Hawai'i TESOL/TESOL
Ukraine Liaison

Photo: (from left to right) Olena Kotsur (TESOL Ukraine Newsletter Editor), Olga Byessonova, Olena Belkina, Yaroslava Fedoriv, Sally La Luzerne-Oi, Eugene Lylak, Nina Lyulkun (TESOL Ukraine President), Zirka Voronka, Christina Scally, Donna Prather, Svitlana Novoseletska

NEW IEC PROGRAM AT UH HILO BY LAURA KIMOTO

My colleagues and I are very excited about a new program that will begin Fall 2003. This program, termed Intensive English Communications or IEC, is an initiative of the University of Hawai'i at Hilo with Todd Shumway as the coordinator.

What is the IEC? It is a non-credit program that will provide English language preparation for students who wish to enter an American college or university as well as those who would like to improve their English skills for personal or professional reasons.

What's being offered in the IEC? Classes in writing, reading, grammar, listening / speaking, conversation, and American and Hawaiian Culture will be offered to meet the needs of a wide variety of students. Both *beginning* and *intermediate* level students can benefit from the intensive, yet flexible learning environment. We feel that this program will be filling a niche by providing instruction at the beginning or below TOEFL 420 level which is often overlooked.

What makes the IEC unique?

- Students can take the full seventeen-week program, but they have the option of taking the first eight weeks of the fall or

spring session, or the special summer eight-week session.

- Small classes with individualized attention
- Lessons on Hawaiian Culture and American Culture
- Self-paced reading program, multi-media computer lab, and a listening lab
- Native-speaking conversation partners
- Cultural activities and field trips
- Academic and immigration advising
- A full-time program for students on F-1 students visas and a part-time program for students on tourist visas
- Personalized assistance with airport pick-up, housing arrangements, bank accounts, telephone hook-ups, and other immediate necessities upon arrival
- Adventure tours to unique and interesting sights around the island –an active volcano; white, black and green sand beaches; natural hot ponds; or stargazing on a snow-covered mountain
- Assistance and information for applying to the University of Hawai'i at Hilo or Hawai'i Community College, or any other school.

- Graduation luncheon, flower leis, and a Certificate of Participation

But there's nothing to do in Hilo... At first students are shocked by the "ruralness" of Hilo, but they soon learn to enjoy many outdoor activities including hiking, golfing, scuba diving, snorkeling, swimming, and fishing, throughout the year. Hilo is a safe place to live and study with its friendly, small-town people, lush green forests, and warm tropical breezes. Students from all over the world come to enjoy the comfortable lifestyle of the Big Island making the University of Hawai'i at Hilo campus one of the most international colleges in the United States.

We feel that we were able to make a solid program by emulating the positive aspects of other programs in Hawaii. Here's to a bright future.



POLITICAL CORRECTNESS IN THE ENGLISH LANGUAGE: NEW CONCEPTS AND PATTERNS BY MARINA TSEHELKA

Nowadays we witness the growing changes in the vocabulary of the English language. They are connected with the conception of political correctness and feminist campaign against a perceived gender bias. These two movements generated new strains of vocabulary and changed some well-known language patterns, which was closely connected with the changing attitude of the society to some aspects of life.

In this article we'll try to analyze these new elements of vocabulary in the English language. Functioning of new lexicon in English reflects the main social process in today's world – a tendency to race- and

gender-blind society, towards equal opportunities for Everyman.

The campaign for political correctness in English-speaking and European countries began in 1980s. A decade before in the feminist literature appeared a tendency to diminish the difference between the attitude of society to men and women. This attitude had exposed not only in behavior, but mostly in language and culture which were 'patriarchal' and 'male dominated'. Very soon, at the mid of 1980 the term 'political correctness' was applied to a broad range of issues that were held to be sensitive, such as racism, disability, age and homosexuality.

This new movement intended to erase discrimination that exists in language, its aim was to attain speak-no-evil consensus.

The tendency to "deracialization" provided new names for American national minorities. Hitherto black had been the favored term, and then Afro-American and African-American were established in widespread use. In Canada Afro-Canadian has been recorded since the early 1990s. These terms proved the idea that every ethnic group in America or Canada has reference to some cultural base. Coinage of word-combinations First Nations and Native Canadians also represented more (continued on page 6)

IMPRESSIONS FROM THE DREAM "JOURNEY"

BY OLENA BELKINA

For many English teachers in our country the "Big Apple Prize" is a visit to America. Such a prize for me was the participation in the international Visitors Program "Teacher Education for Language Educators". This is one of the projects organized and funded by the United States Department of State, Bureau of Educational and Cultural Affairs and Meridian International Center.

At first it was interview, agitation about filling out visa forms, nervousness about the events connected with the war in Iraq. But all these things were left behind and three weeks of my "dream journey" began.

Besides six teachers from Ukraine (Olga Byessonova, Donetsk; Olena Prytul'ska,

Odessa; Olena Kotsur, Khmelnytskyi; Svitlana Novoseletska, Ostroh; Yaroslava Fedoriv, Kyiv and Olena Belkina, Kryvyi Rih), our group included three teachers from Belarus (Valentina Holubeva, Anastasiya Maneshyna and Liudmila Lapitskaya), two from Moldova (Galina Gradinari and Tamara Gogu) and Mzia Khubulava from Georgia. It was an excellent idea to create such a multi-national group. It gave us a good opportunity to get to know our regional colleagues better, to establish ties with them and their institutions and to realize that we have a lot in common.

I'd like to admit that the participation in this project gave me an excellent chance to accomplish my professional needs and at the same time to gain an amazing cultural experience. I

have learned a lot of useful information concerning distance-learning education and on-line courses. To take on-line courses is a good way out for people who can't afford to join ordinary courses because of the lack of time or type of their activity, or something else. But they need to get a certificate or enrich their knowledge in some particular field. To join the course, they should have a good access to computers and the Internet. On the other hand, on-line courses make teachers' work easier. The teacher doesn't have to come to the University or college, he/she simply communicates with his students by e-mail: sends tasks, checks them, gives recommendations etc. I hope such (continued on page 7)



Photo: Enjoying the convention book fair



Sally La Luzerne-Oi (HITESOL) with TESOL Ukraine members at TESOL 2003

TESOL 2003 PERSPECTIVES (CONT.)

(continued from page 1)

2. "Take Home" Sessions. I want these sessions to give practical and/or theoretical tidbits that I can take home to my students, myself, and my colleagues. Naturally, of particular interest are academic areas in which I currently teach. I am also interested in sessions that might be good resources for my own current and future research, or which might yield useful references (i.e. bibliographies).

3. "Candor" Sessions. These seek to orchestrate honest dialogue about recurring complex issues in second language education; most importantly, these sessions hold promise in suggesting solutions (in curriculum planning and program design, for example), especially innovative ones.

Methodology

With an estimated 6000+ attendees, and a little under 1800 presenters, how does one find these "perfect" sessions? One strategy was to talk to others for recommendations. The other was to remember what topics had led me to graduate school and to remember who I had read then and in the interim that I thought made sense to me. Finally, I downloaded a copy of the conference schedule for the plane ride, and another of conference corrections (Because of the war in Iraq some participants decided not to attend, and a few sessions were canceled). I finished up my courses for the term, acquired a pair of sensible winter dress shoes, grabbed my schedules, my high hope and good intentions, and headed on my way.

So how did I and TESOL do? How will you do when you go?

First, the bad news. Some sessions were not useful to me in any way. Of note was the one on content based curricula where the speakers didn't show up, nor did anyone bother to post a sign.

Second, were the "monotone" speakers. Ditto for the "preacher" speakers. It's not entirely their fault; I had jet lag on my side.

One target for specific "trashing" (in spite of the ear-perking offer of a TESOL membership renewal prize) was the recommended talk, "New Member Orientation" It was billed as "...learn how to get the most from TESOL membership". Mostly, it was a friendly welcome speech and overview of TESOL organ-

izational branches. It included a few testimonials by various individuals who spoke of how volunteering at TESOL had helped them. Participants were repeatedly advised that to volunteer would be the number one way that TESOL, Inc. could help them. It's a valid point. Need it be the central one?

Now for the overwhelmingly positive news. I was truly pleased with the quality of presentations and so glad I (yes finally) went! Below are some specific highlights for you to skim and scan as needed or desired.

Deborah Cameron, the featured speaker for "Globalizing communication" presented dialogue on questions such as "What is communication?" "How does culture influence our definitions of 'good' communication?" "What are differences between (largely Western) popular definitions of communication and (largely Western) academic/linguistic definitions of communicative competence?" And then moved more pertinently into "What is 'good' communication in a global context....what of inter-languages?" (Satisfied Criterion #1).

Another good "Brain Food" session—a board-sponsored session focused on "Research into Practice," moderated by Jack Richards, with Simon Borg, H. Douglas Brown, Patricia Duff, Rod Ellis, Susan Jones, Jun Liu, and Michael McCarthy focused on the teaching of grammar. This session provided well thought out, useful schemata that summarized existing approaches to the teaching of grammar, included a few radical forays into common sense tips, gave comments on textbook and material availability (and why), and otherwise provided provocative discussion of the practical considerations of grammar instruction, of which there are many. An added bonus to this session were the questions and comments from Henry Widowson and other members of the audience (Satisfied Criteria #1 and #2).

My dream of "Take home" sessions yielded results that were a bit mixed but mostly positive. Some, such as "Plagiarism in advanced L2 writing," by Ishbell Galloway and Marti Sevier were very useful. This talk, which was recommended to me, not only gave working definitions of the continuum of plagiarism, but provided a call for institutions to look at their own policies, most of which are very punitive and not in accordance with how, for example, summarizing and paraphrasing are actually learned along a continuum. Perhaps

more distressing is that the way in which these skills are presented in many ESL writing text directly conflicts with many institutional policies. Carol Numrich and John Beaumont's talk "Critical thinking tasks for low-proficiency students" was both a good refresher and provided some interesting group work tasks for audience members.

Recently, it seems that political rhetoric is very "in," and rightly or wrongly direct exposition is "out." Hence some speakers earned my respect for both courage and content. Russell Clark, Diane Highland, and Robert Pesak in their talk "How not to direct an intensive program" openly presented information about the "universal" pitfalls, and spoke in detail of their own failures and successes in running programs. They offered a list of "do and don'ts" and discussion of sometimes counter-intuitive insights garnered along the way. In addition, Jenny Hertel and Debra Deane in "Administrators' roles in handling student's emotional crises," are to be commended for raising the issue, identifying points for discussion, and for indicating a few possible solutions or guidelines on this topic. They also provided a useful bibliography (Satisfied Criterion #3).

Finally, the closing plenary, "Survivor TESOL 2003: Outwit, outplay, outlast" by Dorothy Zemach, H. Douglas Brown, David Nunan, Andy Curtis, Carolyn Graham, moderated by Carlos Islam demonstrated once again that knowing your field, and having a sense of humor, wit, and no small tendency toward self-deprecation might in fact in the end determine "Who will survive."

More notable quote (from Carlos Islam): "Not the brightest bulb in Sydney Harbour, now are we?" (Satisfied Criterion X).

Overall, attending the 2003 TESOL conference gave me a sense that people in the field of ESL (especially the evidence of 7000 or so who were present) remain passionate about their work and our field. I guess I had a not-so-simple agenda after all; I was listening again for that collective "voice." I'm quite sure I heard it.

Mahalo to those who made it possible!

Abigail Brown

TransPacific Hawaii College

CONVENTION REPORT (CONT.)

(continued from page 1)

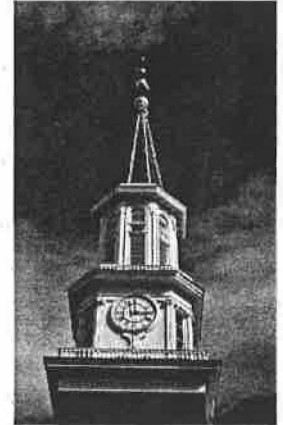
student-produced videos. Our presentation demonstrated ways to set up and assess student-directed video projects with a focus on English language learning through collaboration, role play, problem solving, research, and use of technology. We also shared a sampling of student-produced videos completed by our be-

ginning, intermediate, and advanced students. In preparing for our presentation, I gained greater enthusiasm for and insights into the value of this creative learning activity and enjoyed sharing the successful results of our students' work with other ESL educators.

My attendance at this year's TESOL Convention proved to be a personally rewarding

experience, giving me a greater appreciation for the work of educators in the ESL profession and the chance to share successful teaching experiences with others. I am grateful for Hawaii TESOL's travel grant which gave me this opportunity.

Amanda Peeni
BYUH



Thank you Mahalo Arigato Danke Kamsahamida Xie xie

Maunawalu Terima Kasih Tada raba Malo Spasibi Tashakur Meitaki

Mahalo Nui Loa

On behalf of Hawaii TESOL, we would like to thank the following local businesses for their donation to the Hawaii TESOL travel grant raffle at the annual conference in February. As a result of their generosity, we were able to raise over \$200 for the 2003-2004 travel grant fund. Thank you for your support of the language teaching community in Hawaii.

- *Chili's Restaurant
- *Diamond Head Theatre
- *Manoa Valley Theatre
- *McGraw-Hill Publishers
- *Paul Brown Salon and Day Spa
- *Roy's Restaurant
- *Safeway Hawaii Kai
- *Sam Choy's Restaurants

Gracias Mersi beaucoup Shukran Fa'afetai Salammat Caim or Tika Hoki

Vinaka Shukriya Khaup khur Tenkyu Dyakooyu Grazie

You've lit this candle
For me to handle,
To carry its light
Through the darkness at night,
Through the wind and the rain,
Through the grief and the pain.

This vital light
Makes my living bright,
Fills my heart with love,
Lifts my thoughts above
Dirt and clouds of dust,
Thorns of lies and distrust.

I am born anew
Only thanks to you.

By Yaroslava Fedoriv

POLITICAL CORRECTNESS (CONT.)

(continued from page 3)

serious attempts to make terms that are free from traditional stereotypes. "Lots of words and concepts suddenly became socially accepted or completely inappropriate and the list of these notions is changing as rapidly as does the society" [1,40]. Very soon the terms Native Australians and Native Hawaiian replaced Australian Aborigines, Aoteoran Maoris and Torres Strait islanders. These terms show an increasing consciousness of the rights of minority groups and awareness that language should be used with care to cease inequality.

Principles of political correctness changed not only names of a specified indigenous people, they also affected the language and gave way to some new rules which were called "modern non-sexist language".

This language aims at blotting out the difference between men and women, which existed before. The feminists noticed some male-dominated peculiarities of the English language, which were considered a kind of discrimination. These peculiarities were gathered under the name "old-fashioned sexist language" and people who used it were accused of sexism. Sexism is "the idea or belief that the members of one sex are less intelligent, skilful, etc. than the members of the other sex, especially that women are less able than men, and that particular jobs and activities are suitable for women and others are suitable for men" [2,1304].

Fighters for political correctness offer us to avoid language that is sexist. This modern non-sexist use of the language is sometimes called inclusive language (also non-sexist language). This language avoids using male pronouns he, his and him when the sex of the person is not known. You can do it by replacing male pronouns by combinations like she or he, his or her, her or him (the written form he/she, (s)he, s/he, her/him, etc. are also possible).

Today young Americans can easily use even sentences like "Every professor knows their students mistakes" which shows the growing impact of political correctness on people.

Instead of words formed from stem "man" which are used when referring to people generally, it's better to use their synonyms

(man/mankind substitutes for people, humanity or humankind, no man goes for no one, to man means the same as to staff or to run, etc.). The names of jobs or activities should not support sexist assumptions (parents instead of a mother or a father, consumers/shoppers instead of housewives, etc.). Job names are to apply equally to women and men (business people/executives instead of businessman, camera operator instead of camerawoman or cameraman, etc.). The ordering of male and female pairs has to be balanced, male and female terms are to be equal (men and women, girls and boys, husband and wife (not: man and wife).

The serious changes in the English vocabulary touched many spheres of life. The US Department of Labor has attempted to overcome the exclusion of women from Job categories and has revised the titles of almost 3,500 jobs, so that they are no longer male-designated, but sexually neutral. Speakers of English have found new and ingenious ways of marking such jobs for sex: female flight attendant (since terms "steward - stewardess" have been abolished), woman sales person (since "salesman - woman" has been outlawed), lady police officer and madam chairperson.

People, who use non-sexist language and try to behave as equals with the opposite sex gained the names New Man and New Woman. "A New Man is a man who believes that women and men are equal and should be free to do the same things, that people should not be treated differently because of their sex" [2, 952]. The ideas of the women's movement of the early 20th century (it is often called women's liberation or women's lib (infml)) laid the foundation for the political correctness movement. These principles remain urgent and timely nowadays, because they aim at achieving equality for women in all areas of society. Language of political correctness (non-sexist language) was directed against inequality not only in speech, but in behavior as well. " However, by the late eighties political correctness has come to be seen by many as at best nit-picking and over-sensitive and at worst puritanical and repressive, and as a potential enemy of freedom of thought and expression. It was considered to be a new kind of bigotry, which might become as pernicious as the prejudices it means to overcome. By the early nineties use of the term political correctness was almost always pejorative.

The abbreviation PC has been widely used in the nineties and has acquired its own derivatives PC-ness and PC-ery to be non-PC is fre-

quently considered a positive attribute" [1, 40].

As a result of new attitude to PC the concept of New Lad was formulated at the beginning of the nineties. "At that time some, usually young, men were regarded as expressing in their attitudes and life-style a revolt against political correctness, especially in their disregard for the principles of feminism and defiance towards the aims of the New man's movement of the eighties. The adjective New Laddish and the nouns New Laddishness and New Laddism developed in the same period. Most recently the terms Ladette and New Ladette have been coined for the New Lad's female equivalent" [1,41].

Though political correctness is now increasingly derided, this campaign has affected some spheres of science (especially linguistics). In sociolinguistics two new branches appeared, - gender studies and women studies.

Gender studies - a course of studies, which deals with behavior, cultural and psychological peculiarities of both sexes' representatives.

Women's studies - a course of studies, which deals with women in history, society and literature.

To sum up, I would like to say that the same changes now occur in other languages, as the campaign for political correctness touched many countries. New words and expressions are absorbed together with new ideas, and it is nothing for the languages but to express any changes arising in their societies.

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Marina Tsehelska
TESOL-Ukraine

DREAM JOURNEY (CONT.)

(continued from page 3)

courses will be possible in our country in the future too.

I was greatly impressed with the attention paid to the education of students with different disabilities. I was surprised to see with my own eyes how hearing impaired students study together with non-hearing impaired students. It is really possible. There is a special person in class who knows deaf-and-dumb language and he helps deaf learners to understand their teacher. One professor could even do the translation herself.

I also "dotted the i's and crossed the t's" as for the system of education in the USA, the difference between college and community college, etc.

In spite of the fact that all the members of our group were teachers from higher educational establishments, it was very interesting to visit schools of different levels and see with our own eyes the way the children study. Now I can share my impressions with our local school teachers and I hope that some ideas will be possible to put into practice in our schools as well.

It was interesting to visit libraries in Kansas City, San Diego, and Rochester. Some of them even agreed to contribute some professional materials to our institutions. I can't but mention the warm and friendly atmosphere I felt visiting libraries, schools, colleges, and Universities in the above mentioned cities. People I met there were

sincerely interested in collaboration with Institutes and Universities in our country. For example, Amity Institute provided us with loads of information concerning Exchange Programs. A lot of schoolchildren are eager to have pen-friends in Ukraine, Belarus, Moldova, or Georgia. It was actually an excellent chance to establish ties with American educational establishments.

It's impossible not to mention the International TESOL Convention we visited in Baltimore which opens new horizons in teaching. The participation in the conference was very fruitful as for gaining new ideas about various methods of teaching. For example, concepts how to "make language learning memorable" or ideas about "Multiple Intelligence Literary Circles"; awareness of new textbooks, dictionaries, various educational supplies, and up-to-date information. It was really wonderful to meet teachers from all over the world and realize that you are not alone in the field in which you work. I had never thought that I could meet Caroline Graham whose Jazz Chants I broadly use in my classes. It's a great feeling of one big team.

I was also glad to learn about the TESOL branch in Hawaii and to meet some of its members. It's an excellent possibility to establish closer ties between our "wings".

It's necessary to state that our program was not only "professionally substantial", but it also included a fabulous cultural aspect. I was inspired with the idea of home hospitality. At first it was a bit embarrassing for me to stay with a family who I didn't know. I hesitated in what to say or what to do. But then I realized it was an

excellent idea. Home hospitality gave me a chance to see the ordinary people's life, to discuss various topics I was interested in and understand the American culture better. We managed to visit four families during our trip. And everywhere we were, I didn't feel like a stranger, but I felt at home. I hope I'll continue keeping in touch with all these families.

In my mind such projects are very useful for our country because they help to gain not only a load of professional knowledge and cultural experience, but also it's a perfect opportunity to establish mutual understanding and partnership between our countries. I will remember people I met and places I visited in Washington, D.C., Baltimore, Kansas City, San Diego, Rochester, and New York.

I greatly appreciate the work done by people who were involved in this project in America and Ukraine: Patricia Sullivan, Regional English Language Officer, Lilya Shilo and Alyona Sukhinina, Anna Sumar and Serhyi Chernomaz, Ms Lora Reid and Ms Charlotte Titus, Program Officers, Ms Sarah Tierney, Program Associate, local sponsors from Kansas City, San Diego and Rochester and English Language Officers, Gil Reinford and Suzanne Ginsburg. I guess, we were lucky to have such excellent guys. I'm very grateful to all these people for making our dream a reality.

Olena Belkina,
Institute of Business Administration
Kryvyi Rih, Ukraine



Photo: After the federalism tour in the Meridian Center



Photo: Olena Belkina giving presents to the escorts

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<http://home.hawaii.rr.com/hawaiitesol/>

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Mission Statement

Hawai'i TESOL is a professional, non-profit organization whose purposes are to promote scholarship, to disseminate information, to strengthen at all levels instruction and research in the teaching of English to speakers of other languages, and to cooperate in appropriate ways with other groups having similar concerns.

 Affiliate

