TES❁L
Hawai'i

The
Word

May 2020 | Volume 29 | Issue 3

In this issue

Submissions

Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaiʻi. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. (You do not have to be a member of HITESOL to submit an article).

Format & Style

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or contact the editor with questions.

Submission Deadlines

You can send an article at any time and it will appear in the next issue of *The Word*. Please note that the deadline for submissions will be posted on the web site regarding the upcoming issue.

Please submit the articles via E-mail to Lisa Kawai at lkawai@hpu.edu

Hawai`i TESOL Officers

Elected Positions

President	Anthony Silva; silvaa@hawaii.edu
Vice President	Samantha Hume; sjhume@hawaii.edu
Membership Secretary	Carrie Mospens; mospens@hawaii.edu
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	Mark Wolfersberger; maw44@byuh.edu
Big Island Chapter Representative	Crissy Sugiyama; chrussys@hwawii.edu

Appointed Positions

Conference Chair	Samantha Hume; sjhume@hawaii.edu
Hawaii TESOL / TESOL Ukraine Liaisons	Jean Kirschenmann; jkirschenmann@hpu.edu
	Sally La Luzerne-Oi; slaluzernoi@gmail.com
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Webmaster	Vacant; silvaa@hawaii.edu

КАФЕ
НА СОБОРНІЙ
БАР

TESOL Ukraine Spotlight

By Sally La Luzerne-Oi
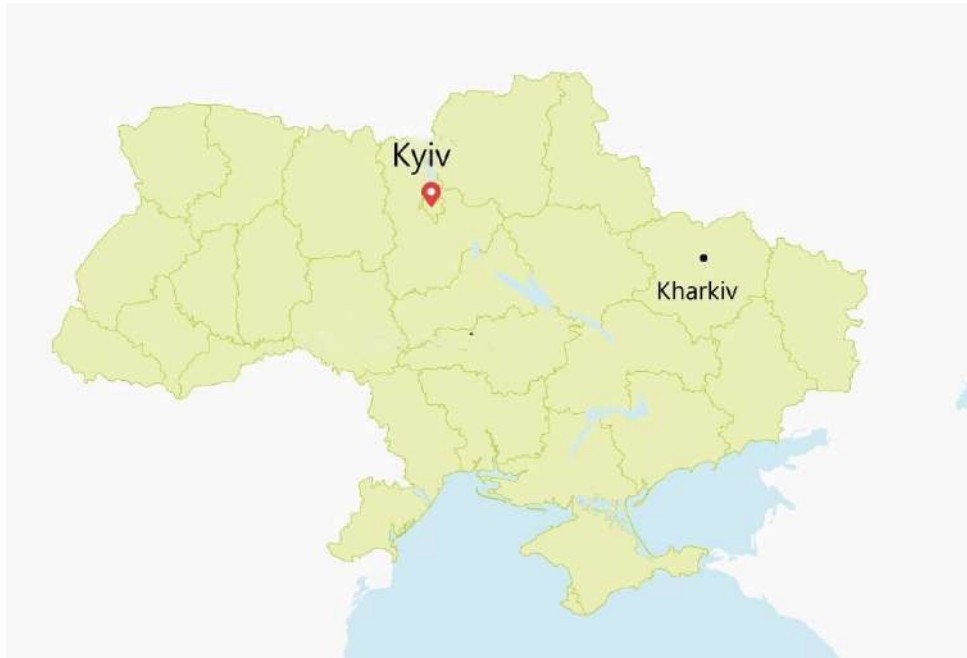
A Bit of History about the Partnership

In 2000, Hawai'i TESOL President at that time, Donna Prather, wrote an article for *The Word* relaying a request from the TESOL International Association suggesting that U.S. affiliates consider forming partnerships with international affiliates. She asked if any HI TESOL members had a connection with an international one. Sally La Luzerne-Oi had spent the 1995-96 academic year as a Fulbright Scholar in Ukraine precisely at the time that Ukrainian teachers of English were working to form an official affiliate of TESOL which became a reality on October 31 1996. She shared this story in response to Donna's article, and interest in collaboration grew as result. After some hard work over the next few years, the partnership became official at the TESOL 2002 Convention in Salt Lake City when representatives from TESOL Ukraine and Hawai'i TESOL both signed a formal Partnership Agreement and celebrated over dinner. Since then, the members of both affiliates have connected in a number of ways, including meeting at the annual International TESOL Convention. Watch for stories about present-day TESOL members and events in future issues of *The Word*.

Recent News from TESOL Ukraine

TESOL Ukraine has had to postpone the following events due to quarantine restrictions.

- TESOL Ukraine Teacher Development Institute on Teaching Writing as a 21st Century Skill, originally scheduled to take place in Kyiv on March 13 and 14
- TESOL Ukraine Convention: 25 Years of TESOL in Ukraine: Honoring the Past and Shaping the Future, originally scheduled to take place in Kyiv on April 9 and 10.

For more information about TESOL Ukraine and past issues of its newsletter, visit the TESOL Ukraine website http://www.tesol-ukraine.com/ You might also want to like TESOL Ukraine on Facebook.

TESOL Ukraine Member Profile

In this issue, we are profiling our Ukrainian colleague, Dr. Olena Ilienko. She is Head of the Foreign Languages Department at O.M. Beketov National University of Urban Economy in Kharkiv. (At the end of her profile, she has included a link to an interesting virtual tour of this university which we hope you will take the time to view.) Dr. Ilienko was a participant in the first Summer Institute on Current Methods and Practices in TESOL held in Ukraine in 1994 and has been an active member of TESOL Ukraine since its founding. She currently serves as the President of TESOL Ukraine.

Dr. Olena Ilienko

Please tell us about your institution.

O.M. Beketov National University of Urban Economy in Kharkiv was established in 1922. The University is a modern powerful educational and research institution, which has:

- 12,000 students;
- more than 650 foreign students from more than 42 countries;
- 8 faculties;
- 4 educational centers;
- 2 colleges;
- post-graduate and doctorate studies;
- several branch research units; scientific and personal development centers.

It is a unique higher educational establishment in the field of training professionals for housing and municipal economy, municipal management, construction, transport, electricity-, water-, gas-, and heat supply, lighting sphere, tourism, hotel and restaurant industry, ecological and technological safety, construction and architecture. The University has Specialized Academic Councils to award Doctor's and PhD degrees.

What is your position at this institution?

At my university, I am the Head of the Foreign Languages Department. There are 30 teachers at the department, the majority of them teach English, two people are French instructors and three people teach the German language. Some of the instructors are professionals in teaching Spanish, Italian, Chinese, and Polish but these languages are not taught as regular subjects at the university. Almost half of the members of my department teach ESP for the students of the seven departments of the university: Management, Economics, Architecture, Electric Engineering, Transport Engineering and Logistics, Construction, Environmental Engineering. The other teachers train students for the profession of a philologist, English language teacher and translator/

interpreter. The department started training future philologists only two years ago, so I have not had my classes in sociolinguistics and cross-cultural communication with them yet. At the moment, I give instruction in English for Science and Academic Writing for the Master's and PhD degree students.

Please tell us something about the city where your institution is located.

Kharkiv is the second largest city in Ukraine. It has a population of 2 million people. The city was founded in 1654, and after a humble beginning as a small fortress grew to be a major centre of Ukrainian industry, trade and culture in the Russian Empire. The first university was founded in the city in 1804. Kharkiv was the first capital of Soviet Ukraine from December 1919 to January 1934, after which the capital was relocated to Kyiv. Presently, Kharkiv is a major cultural, scientific, educational, transport and industrial centre of Ukraine, with numerous museums, theatres and libraries. Its industry specializes primarily in machinery and in electronics. Kharkiv is a city of students, as 30 large and small universities train students for various fields of economy.

What are your professional interests? Among my
professional interests are Pedagogy, Methods of teaching EFL/ESP, Text Stylistics and Cross Cultural Communication.

What are your personal interests?

I am greatly interested in travelling and always try to travel as much as possible in my country and abroad. Our university used to have mobile training groups to help teach students in small towns of Eastern Ukraine, and I was pleased to do this kind of work as it brought me an opportunity to see many distant places in this part of the country, and work and communicate with various people. I am also fond of reading and watching films.

How long have you been a member of TESOL-Ukraine?

I was lucky to participate in the First TESOL-Ukraine Conference in Vinnytsia in 1995. And even earlier, in 1994, I had the privilege to be a participant of the First English Teachers' Institute organized by the enthusiastic teachers from the USA. Sally La Luzerne-Oi was one of the instructors at that Institute and we still use with pleasure her book "Tell me about it",

which was given as a gift to every participant. I have been a TESOL-Ukraine member since 1995 and I really feel myself to be a part of it. From 2012 until 2018 I held the position of the TESOL-Ukraine National Coordinator and in 2018 was elected as the President of the Association.

What else would you like to add about yourself or your work?

In my work, both at the University and TESOL-Ukraine, I always deal with communication. Teaching English to students as well as coordinating English language teachers is not possible without listening to and speaking with people, helping them with mastering innovative methods of teaching and technology. Experience using the target language is no less important. Therefore, we are greatly thankful to our American partners from Hawai`i TESOL, Regional English Language Office of the US Embassy in Ukraine, English Language Fellows, Fulbright Program participants, and Peace Corps volunteers for the opportunity to have an effective and encouraging communication in authentic English, for sharing their methods of teaching, materials, techniques, their knowledge and skills. We are proud to say that due to this help and cooperation the TESOL-Ukraine members and the instructors of the English language at our University have improved their proficiency in teaching and public presentations and use this art in their work with the students in Ukraine.

Can you suggest a website where Hawai`i TESOL readers can learn more about you, your institution, or your region?

The following links you can use to learn more about Kharkiv, our University and enjoy the virtual tour we designed together with our students using the digital storytelling techniques.
You are always welcome to Ukraine!
https://en.wikipedia.org/wiki/Kharkiv
https://en.kname.edu.ua
https://vtour.kname.edu.ua/index.php/en/   (Virtual Tour)

About the Author: Sally LaLuzerne-Oi is co-liaison for the Hawai'i TESOL/TESOL Ukraine Partnership.

The *Picture-of-the-World*—Oriented Approach in EFL Classes

By Svitlana Sharkova-Manning and Nataliia Sharkova

The opportunities for enriching the students' Pictures of the World are incredible in terms of foreign language classes. In fact, the introduction of socio-cultural values has become inevitable and a really creative component for the FL teaching process. We imagine that EFL teachers throughout the world can boast of their own amazing toolboxes of various culture related activities.

In one of the Ukrainian universities, we conducted research on the psychological aspects of foreign language teaching in multicultural groups. Within the research study, the range of activities that increase students' sociocultural awareness was introduced in groups that included young people (age range 18-25) from the following countries: (1) Post-Soviet states: Armenia, Azerbaijan, Russia, Turkmenistan, Uzbekistan, and obviously Ukraine; (2) North Africa and Near East region: Algeria, Egypt, Iran, Morocco, Tunisia; (3) Central Africa region: Angola, Kenya, Republic of the Congo, Nigeria; and (4) People's Republic of China.

In this article, we would like to introduce some of the activities, useful tips and inspiring ideas for EFL teachers who are eager to explore new ways of integrating multicultural aspects into their educational curriculum. At the end of the article, we will also discuss the results of implementing such intercultural-sensitivity training to outline its effect, importance and feasibility.

As a starting point we usually introduce ourselves to the group adding some interesting facts about the origins of our first and surnames. For example, the Slavic name Svitlana means "light" in Ukrainian and is also a part of the word "osvita," translated into English as "education." We point out that numerous cultures and languages encoded various meanings regarding the word "education." The Russian term "obrazovaniye" sounds like "forming," "uprising." One of the etymological meanings of the Latin word "educare" is "leading." In Ukrainian it is also synonymous with "bringing light," "enlightening." One of our

missions as educators is to "turn on the light" whereas students should keep their eyes open to get to know the world around them and choose the directions they would love to follow.

We encourage students to explain in more detail about the meanings of their first names and surnames or share the story of why their parents gave them their first names. At the beginning of the course, it can be quite helpful to remember not just the new, but sometimes the unusual names of their classmates. As an extra issue to discuss, the traditions of women changing or keeping their maiden names when they get married may be interesting to add. Students can discuss whether opinions regarding this tradition have changed over the centuries and in the recent past in their countries. More relevant topics to discuss can be chosen from resource books of speaking activities (Wallwork, 1997).

By inviting learners to a virtual journey around the world, we can address more questions about national symbols and traditional things of various countries. Our students know that sometimes the misinterpretations of the blue and yellow colors on the Ukrainian flag (which represent the sky and fields of wheat) can reveal poachers who illegally fish in the Black Sea from the boats with the flag flying upside down (thinking it symbolizes the sun and the ocean). The excitement seems even greater when students discover the content reflected by colors and patterns on diverse ethnic dresses. It is especially pleasant when

participants from different parts of the world are motivated to wear such clothes for cultural and academic events.

In terms of Business English classes, some extra issues can be brought up for discussion (such as the comparison of credit, insurance, tipping, tax policies set by their government). In addition, ethnic elements quite often appear on different banknotes or coins. As travelers we find it fascinating to use the currency of other countries, but its content can become much more meaningful and brighter when we become better acquaint with the range of details depicted. In our classes we suggest representatives of different countries explain more about the images included in their currency or even design their own banknotes as well as discussing the afore mentioned topics.

Here we feel it is worth mentioning the US two-dollar bill whose the reverse side features an engraving of the painting "Declaration of Independence" by John Trumbull. An amazing fact is that the clerk who was writing this text was an immigrant from the Ukrainian city of Zhmerynka. Moreover, an unusual handwriting style can be easily noticed by looking at the letter A which resembles the letter Ж (which sounds like Zh) in the Cyrillic alphabet. In this way the word America resembles city's name Жmerinca.

The discoveries of interesting facts, outstanding people, and useful contributions make this virtual journey around the world really enchanting for EFL courses. A great variety of music

compositions, works of art, masterpieces of world literature, educational films and certain online resources broadens the students mind and acquaints them with each country's unique DNA. EFL teachers have also suggested noteworthy activities with proverbs collected and translated from different languages (Wintergerst, McVeigh, 2010).

Nevertheless, it is important to remember that nonverbal signals are a critical part of all our communicative endeavors. Things that seem perfectly normal in some cultures may not be acceptable in others. It is definitely important to pay attention to the perception of time and space in different cultures (Camerer & Mader, 2010). However, the answers and opinions from individuals from the same country can differ for such questions as: Are you always on time? How long do you wait if someone is late? When do you go to the party if the invitation says it starts at 7? What do the following words now/ in a minute/ later mean to you?

Misunderstanding in communication can happen as a result of inappropriate human behavior through maintaining eye contact or avoiding it, keeping your distance and privacy or preferring close physical contact. With specially designed complex educational programs, students can come to recognize and understand this kind of "silent language" in order to function and employ the proper patterns in accordance with the sociocultural parameters of the specific

situation.

Data analysis within our research proves that the suggested approach increases the participants' tolerant attitudes to various nations, expressed both in language and behavior. There are positive changes in a student's social thinking that helps overcome general stereotypes and prejudices. In our study the scores from Rosenzweig Picture-Frustration Study have indicated that respondents from the experimental group aim to pursue goals despite frustration. Having been tested at the beginning and the end of the half a year course, it has been found that the students' reactions from blaming others in conflict situation represented in Rosenzweig drawings changed to responses directed towards solving the problem. Moreover, it has been noticed that the participants were overcoming their psychological barriers to communicate with foreigners in English, and in general this increased their motivation and interest.

We have highlighted the importance and advantage of forming multicultural groups in Ukrainian educational institutions. The exploration of socio-cultural values through various activities contributes greatly to the development of the students' Pictures of the World, filling it with new senses, deeper meanings and competences. A chance to compare different cultures generates the discovery and re-discovery of early values, develops the students' own cultural identities, and their sensitivity toward the needs and expectations of others preparing them to be responsible citizens with active interest in life.

References

Camerer, R., Mader, J. (2010). Intercultural competence in English-ICE: A new training and testing tool. XI Biennial TEA Conference The Vienna Connexion 2010, Vienna, Austria, P.12.

Wallwork, A. (1997). Discussions A-Z advanced: A resource book of speaking activities. Cambridge, UK: Cambridge University Press; Teacher's Ed Edition.

Wintergerst, A.C., & McVeigh, J. (2010). Tips for teaching culture: Practical approaches to intercultural communication (1st ed.). NY: Pearson Education ESL.

About the Authors: Svitlana Sharkova-Manning and Nataliia Sharkova hold PhDs in Educational and Developmental Psychology. Both of them were Fulbright Scholars in 2017 and 2011 respectively. Currently they are teaching EFL at the National Metallurgical Academy of Ukraine. Their main interests are infusing multicultural context into EFL classes.

The Radowell Project: A Personal Experience

By Jason Rice

Uncertainty surrounded me as I once again started doing what I had hoped not to be doing for the next few years: looking for a job! Approximately three years prior, I had decided to take a more permanent position in the United States and avoid the hassle and stress of having to move every couple of years. Once again plans did not work out, and the program I was working for was being downsized and restructured due to the common problem of the lack of ELLs needing further English language education coming to the institution to study. So there I was, online, half-heartedly searching for my next position. I felt as if I were wasting my time as I wanted to do something where I could contribute something. Then I came across the ad for a position for an educational portion in the Radowell Project.

The Radowell project is a named for a village of approximately 1,249 inhabitants in rural Ukraine (approximately 205km from Kyiv) where it takes place (Wikipedia, 2019). It is the brainchild of Mykhailo Veselskyi who grew up in the village and went on to become a successful businessman (Golovakha, 2020). He now wants to give opportunities to the community to have a fuller life and be able to participate more in what Ukraine, and the world, have to offer. According to the project's website, https://radowell.org.ua/en/, Mykhailo Veselskyi approaches this goal through engagement with business adventures, medical facilities and supplies, infrastructure projects, and most importantly to me, educational development, specifically at the public school in Radowell, Radowell Biotechnological Lyceum (https://radowell-lyceum.org.ua/en/).

I have been working at the Radowell Biotechnological Lyceum since December 2019 as a volunteer English teacher. The school building itself has left little to want. There is a decent size cafeteria where the students all enjoy breakfast, lunch, and a snack for free. They offer pottery, Tae Kwon Do, dance, and PE (each in their own designated room). There is an auditorium with a nice size stage for performing plays, having speakers give talks, and recently a band performing a concert. This band is now living in the guest house and is scheduled to teach music lessons when the school opens again after the quarantine. The one aspect of the school that is unusual for Ukraine, but is very important, is that it has ramps, an elevator, and serves those with disabilities. The sensory room may

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be a little small, but it is definitely needed and a step in the right direction.

The classrooms themselves all have televisions that are set up as Smartboards with Internet connection allowing teachers much greater access to materials and resources for lessons. They have tried to keep the number of students in each class below ten, though this has proven difficult with a couple of classes such as my fifth grade which has 17 students. Finally, most of the classrooms are very well suited for a comfortable class with students who are ready to learn.

The students are like students anywhere, some are ready and eager to learn while others are not. As a public school, every child in the school district in grades 1 through 11 must be accepted. The Lyceum also accepts students from the neighboring villages and small cities that wish to attend. There are a number of these because the school was set up as a "democratic" school with a newer view on education. In an attempt to teach students creative and independent thinking skills, they have allowed them to make choices on their education, such as whether or not they will go to class. This has had mixed results in the short term.

When I first arrived, I was told we were supposed to develop a curriculum for the program. This seems to have changed as there were not enough of us who were experienced in curriculum development to accomplish such a task on such short notice. We have been using a prepackaged set of books that one would usually find in a language school. This leaves little to be desired, but the students are getting English language skills and interacting with foreigners which is one of the key goals of the project. Though, given that one of the goals may be to eventually have all the classes in English, developing a specific Content and Language Integrated Learning (CLIL) curriculum could still be in the future.

My assignment in this project is to teach classes from the fourth through sixth grades. It has been interesting getting used to the age group and getting them to participate in the lessons. When we were actually in the classroom, we were able to take time to talk and learn about each other. In an environment where teachers and students are closer than they would be in a school in the United States, some of this interaction seemed a bit odd, though more to my liking than the "professional distance" one is required to keep elsewhere.

My fourth-grade class is particularly keen on interacting and spending time together. We have taken "field trips" out to the playground to play on the equipment while we made sentences from our chapter dealing with parks and playgrounds; they got together as a class and braided my hair; and they focused on real time communication that sometimes involved the use of a translator; all the while they are engaged and hopefully learning.

All in all, living and in a village in rural Ukraine has been an interesting adventure, made a bit more difficult by the quarantine presently in place. The students have either accepted us with open arms right from the beginning or have warmed up to our being here. We have mostly everything we need, are generally accepted and well supported, and seem to be moving in a great direction to reach the goals that have been set out.

Radowell Biotechnological Lyceum, and the Radowell Project as a whole, have already made great strides in improving the community and bringing the residents closer to integration and prosperity. It is an honor to be a part of such a project in a place as relaxing and accepting as Radowell.

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Wikipedia. (21 April 2020). Radowell. Retrieved from https://en.wikipedia.org/wiki/Radowell

About the Author: Jason Rice has been an ESL teacher for over 15 years. He has taught different age levels in many countries across the world in some difficult circumstance. He is certified to teach English and ESL (K-12) in the US, but is currently teaching in Radowell, Ukraine. He can be reached at jason.radowell@gmail.com with any questions or comments.

Travel to Ukraine

By Sally La Luzerne-Oi

At this time of the academic year, teachers' thoughts turn to summer vacation which often includes travel. This year, the year of Covid-19, summer trips will not be possible for many of us, but there is always armchair travel. So why not take this opportunity to experience and learn more about the country of our sister affiliate, TESOL Ukraine.

Why Visit Ukraine?

Ukraine Tourism
This short commercial video presents an overview of what Ukraine has to offer tourists.
https://www.youtube.com/watch?v=uubf0rfm_5M

Ukrainer in English
This 36 minute film explores lesser known places in Ukraine from above.
https://www.facebook.com/ukrainer.eng/videos/195253014930518/

Traditional Song
This song was often performed during my stays in Ukraine and brings back memories.

Дунаю, Дунаю
https://www.youtube.com/watch?v=O6QyYC7Tt2A&list=PLCr8i-BjeuIRDaJLz0lEDcgmsqUpAoT1-&index=3

Contemporary Song by **THE HARDKISS**
I recently read about THE HARDKISS in the article "Why Ukrainian Music Should Become Your Next Obsession after K-Pop"
(https://medium.com/@tony.solovjov/why-ukrainian-music-should-become-your-next-obsession-after-k-pop-fd2ce86ce4c2)

Журавлі
https://www.youtube.com/watch?v=bBgdXGQAHQM

Traditional Food
Even if you are not in the mood to cook, you can visually savor these dishes.
https://natashaskitchen.com/category/russianukrainian/

The Ukrainian Life and Culture
Learn more about life and culture in Ukraine through a variety of interesting articles.
https://tulac.org/?fbclid=IwAR33bx3GhXDwO8Dtr-V6iNqIRbZVbsq-aYHvp-6szt7bKF3Rx0KOQFV-3MY

Kyiv Post
If you want to read the current news in Ukraine, here is an English language publication. At least two students who were in my classes at Vinnytsia Pedagogical University are or were journalists for this publication!
https://www.kyivpost.com/

Hawai`i TESOL

Professor Frank Noji

HITESOL Kupuna

Reflecting on the Past, Sustaining the Future: An Interview with Professor Frank Noji

Frank Noji recently retired as Professor of English for Speakers of Other Languages (ESOL) at Kapi`olani Community College (KCC). Frank was instrumental in the growth and development of ESOL instruction at KCC. In his 30+ years as Coordinator of the ESOL Program, he oversaw the adoption of a content-based curriculum, the addition of an Intensive English Program, and the expansion into a Second Language Teaching Program. Frank was active in TESOL International as an interest section chair and frequent presenter, and he was an early advocate for generation 1.5 students. Asked to share his teaching journey, insights on language teaching, and advice for novice teachers, this is what Frank had to say.

How (and why) did you get started teaching English?

My first introduction to ESL came from Ruth Crymes and Yao Shen, who were both teaching in the English Department at the University of Hawai`i in the mid-60s. During my final semester of college in the late 60s, I applied to the Peace Corps. I was assigned to teach in the Philippines in a teacher replacement program in which I would replace a teacher for a year while that teacher went to Manila to be trained in using a new textbook. This textbook was written by Fe Dacanay, who had just returned from Ann Arbor, Michigan, where she received her degree in Second Language Teaching.

Twenty of us were screened and processed in Southern California, had orientation on the Big Island, trained to use the Dacanay text in Ewa, and did practice teaching in a high school in the Philippines. My first classroom teaching experience in the Philippines decided for me that ESL teaching was what I would continue to do. After five years of teaching in high school in the Philippines, I found a teaching position in an Elementary ESL program in Singapore. Later, I taught ESL to working adults and to college students in Japan. I went on to teach in middle school and high school in Hawai`i, and I finally was hired to coordinate the ESOL Program at Kapi`olani Community College (KCC), where my

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teaching career concluded at the end of 2019.

What insights have you gained about language teaching and language learning?

Looking back on my career, I realized that I taught ESL during the period of methods – methods that were based on theories of language acquisition and inventories of language use. In the Philippines, I became an ardent practitioner of the Audio-Lingual Method. I had my classes of 70 high school students listen and repeat, and do minimal pair and substitution drills. In Japan, I discarded the Audio-Lingual Method and adopted the hypotheses behind the Situational Syllabus, which I used to develop texts that were constructed around memorized dialogs. While working on my MA in ESL, I learned about the ideas of Mumford's Context-Dependent Language Corpus and Wilkin's Notional Syllabus. I returned to Japan after completing my MA and developed curriculum using the ideas of Mumford and Wilkins. After Japan, I returned to Hawai`i, and embraced Cognitive Academic Language Learning Approach (CALLA) of Chamot and O'Malley and Brinton's Content-Based Language Learning (CBLL). As a believer in the ideas of CBLL and Krashen's Comprehensible Input, I nudged the Kapi`olani Community College (KCC) ESOL program towards focusing on content, believing that language would develop naturally in the process of internalizing the content.

Soon after I joined KCC, the Student Learning Outcomes (SLO) movement, of which assessment

and accountability were integral parts, began to play a larger role in the college. As the SLO movement began to drive the accreditation of the college, the KCC ESOL program found that it became imperative that the tenants of Student Learning Outcomes be applied to its assessment of language learning and teaching.

As the program worked on SLOs and the assessment of

SLOs, we slowly came to the realization that all of the methods and hypotheses we had subscribed to didn't hold up under SLO assessment. We were perplexed by the fact that the students were not learning what we thought we were teaching. We came to the conclusion that we were implementing prescribed methods and not attending to student learning.   In our search for a solution to this dilemma, we became active in TESOL International and regularly attended and presented at TESOL Conventions. At one of these conventions, we happened upon Kumaravidelu and his book

Beyond Methods.

Using Kumaravidelu's ideas, the KCC ESOL faculty began to explore our beliefs and our classroom activities. Guided by Alwright's framework of Exploratory Practice and the methodology of Design Thinking, the faculty explored and exploited ideas that we found relevant to our classrooms and the college. We added these ideas to our classroom approaches and to our

beliefs about language learning and teaching, and developed a framework which we called Content-Based Language Development. During this exploratory process, we realized that there was no one method that could be applied to every classroom. This realization led us to commit ourselves to the idea that teaching should be not what to do on Monday morning (method) but teaching should focus on the effects of what we do on Monday morning (Student Learning Outcomes).

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(Continued from page 16)

What advice do you have for novice ESL educators?

During these early days of my retirement, I am finding that it is difficult to assess what I have done in my career and even more difficult to give advice which I am pressed to do here. Under pressure, I would first encourage an ESOL program to understand how its program is relevant to the mission and vision of the institution it is part of. I would also suggest that an ESOL curriculum be clear about how it supports the campus-wide initiatives and to be sure it is playing an essential role in maintaining the health of the college. In other words, I suggest that the outcomes that the teachers in the program are trying to achieve be defined by the role the program plays in the college as a whole.

To the classroom teacher, I would recommend that teachers clearly understand their mandate from the college or the institution that hired them. In order to make it possible to clearly understand the mandate, I think it is necessary not to be bound to any one method and to view empirical studies on language learning as a way to get insight into teaching and learning but not as answers to how things "must" be done.

I suggest that an ESOL program develop a culture that understands that it takes work and cooperation to define and understand the Student Learning Outcomes ESOL teachers are hired to produce and to realize that it is an ongoing struggle to realize how to attain these outcomes. In order to do this, I have come to understand the importance of communicating with the entire system I am working in and to take on the responsibility to share with the wider institution the decisions the ESOL program makes on language teaching and language learning.

In order for teachers to come to a consensus of the decisions they make on language teaching and language learning, I encourage teachers to continuously talk shop with their colleagues. As the coordinator of a program, I realized that my main responsibility was to develop opportunities for my classroom teachers to share their classroom experiences. The sharing gave everyone the opportunity to listen to what was going on in the individual classrooms. The insights gleaned from these discussions gave instructors ideas to explore and exploit as each instructor developed their own theories of language development and their personal classroom pedagogy.

Kūlia I Ka Nuʻu

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A Most Motivational Scholarly Conference: Reflection

By Perry Christensen

For some reason, I found the 2020 Hawai'i TESOL Annual Conference held at Leeward Community College on February 15th greatly motivating. I've been musing about it for weeks. Why could this be?

Was it because for the first time in 20 years, I attended the conference as an ordinary participant and not as a member of the board? I didn't have to come early and help set up, though I did anyway (The person who drove me is on the Hawai'i TESOL board). I didn't have to help with registration. I just picked up my packet at the registration table like an ordinary TESOLer. I didn't have to rush around helping out with the food. I simply sat and ate and conversed with my fellow TESOL educators. I didn't feel pressure to solve technical problems, so people's presentations could be projected, though I tried anyway.

Maybe I enjoyed the conference so much because the plenary speaker, **Neil Anderson**, was very motivational. He had wonderful visuals lined up, but because of technical problems we weren't able to see them. However, like a trooper he captured our attention with wonderful motivational advice that could be applied to anyone's life and classroom. He even challenged us at the end to do something. I'd tell you what it was, but if I told you everything, you wouldn't be motivated to come to the conferences yourself.

Besides, I didn't write down what he wanted me to do. I only have in my notes that I already do *implicitly* with my students many of the things Neil *explicitly* does with his.

After the wonderful plenary, I chose to attend **Graham Crooke's** 20-minute session about the history of the word *motivation*. I like how Graham introduced the subject by saying that he was wearing his "scholarly hat today." This implied that his presentation would be useless for the classroom from a practical standpoint. However, it was something to think about. And think I did.

Next on the docket for me was poetry. **Richard Day** kept me on the edge of my seat. Just watching a master educator not only deliver a practical approach, but also making it a very inclusive session was awe-inspiring, even motivational. In fact, I was so caught up in the lesson that I too wrote a poem and shared it with my fellow participants:

My life is fun.
My life is fast.
My life is full,
but my life isn't finished.

After the session, in my mind was a whirl of ways I could have my students write poetry as a tool in learning sentence patterns and grammatical forms. This session alone was reason enough to attend the Hawai'i TESOL conference.

The conference luncheon is always a highlight of any conference I attend. This is a time to eat, mingle, and get to know more about my fellow practitioners. I sat by two people who came to Hawai'i to go to school and stayed. I also sat by a true local, **Bailey Ledesma**, who teaches in Waikiki. It was interesting to hear her experiences of where her students come from and the challenges she faces as a teacher in that part of the island. I also sat with some of my coworkers, **Maryann** and **Luana**, whose company is always a delight.

The next 45 minutes after lunch were the poster sessions. I arrived early and found **Ian Lactaoen** waiting to explain his humorous poster. After a few minutes of friendly banter, I started to feel a small height-challenged crowd gathering behind me, trying to peer around my well feed 6-feet 4-inch frame. I stepped aside to visit with some other poster presenters, but by then the room with the five posters was packed with people. Feeling a little claustrophobic, I stepped outside and walked around the beautiful Leeward Community College campus reveling in the architecture of the buildings. I loved how I could walk everywhere completely in the shade while looking at the rusting ships floating in Pearl Harbor and views of Diamond Head off in the distance. My walk left me refreshed and gave me just enough time to pop back into the clearing poster session room and

A Most Motivational Scholarly Conference: Reflection

to view a few more.

My time to present was next. A chamber full of inquiring minds seeking to understand the mysteries of what we teachers call an 'A' grade filled my session. I loved all the positive feedback I received. But was this the reason for why this year's annual conference was so motivating? Maybe, just ask anyone that attended my session for a possible answer.

Next, I attended a very scholarly presentation given by **Anna Mendoza** and **Huy Phung**. Most of the "theoretical frameworks for conceptualizing motivation in L2 learning" presented by these two PhD candidates was way over my head. Nevertheless, the practical essence for my presence was captured when Huy articulated, "If an idea is interesting to you, try it. You can't wait till the research proves it." These practical motivational words were just what I needed.

The last session I attended was prepared by **Mary Stackhouse**, **Patrick Agullana**, and **Saori Doi**. Nobody noticed that one of these 3 presenters weren't there. That's just my bias. I know because they gave "practical advice for designing a listening unit on identifying speakers' biases." Besides, I was able to sit in the back of the class and share some of my biases with my new friend Huy, whose session I had just attended.

So why was this year's Hawai'i TESOL's Annual Conference so motivational? Was it the plenary and sessions? Was it the food, socializing, and new friends? Was it the location? Was it because **Brent Green**, **Chris Guro**, and I had a chance to reflect together about the conference as we drove home through the H3 tunnels and waited in the contraflow traffic caused by the road construction shoring up our eroded Windward roads being washed into the sea? Any or all of these reasons could be.

But really, I just went so I could be in the picture which my students and colleagues posted on Facebook. Because if it isn't on Facebook, it didn't really happen. Oh, shutz brah! I was in the bathroom preparing for the long journey home when this picture was taken. Now I have some motivation to see you all again next year at the conference. For sure then, I'll be in that picture.

About the Author
After 30 years, Dr. J. Perry Christensen has become the old blood of BYU-Hawai'i. His friends are starting to retire and move away. However, Hawai'i TESOL keeps him young at heart and fresh in the profession.

Hawai`i TESOL 2020 Conference at Leeward Community College, Pearl City, Hawai`i

Plenary Speaker: Neil Anderson

Museum Visits

Gallery Visits (Hawaii artists)
/w painting follow up
Chocolate shop/factory
Beach Clean up
/b environment
/b beach history
Cooking Lesson
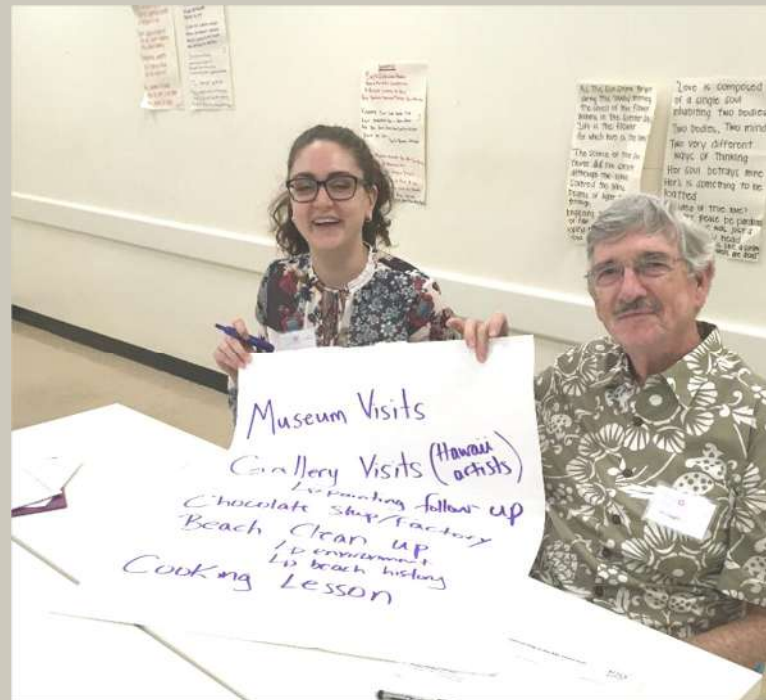
Teaching ESL

Another New Technique?

By Paul Johnson

A good question for anyone trying to do something new is simply, *"Why?"* With all of the countless books, journals, magazines, conferences, and online resources available to today's English instructors, why did I feel the need to make yet another thing, and attempt to justify yet another teaching technique? The answer is simple: Because I saw a need: The need to provide students of English as a Foreign Language (EFL) with an interesting environment to practice speaking and interacting in English. I don't think the "Foreign Language" aspect of EFL can be emphasized enough here. I teach in South Korea. It's not like my students are going to walk out of class and immediately find themselves in situations where knowledge of the English language is super handy. In fact, one of the safest assumptions in all of EFL is that students almost never use English outside of class. And yet many EFL students crave an engaging and lifelike environment in which to practice English. So, how can we provide EFL students with this kind of environment? I believe that, for many instructors and students, using tabletop role-playing games (TTRPG) for second language acquisition can help meet this need. With this in mind, let me share with you some of the research I've been doing over at Tabletop English.

TTRPG are, "An episodic participatory story-creation system that includes a set of quantified rules that assist a group of players and a gamemaster [GM] in determining how their fictional characters' spontaneous interactions are resolved" (Mackay, 2001, p. 4-5).

Here's how it works:

Basic Gameplay Pattern (Wizard's RPG, 2014, p. 6)
1. The GM (game master) describes the environment.
2. The players describe what they want to do.
3. The GM narrates the results of the adventure's actions (usually based on the results of the player's dice roll).

GM (Usually the teacher): "What do you want to do?"
SP (Student Player): "I want to open the treasure chest with my lock pick."
GM: "*Why* do you want to open the treasure chest?"
SP: "*Because* I wanna be rich!"
GM: "Please roll the dice" (15 or higher).
SP: "I rolled a 13."
GM: "You almost opened it." But, your lock pick broke off in the lock. Please describe what happened."
SP: "Well, my character fiddled around with the lock, and I was so close, but at the last moment, my lock pick broke, now my character is feeling frustrated."
GM: "What would you like to do next?"
SP: "I really want whatever is in that treasure box. So, I'm going to take out my war-hammer and smash the lock."
GM: "Sounds good. Please roll the dice: (15 or higher).
SP: "I rolled a 20!"
GM: You open the treasure chest and see. . . .it's full of gold! 1,000 gold coins! You're rich!"
SP: "I'm rich!"
GM: "What are you going to do with all of your gold?"
SP: "I'm going to go to the market and see what I can buy, maybe some new armor."
GM: "Let's go to the market!"

What we want from a good role-playing experience is less like a novel, and more like a "choose your own adventure" book.

So now that we know how it works, why should we use it?

Settings

There is an inexhaustible number of settings in which TTRPGs can take place. While traditionally, most RPGs take place in Fantasy or Science-Fiction themed settings, they don't have to. They can take place *anywhere* and have *any themes* that you can imagine. This allows us as educators to tailor our setting and themes to the specific needs of our students. With this in mind, where might our games take place?

Are your students studying to become flight attendants? Maybe our game can take place on an airplane, where the goal is to successively meet the

needs of the passengers. Are your students businesspeople? Why not have the setting be an important meeting, or checking into a hotel or flight? Perhaps a setting at a restaurant where they have to make a good impression on a new client, where the goal is to complete a sale? TTRPGs are infinitely flexible, both in terms of settings and in terms of what can happen in the game. With practice, one will get better and better at tailoring the adventures to their student's needs.

Character Creation & Roleplaying

Character development offers our student players a unique opportunity to practice using descriptive adjectives in developing and introducing their players to the group in a way that is more natural than simply memorizing a list of descriptive adjectives from the page of a textbook, or an activity that artificially inserts a target-list of descriptive adjectives into a speaking activity. In contrast, character development for TTRPG's is all about customization. In character development, students are using particular descriptive adjectives not because they are on a list of adjectives to be memorized in preparation for an exam, rather they flow from the minds of the students as they try and describe the character that exists in their minds to their fellow classmates, bringing their imagination to life.

In roleplaying, the student gets to take on a new identify, and this creates a safe space for failure. It creates the feeling, "I didn't make a mistake. My character made a mistake." It creates a separation that allows students to push themselves and not take failure as an attack on their sense of self. Reed points out that "TRPGs, by asking players and gamemasters to play different roles, give the opportunity to explore various modes of thinking and being" (Reed, 2018, 164).

Narrative Uncertainty & Organic Grammar Practice

Narrative uncertainty is important for second language learners because it creates many different unexpected situations, forcing students to use unfamiliar language structures and broaden their vocabulary. It is generated by the player's choice and dice rolls. Narrative uncertainty is what keeps the players on their toes and pushes them to use new language and unfamiliar grammatical structures. In my estimation, *this is the main payoff for using TTRPGs for language acquisition.*

"But what about grammar?" one might ask. "Isn't this just another 'gamification' of language model that overemphasizes speaking and listening to the neglect of the very skeletal framework of the language itself? Is our goal really to create 'fluent' speakers, running around speaking confidently, quickly, but with sentences so ridden with errors we can barely understand them?" This is a legitimate question. My answer: "Of course not! We're going to practice a *ton* of grammar, but in an *organic, fun way* that is in line with the student's *goals within the game*!" In the above scenario, where the student breaks into the treasure chest, we practiced: want to + verb (to talk about desires), infinitives, the present progressive tense, and use of the past tense (both regular and irregular). And isn't that much more fun that an information gap or multiple choice exercise? Player driven narrative uncertainty not only makes for unpredictable gameplay, forcing students to push themselves as they adjust to unforeseen circumstances, it allows players to create, through their choices, the sorts of environments they are more likely to succeed in. Besides, your students have probably been studying those grammar points, through traditional instruction, for the last twelve years, and still haven't gotten them! *What makes you think this time will be any different?* It's time to change things up.

Want to learn more about how to use tabletop roleplaying games in your language classroom and to read a longer version of this article? Visit Tabletop English*, a site which* seeks to provide resources for teachers and scholars who are interested in using tabletop roleplaying games for second language acquisition.

Resources

Mackay, D. (2001). *The fantasy role-playing game: A new performance art.* Jefferson, NC: McFarland & Company, Inc.

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Wizard's RPG Team. (2014). *The Dungeon Master's Guide: Everything a Dungeon Master needs to weave legendary stories for the world's greatest roleplaying game.* Renton: WA: Wizards of the Coast.

Here are the hyperlinks:
(1) Tabletop English: https://sites.google.com/view/tabletop-english/home

(2) Virtue: The Game:
https://sites.google.com/view/virtuethegame/home

About the Author: Paul Johnson was born and raised in Southern California, is currently working towards a MSc in TESOL at St Andrews, has an M.A. in Philosophy, and has been teaching English as a foreign language internationally for seven years. He is the editor at Tabletop English, a resource for educators interested in using tabletop role-playing games for language education, and the designer of Virtue: The Game: A Player's Guidebook for Practical Virtue Development. He wants to use games to help make the world a better place. Paul currently teaches at Changshin University. Email: ajwoodsum@gmail.com

Culturally Responsive Teaching

By Nicole Renee Arihood

Culturally responsive teaching (CRT) embodies a variety of approaches to teaching and learning, centered around culturally relevant, congruent, and contextualized pedagogies (Renaud, 2019). A CRT environment values the culture, languages, and unique experiences of students as resources to build upon while learning. CRT desires to foster, perpetuate, and sustain cultural, literate, and linguistic pluralism within schools (Paris, 2012). CRT also seeks to embrace cultural equality and cultural pluralism by making teaching and learning relevant and responsive to student qualities and belief systems.

Themes found within a solid CRT program should include language, culture, race identity, multicultural awareness, the building of high expectations with rigorous activities, social justice, and critical thinking, and draws upon relative schemas (Aceves & Orosco, 2014). CRT involves synthesizing everyone's backgrounds, thought processes, and strengths into classroom learning. Renaud (2019) suggested six key concepts be used in leveraging students' voices within CRT: 1) creating learning spaces where all students are recognized and included; 2) creating safe spaces and giving adequate space to students; 3) connecting to students' personal lives; 4) guiding students toward goal attainment; 5) engaging students' cultures; and 6) collaboratively discussing critical race issues.

Culturally Responsive Teaching Positionality

Considering a high proportion of students in U.S. public classrooms are very diverse ethnically, culturally, and linguistically, teachers need to respond to the fact that multiple factors can significantly influence learning (Aceves & Orosco, 2014). Poverty, assessment types, racism, prejudice, stigmas, and social class can factor into student achievement pathways. Ensuring that teachers realize CRT can be an appropriate avenue for diverse student learning and are prepared to incorporate the approach to address the unique needs of all students is one avenue schools can use to close cultural gaps and foster sharing of knowledges from different points of view. Schools incorporating CRT as best practice will be able to apply collaborative and interactive teaching strategies that support cultural and racial experiences and will be able to integrate these with evidence-based practices (Aceves & Orosco, 2014)

Bissonnette (2016) argued that for teacher preparation programs to be of effective quality they must use multicultural, differentiated, and rigorous approaches. This ensures that all students have an equitable educational experience. Bissonnette (2016) presented that many teachers in training are still entering the workforce unprepared to address and leverage CRT approaches effectively due to lack of training in social justice and cultural and linguistic experiences. "Disrupting the culture of niceness" (p. 10) should be happening, where teachers tackle issues that have an underbelly of real-world and perhaps unsavoriness about them (Bissonnette, 2016). Ditching the 'nicey-nicey rainbow and unicorn' teaching for examining issues that 'disrupt' or may give cause to 'unsettling feelings' for some may be the *real* issues the 'students we expect to be productive members of society' must face and address.

I believe that CRT requires significant changes to traditional U.S. teaching practices and that CRT should be inherently part of a teacher's duty in this age. Gay (2002) stated that classrooms should 1) engage in CRT in order to develop a culturally diverse knowledge base; 2) design CRT curricula; 3) creating a culturally caring learning community; 4) develop cross-cultural communication strategies; and 5) create a commitment to cultural congruity in teaching and learning. Teachers should critically reflect upon their own socio-cultural identity, prejudices, and biases that impact their lesson planning, delivery, and assessment (Bissonnette, 2016). Unless teachers have taken teacher preparation coursework in areas of gender studies or issues of power, marginalization, and privilege, they may not have the foundational skill set to facilitate CRT effectively. Transitioning from a 'neutral' or 'nice' pedagogy to one of being dynamically culturally responsive requires rejecting the dominant systemic status quo, becoming uncomfortable, realizing one's own complicity in the history of injustices, and moving to the mindset that "in my classroom, we are all teachers; we are all students" (Bissonnette, 2016, p. 19).

Essential Characteristics of Culturally Responsive Teaching

The essential characteristics of CRT as highlighted in this writing are illustrated in Figure 1. Factors which can significantly influence student learning are given, and mitigation of their negative influences are illustrated in the boxes throughout the infographic. CRT elements are given, purposes for using CRT approaches, critical teacher reflection pieces, how a teacher could employ CRT, and what CRT would look like in lesson planning and delivery are shown.

Conclusion

CRT should be incorporated more into teacher preparation programs to prepare new teachers for instructing increasingly diverse classrooms. Many factors can influence student learning and should be recognized and used as leveraging topics as strengths in a CRT classroom. Teachers critically reflecting upon their own belief systems and teaching practice should be the entry point into CRT approaches.

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CULTURALLY RELEVANT TEACHING
Student Learning Influencers

Socio-Economic Status, Prejudice, Gender, Assessment types, Gender, Race/ism, Stigmas, Social Class, Religion, Language

HARNESS
Values, Cultures, Langauges, Unique Experiences, Thought Processes, Strengths
AS RESOURCES

FOSTER, PERPETUATE, ENGAGE, & SUSTAIN CULTURAL, LITERATE, & LINGUISTIC PLURALISM

TEACHER CRITICAL REFLECTION
Own socio-cultural identification, prejudices, & biases impacting lesson planning, delivery, & assessment

EMBRACE CULTURAL EQUITY & PLURALISM
RELEVANCE & RESPONSIVENESS TO STUDENT QUALITIES & BELIEF SYSTEMS

RIGOR
Language, culture, & race identification, Multicultural awareness, Building higher expectations, Social justice, Critical thinking, Drawing upon relative schema

Develop culturally diverse knowledge base, Design curriculum to reflect students, Create cultural caring learning community, Develop cross-cultural communication strategies, Commit to cultural congruity in teaching and learning

STUDENTS RECOGNIZED AND INCLUDED
Safe learning space for open dialogue, Connections to personal lives, Pathway to goal attainment, Collaborative discussion

Corpora Analysis of Horoscopes in English Teaching

By Albert Lin

Horoscope is a universal topic which may interest English learners and engage them in learning the target language through discussing and researching the topic. Horoscopes can be used as authentic teaching and learning material to help English learners to express predication and possibility. (Ling, 2016) My topic is money based on 6 zodiac signs: Gemini, Leo, Libra, Sagittarius, Scorpio, and Virgo. A corpus is defined as a large, principled and purposeful collection naturally occurring texts stored electronically that can be used to make quantitative and qualitative observations about pattern of language use in context (Friginal, 2018) Therefore, the purpose of this paper is to see how corpus analysis of horoscope can help English learners with their second language acquisition. The analysis is based on indirect application of specialized corpora which students do not have to be involved with obtaining but researchers and teachers will need to.

According to Dr. Travis Riddle, "the language found in a horoscope for each sign should carry some information about which it is most likely to belong to" (Riddle, 2015). Therefore, lexis or grammar found within horoscope corpus should be meaningful to English learners; for example, modal auxiliary verbs *will* and *may* can be used to make predictions and to share possibility respectively. In addition, *can* and *will* are proven to be the most frequent auxiliary verbs found in horoscope corpus especially in spoken genre. (Rutkauskiene, 2014) As for the most frequent word found in each horoscope corpus, the pronoun *you* is always on the top of the list. The reasons why *you* is the most frequent word found in horoscope data collections is because the pronoun is intended to address the reader as the writer can build a connection with him. Furthermore, the writer trys to persuade the reader based on his personality or characteristics associated with him to offer suggestions about when something might occur or happen. (Rutkauskiene, 2014) Therefore, the pronouns *you* and *your* are the most frequent lexis found within horoscope corpus since *your* relates to something belongs to *you*.

Therefore, these findings illustrate that lexis with high frequency in horoscope corpus can help English learners to see the meaning and purpose through the content words and how function words are used in the context grammatically. My research questions are: What are the top frequent words from my horoscope corpora analysis? Why do they occur so frequently in this corpus? What does N-gram reveal about the content of the target genre?

My corpora is based on the topic of horoscopes as my partner, Paloma, and I have assembled and compiled data from the six different zodiac signs. I used AntConc, "a text analyzes text and concordance allowing users to search for word frequencies, n-grams, and compare key words between different chunks of corpora" (Friginal, 2018) to explore a total of 120 files, 20 files for each zodiac sign with word types of 1,851 and word tokens of 10,171. My analysis is based on the application done for a Corpora Analysis class (AL 6150 at Hawai`i Pacific University). Image 1 shows the findings to answer the research questions.

According to my findings, *you* and *your* are among the top frequent words, because whenever you research horoscopes it is all about *you*, it tries to be as informative as possible and updates what you want to know such as money, love, fortune or how things may happen today, tomorrow, this week, next week, or this month. Image 2 is the concordance of some example sentences of the word *you* as used in the context. *Your* is on the top in this corpus because when you search for horoscopes, the word *your* can be used as a determiner to indicate a list of things you are searching for or that belongs to you, or used as a pronoun for anything which relates to you as positive / negative advice or suggestions / prediction from the horoscope search that may be offered to you. The following are some example sentences from my corpus to illustrate: This will work to *your* advantage; with *your* financial instincts kicking in; and this is the point in the year when *your* annual financial updates take place.

In addition to top function words such as *you* and *your*, *money* is the topic word and one of the top content words that is part of the horoscope search. The following example sentences from this

corpus can illustrate how *money* is used in the context: what you want to do is think about losing *money* all together; and m*oney* comes to the one who waits. Therefore, *money* in the context is a neutral word, and it depends on the context to determine whether its connotation is positive or negative.

To analyze N-gram, I hit the clusters/N-Grams with N-Gram size of 6 and to make sure to sort by frequency to get the correct data. The result I obtained are: "**a time of real significance for**" from 6-grams; "**as early as tomorrow this**" from 5-grams; "**You will have to**" from 4-grams; and "**at the moment**" from 3-grams. Image 2 shows the results of the N-gram.

Therefore, "a time of real significance of" from 6-gram illustrates a statement of emphasis on the importance of the time and "as early as tomorrow this" from 5-gram" tries to emphasize the urgency of the time or something imminent. "When you will have to" from 4-gram emphasizes during a certain period something important might occur and actions you might need to take as it also could be interpreted as a future command. "At the moment" from 3-gram suggests at one point or at a certain time as it could be interpreted as a statement which has neutral connotation as it could become positive or negative until we see how it is used in the context. Overall, they reveal the content or analysis of prediction from horoscopes as they share a connection through the emphasis of time as there are all lexical chunks or meaningful lexis which illustrate the meaning of suggestions or information given to the reader at either the present or future time depends on the context.

In conclusion, corpora analysis is helpful to teaching and language learning especially for those students who are interested in horoscopes. Horoscopes could refer to top content and function words found within the corpus to help them to identify which lexis and grammatical words are used the most often and how they are used in the context as well as learning to make predictions.
From the top-n grams students can learn from the lexis pattern what the horoscopes is trying to tell them as they can learn the meaning and the purpose from their research.
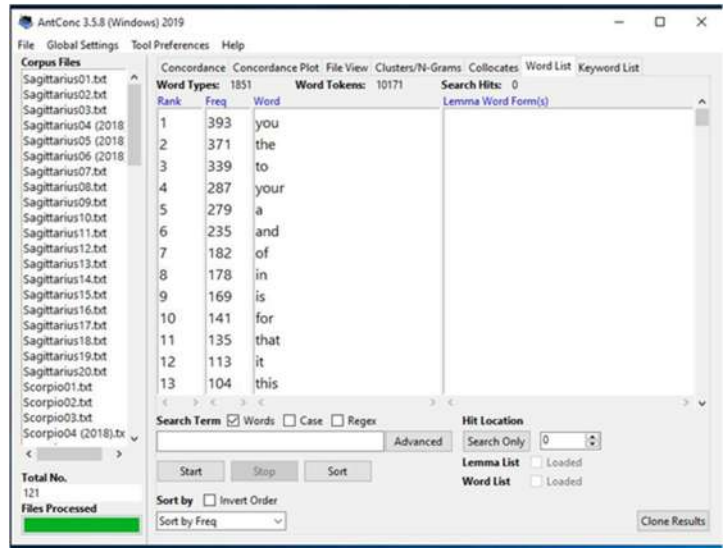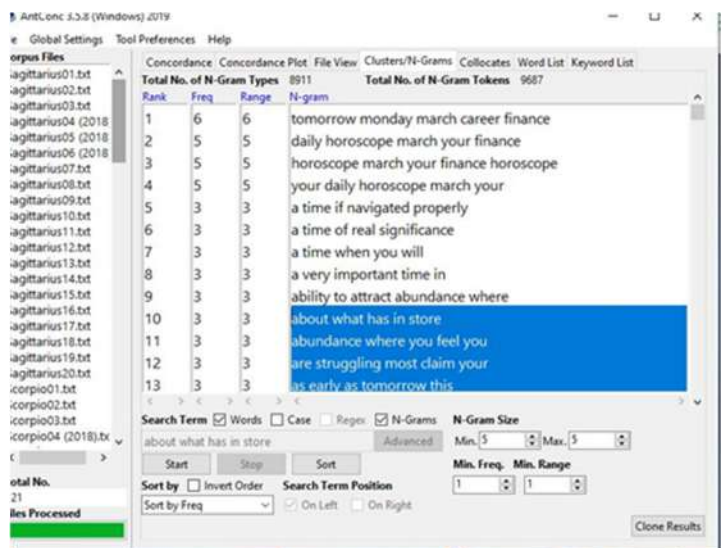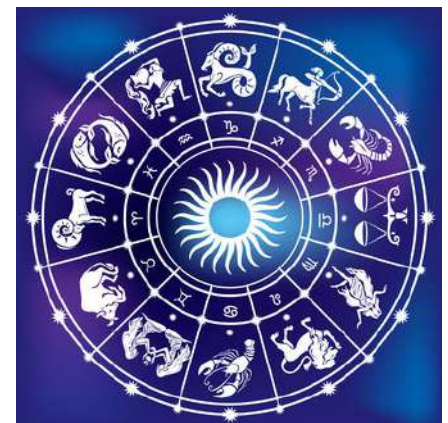

Image 1

Image 2

About the author:
Albert Lin is currently working as a court interpreter in Honolulu and is a MA TESOL student at Hawai`i Pacific University about to finish his studies in May 2020.

Of the Industrialization of Foreign Language Teaching

By Denis Guéret

My recollections and experience of participating in a unique language teaching experiment in 2003
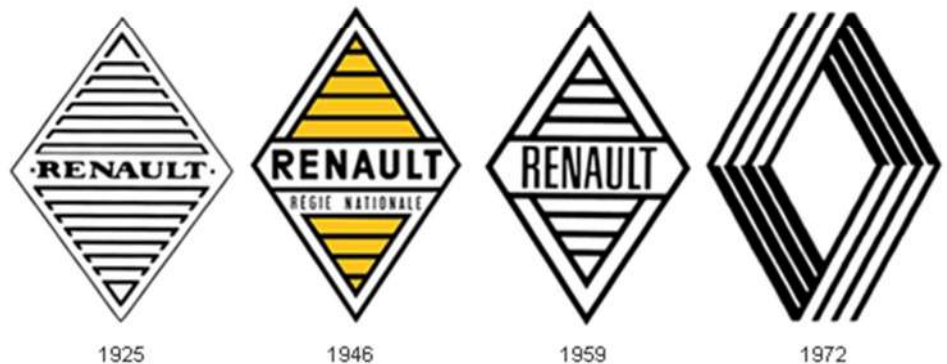
The context:

The Renault-Nissan Alliance

In 1999, Renault S.A., the French car maker, set up an industrial alliance with then financially troubled Nissan of Japan, short of a full merger (1999-2017). This partnership later morphed into a new larger alliance involving Mitsubishi. It was decided English would be the working language of the Alliance.

The state of English teaching in France

English is the first foreign language taught in French schools. The teaching now starts as early as the 4th grade in certain districts. However crowded school classrooms are not the best environment for fluency development, not to mention using outdated methods not adapted to the needs, mostly with teachers who are not fluent in English.

As a result, in the past, most young adults arriving on the job market had limited skills for English communication. This was far from what these corporations with global ambitions needed. Hence, the demand for foreign language training/learning exploded, making France the #1 market just for in-company English teaching for adults.

It must be said today English communication skills have improved in the population at large, as a tremendous national effort has been made to address the problem. However, 15 years ago we were still in the corrective phase needed to increase English skills within work forces, and over 650 language teaching institutions of all sizes and structure were thriving just in the bigger Paris area.

The project

Renault S.A. is a big customer for outsourced in-company training programs, like most large French corporations relying on immigrant labor. There is a legal obligation for companies to set aside public and private funding for work force skill improvement or education and spending it.

Renault S.A. went about hiring the teaching contractors in the same manner as it did for all of its outsourced car-part manufacturers. It provided very precise specifications about everything regarding processes and methods. It also had recruited an unknown consulting firm to design and oversee the project, also acting as a third-party quality control agency.

The teaching hourly rate

Of the Industrialization of Foreign Language Teaching

offered was well below the market price but concerned potentially hundreds of thousands of hours, with the contract to be re-negotiated a year later. Who could resist? Hundreds of contractors lined up to bid on the project, trying to undercut one another, thinking this would be like any other training contract: once in and running, but at a loss, it could be padded up with extras later. They couldn't have been more wrong.

The way and means

The consulting firm running the project for Renault S.A. had designed everything: curricula, syllabuses, course structures, student positioning, objectives and quality control tools. Executives and senior managers were supposed to reach a level of fluency close to native-like fluency, while lower management levels were expected to attain an upper-intermediate level. This was measured by having these participants take TOEIC tests, with the passing threshold set at 850 and 650 respectively (990 is the maximum).

Teachers were to give a two-hour class to groups of 6 to 10 participants, each teacher giving 4 classes per day. Renault has many plants and specialized sites and each one had its training center.

Teachers had to use class material provided by the project management, which had to be the same for every class, depending on the level. (upper-intermediate to advanced). Teachers also had to file a number of reports every day.

This was perceived as a golden opportunity by all contractors and their employees, the teachers. Unfortunately, it didn't last.

The first fly in the pudding was the class material to be distributed to participants: because of the magnitude of the project, it was just too costly. Thus, Individual method manuals were not an option, and then photocopying or using tapes was out too, because of the high probability of being sued over copyrights in a very big way. So, the project designers went online looking for material free of copyright, which are not very good to say the least, and which were not at all adapted to the objectives and contexts they had defined. Never mind, teachers were to use those and those only, repeatedly as per each group positioning in the program. These boring and often bleak class materials added to the drudgery of giving a two-hour class four times a day to four different groups of 6 to 10 people who were either, afraid of losing their job because of their lack of English skills, or either couldn't care less, having been at Renault forever and thus pretty much tenured in their positions (Renault was nationalized at the end of WWII due to collaboration with the Nazis by its owner, and then privatized again in 1990). Often supervisors were in the same group with their team members, adding embarrassment and fear of losing face to the group dynamics. Participants were also supposed to use on their own resources from a language resource center under the supervision of a tutor or a coach.

Surviving

This was not tenable, and certainly not from a dedicated teacher's point of view. Something had to be done. Quickly, good teachers reverted to their natural way of proceeding, that is preparing their classes, bringing relevant materials with consideration to the mix of levels, personalities and needs of each group. But the real challenge was getting 24 to 40 people to participate and come alive for two hours of unexciting language training. This made good teachers better.

It changed me and the way I taught after that. I realized if I was to survive this, I had to enjoy it, and for me to enjoy it, the participants had to enjoy it too. Being a good teacher wasn't enough, you had to be an entertainer as well, some sort of talk show host, in order not to be burned out after eight hours of something akin of running underwater, and instead going home with the feeling of having made a positive contribution to each participant 's situation.

This might sound strange in such a context, and of course there are a number of teaching or pedagogical strategies when it comes to teaching a group of adults all the while preserving the image of the teacher as a torch bearing figure of some authority, lighting the way to a better self. This, however, is a risky approach when teaching the employees of a client company: teachers get rated by the participants, and they are rated more on delivery than on what participants have gained from the courses. If nothing is achieved, which can be a common perception with foreign languages, then the teacher is a convenient scapegoat for everyone, and that's very

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unpleasant.

This different approach is actually very easy with a group of people. The first objective is getting participants to get involved and participate, avoiding the usual repetitive droning on in turns. I believe good teachers master their course materials enough to teach a class keeping course structure and objectives in mind at all time, while giving the appearance of ad-libbing, small talking and digression, with some degree of silliness.

This being said, a bit of brain storming was needed, and what follows are excerpts from the "roadbook" I developed to prepare teachers for this assignment:

Mind your students.
- (French) People are really friendly, like nice relatives, but you have to make all the first steps.
- Don't judge them; it's the market you operate in, so accept the rules.
- They are adults who are subjected to a humiliating situation. They were respected professionals and experts just before entering your classroom. Show genuine interest in what they do, document yourself and be knowledgeable (it must be added often client companies expect language teachers to gear class contents to professional needs and be Jacks of all trades, for example, teaching international accounting or contract law, which wasn't the case here).
- Walk in their shoes: would you take a language course?

Would you come to your class? Would you pay for what you give them?
- If you behave like a teacher, they will act like kids in school, yes: the worst of it and they can do real damage.
- Re-assure them this is not school, so treat them like friends: remember their names.
- Avoid making them fail or embarrass themselves in front of others, but you can tease them lightly all you want. They'll love the attention.

Remind them who you are to them
- A break in their routine, somebody special.
- Stay special, you are the center of their attention, make their day, give all that you can. You are somebody who can help, re-assure with positive feedback and instill confidence.
- You are here to sell yourself (and your employer)

Why be different?
- It is up to you to make the difference in quality, by the quality of your presence in this process.
- Have fun with them starting on Day One. Set the tone, be yourself: delivery is half the pedagogy, structure is the other half.
- Use your voice, your face and your hands, move around (sit only on occasions) because you are on stage in their eyes. Silence is death, like on radio or TV, keep the rhythm going.
- You can use props (i.e.: signs, puppets, noise makers...), incidental music (for effects,

my favorite was the Souza intro used by Monthy Python) and other multimedia tools from the internet. Make them laugh. You will be surprised by the results.
- Don't rush anyone, but keep a discreet eye on the clock, pace yourself. If the exercise you have them do is a flop, drop it and get the participants to talk about something related, but always stay within the established frame of objectives.
- Remember none of this is possible without a well-prepared platform supported by a solid structure or backbone with clear objectives reviewed with the students during the first session.
- Always have a "plan B" to whatever you will be bringing in the class that day, because people arrive late or don't come as often as they should and your group composition varies. Participants can sometimes be tired or worried over personal or professional problems. For these reasons, be over-prepared, that is have plenty of alternative material ready.
- Always give homework. Whether participants do it or not should never be made into an issue.
- Finally, it is very difficult to create homogenous groups for each level with consideration to each student's varied set of acquired skills with the subject language, i.e.: someone may be in the right group but has serious problems with something

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everybody else is comfortable with, and this problem can repeat itself with each participant on different subjects.

- It's a normal occurrence but sometimes one of the students is quickly left behind. This must be reported immediately or the group's goodwill toward the teacher will be destroyed and the student needlessly humiliated.

Epilogue

After one year, when time to renegotiate came, most of the contractors were on the verge of bankruptcy, with serious teacher shortages since the hourly rates were so low. The smarter ones called it quit. The company I worked for pulled out of the project, and so this was the end for me. With no regrets. I continued for a while to provide Renault with TOEIC training and giving remedial English classes to visiting Japanese execs through other contractors. The last I heard of this venture was from the consulting firm that designed the project. They had put a report out strongly criticizing all the contractors for failing to reach any level of quality. No surprises there, every man for himself... Following this report, Renault new offer was even lower, due to the so-called low-quality returns. Of course, the contractors who couldn't get out of this mess because Renault had become their only client, were begging for better hourly rates, explaining with the help of their accountants that they couldn't continue as is. Renault answer was "but of course you can, we'll have our experts look at how you operate, fix the problems and we'll run this for you if you want, for a fee." Which is what Renault does to contractors it really likes.

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He has worked in theatrical and motion pictures set design; picture and mirror framing; antique ornamentation restoration in France and California. He has worked for many years as a Chef de Cuisine in California and France. He came to Teaching English as a Foreign Language in France, or second language through life's unpredictable twisting pathways 20 some years ago. He is also a Français Langue Étrangère teacher. He currently works in the hospitality industry and as a translator for online material and training seminars. He can be contacted at France Contacts france.contacts.hawaii@gmail.com.

HIDOE K-12 English Learner (EL) Updates: EL Success Initiative

By Audrey Mangone

Kalihi Elementary School principal, William Grindell, stays busy year-round working to provide various services and supports for all of his students to ensure their social-emotional and academic success during their time at his school. On a jam-packed day in November 2019, Principal Grindell made time to share some of best practices, including strategic language development support for his 99 English Learner (EL) students, with staff from the Hawai`i Department of Education (HIDOE) Office of Student Support Services (OSSS), Farrington-Kaiser-Kalani Complex Area, and two language experts from West Ed. Some of the supports seen throughout the building were small groups of newcomer students practicing oral language with EL staff, structured turn-and-talks with vocabulary cards, word walls, and sentence frames on desks. Principal Grindell, along with five other K-12 principals across Farrington-Kaiser-Kalani and Maui-Baldwin-Kekaulike complex areas, opened his school doors for classroom observations as a key component of HIDOE's comprehensive "EL Success Initiative." The classroom visits, along with other essential highlights from the EL Success Initiative, provided insight into HIDOE classrooms and specifically, what supports are working for ELs and what areas of improvement are needed to enhance educational opportunities for ELs throughout HIDOE's public K-12 system.

Spearheaded by the OSSS and Complex Area Superintendents, the EL Success Initiative is a 5-year project which began in School Year 2019-2020 to support HIDOE complex areas and schools in implementing the state's EL Guidance Manual in order to maintain federal compliance, and support EL students in developing English language and meeting challenging state standards. The initiative is groundbreaking for EL programming in the HIDOE in that it proposes systemic changes for EL programming, promotes the assets EL students bring to the state, fosters collaborative professional learning through observations and planning meetings, and calls for partnership across all levels within the Department. West Ed supports HIDOE in this initiative by providing the research, experience, and tools to help bridge the gap between research and practice in order to improve the educational landscape for ELs in HIDOE schools.

The EL Success Initiative is a multi-year model in which each year, designated complex areas will assemble an expert leadership team to steer the work during the span of a 3-year cycle. Year 1 activities include participating in evidence-based professional development; reviewing literature to identify best practices and key principles for effective EL instruction; implementing quantitative and qualitative surveys and interviews; completing site visits using research-based classroom and student observation protocols; facilitating collaborative meetings to engage stakeholders; planning for family and community outreach; translating findings into actionable plans; and promoting and employing grounded, innovative strategies and practices for addressing equity and access in the Complex Area.

Throughout the project, participants are exposed to various data points that highlight sustainable best practices as well as unearth root causes of issues and propose solutions. As the tri-level leadership teams are composed of members of the state office, the complex area superintendent, complex area and school staff, the EL Success Initiative affords the space and time to address common issues as well as share success stories and bright spots statewide, building capacity statewide.

School Year 2019-2020 served as Year 1 for the first assemblage of complex areas, Farrington-Kaiser-Kalani, Kaimuki-McKinley-Roosevelt and Maui-Baldwin-Kekaulike, which

HIDOE K-12 English Learner (EL) Updates: EL Success Initiative

collectively comprise around 40% of the state's EL population. All three complex areas completed the rigorous tasks of Year 1, including ensuring completion of all components that make up their EL Success Plan. This first cohort is currently preparing for Year 2 of the initiative, where they will implement targeted steps outlined in their Complex Area EL Success Plan. One complex area, for example, after reviewing *ACCESS for ELLs* speaking assessment scores, student interviews, and classroom observations, determined that Year 2 will focus on developing professional development on academic discourse and oral engagement for EL students. Other examples of next steps for the state, complex area and schools include ensuring all schools have a clear understanding of the value and expectations of ELs, definitions and principles of language development, developing a plan for attainable, meaningful

professional development opportunities, working with EL families to create opportunities for family engagement, ensuring there are explicit and safe spaces to capture EL student voices, and designing training on challenging areas of the EL Guidance Manual.

The HIDOE (OSSS) EL team is currently in the process of finalizing future groups of complex areas to engage in the EL Success Initiative. There are currently four additional complex areas slated to start their Year 1 cycle in School Year 2020-2021: Aiea-Moanalua- Radford, Hilo-Waiakea, Pearl City-Waipahu, and Honokaa-Kealakehe-Kohala-Konawaena.

The EL Success Initiative is supported by Superintendent Kishimoto's 2030 Promise Plan and is aligned to various plans and projects within the HIDOE. The HIDOE (OSSS) EL team remains committed to providing resources to enhance educational outcomes for EL students, and the EL Success Initiative serves as an overarching framework for

additional EL state-led supports including: enhancement to state data collections to inform instruction; providing opportunities for teachers to become certified in teaching English to Speakers of Other Languages; exploring local sites for newcomer and dual language programs; and providing "talk story" sessions with EL families.

With support from leadership, schools, families and the community, the EL Success Initiative has the potential to support not only those classrooms visited last November, but every school in our HIDOE system, to ensure all ELs are educated, healthy, and joyful lifelong learners who develop their cultural and linguistic identities in order to contribute positively to our community and global society.

About the Author: Audrey Mangone currently serves as the Hawaii State Department of Education Title III Educational Specialist.

African American English and the Achievement Gap: The Role of Dialectal Code Switching, by Holly K. Craig

Reviewed by
Bethany Faye Schwartz

African American English and the Achievement Gap: The Role of Dialectal Code Switching, by Holly K. Craig. New York, NY: Routledge/Taylor & Francis, 2016, 192 pp. $160.00, cloth or $54.95, electronic.

Holly K. Craig is an emerita research professor and a professor emerita of education at the University of Michigan. Her 35-years of teaching and research have primarily been focused on describing and understanding the barriers facing diverse students in gaining equal access to education with special emphasis on African American English speakers. She has written more than 70 journal articles and book chapters, presented more than 100 conference papers and she is also a fellow of the American Speech-Language-Hearing Association. This research monograph is the result of 20 years of research into African American English (AAE) use in school-age children and culminates in an evidence-based teaching program aimed at helping schools close the literacy achievement gap which has persisted throughout the 20th century.

The book is divided into 10 chapters, but those chapters roughly center around four themes. First, the book starts off with a brief history of the Black-White education achievement gap in the United States which has been measured not only in standardized test score disparities but also in other measures such as grade retention, suspensions/expulsions, enrollment in AP courses, graduation rates, and admissions to higher education. Craig cites multiple studies that show that poverty, while having profound negative effects, is not sufficient to fully explain lower literacy performance among these groups. Another area of research has been in the dialect spoken by many African Americans, namely AAE, which has been theorized, due to its differences from standardized American English (SAE), to pose particular difficulty for its speakers in acquiring SAE literacy. This section is very brief, but it does serve to set up the research gap in that most of the early research looked solely at adult AAE use. In the next section of the book (Chapters 2-4), the author synthesizes her 20 years of research on child AAE characteristics and patterns, along with evidence from related research in the field.

Due to the sheer number of studies covered, this section can sometimes require careful reading, but Craig's summarization of the major research designs used by her team, data collection methods, and the characteristics of various southeastern Lower Michigan school communities where participants were drawn from was quite thorough. This section functions much as a literature review, covering many studies superficially but allowing the reader to follow the evolution of research in the field over time. That evolution is what brings us to the next section (Chapters 5-7), which focuses specifically on the practice of AAE code-switching with SAE and the evidence for its links to literacy achievement.

Code-switching has long been a topic of research in the field of Second Language Studies but has only recently been specifically looked at in AAE and other non-standardized dialect speakers in the US (Gatlin & Wanzek, 2015). As this section of the book shows, AAE speaking students generally learn to use more SAE the longer they are in school, especially starting at grade 1, and this code-switching is usually stronger in more academic/formal contexts (e.g., literacy tasks). Most importantly, both cross-sectional and longitudinal research suggest that students who are better at code-switching have better literacy outcomes. The author presents preliminary data that suggest that it is not the fact that the child is a dialect speaker that is influencing these outcomes. Rather, "the ability to code-switch depends in important ways on metalinguistic skills and the cognitive flexibility and inhibition control components of executive function abilities" (p. 96).

After guiding the reader to the

conclusion that code-switching is a vital skill for closing the achievement gap, Craig then goes on in the next section (Chapters 8 -9) to argue that schools have an obligation to develop programs to teach this skill. She provides an overview of some programs that have been created, and she argues that while these programs have shown some success, they have all been aimed at older students and therefore more remedial in nature. Craig finishes by describing her own program, ToggleTalk, which focuses on K-1st grades because such a program is preventative, timed for a sensitive period of language development, and coincides with children learning classroom culture. In contrast, this program also had to address the disadvantages of working with children who have immature metalinguistic skills and lack the ability to relate skills to real-world experiences and goals. The program focuses on only 5 high-frequency morpho-syntactic features which are developmentally appropriate for the age group. Lessons are incorporated into literacy curriculum which aligns with Common Core standards.

Another important component in this program is the teacher training so that teachers can not only recognize AAE features as dialect productions rather than errors but also how to address both dialects in a positive, inclusive fashion. This second component is very important since research suggests that

simply knowing more about AAE is not enough to make SAE-speaking teachers have positive attitudes toward AAE (Fogel & Ehri, 2006). Pilot studies of ToggleTalk by the author and an independent researcher show promising results.

Overall, this book is an excellent synthesis of studies in a very specific field of research, and it culminates in a well-argued need for evidence-based intervention. It gives extensive descriptions of the quantitative research, but while qualitative research is frequently cited as a necessary complement to the quantitative work, such research

is not described or cited. The writing style tends to be highly technical and would not be appropriate for a teacher looking for a step-by-step guide to classroom teaching but is an invaluable resource for researchers and program developers looking to create, implement, or improve evidence-based literacy curricula for AAE-speaking students.

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News from Abroad

Teaching Writing Through Blogging

By Samir Omara

Life, technology and education change quickly. The corona-virus pandemic raises different challenges, solutions and opportunities. The roles of teachers and students have changed greatly. English language teachers need to plan, facilitate, deliver, assess and reflect on online teaching. Students need to be active participants; they need to make use of face-to-face and virtual teaching and learning to develop lifelong learning skills inside and outside classrooms and schools. Teaching writing online is beneficial; it provides teachers and students with ways to share, review and respond to writing. The Web 2.0 or the social web has helped to provide virtual networks and interactive websites, which help people to learn and interact and grow. A blog or weblog is an updated website or an online journal, a wonderful way to develop and publish students' writing. Blogs help to provide extra writing practice, guide students to online resources and develop process-writing approaches and online portfolios. There are different blog activities such as starter sentences, photo-blogs and peer-conferencing. To make blogs effective, there are some practical tips to keep students engaged and interested.

Writing is one of the core skills of the English language that help people communicate their ideas, thoughts and cultures as well. There have been different approaches to teaching writing. The product approach highlights the linguistic knowledge in a teacher-centered way and how students use suitable vocabulary. The process approach helps to focus on how texts are written in a learner-centered way. Tribble (1996) defines four stages of the writing process; they are pre-writing, composing or drafting, revising and editing. According to the genre approach, writing is a social and cultural practice. According to the communicative approach, language learners are capable to use the language for oral and written communication.

Teaching and learning are not limited to classrooms or schools; they happen face-to-face and virtually as well. The Web 2.0 or social web has helped to provide virtual networks and websites such as LinkedIn, Facebook, Skype and Twitter facilitating people in communication, learning, interacting and growing in untraditional ways. Ward (2004) stated that a blog is an updated website. A blog or weblog is a website or an online journal and a way to develop and publish students' writing. Blogs help to provide extra writing practice, guide students to online resources and develop the process-writing approach and online portfolios.

According to Campbell (2003), there are three types of blogs that help develop language learning: the tutor blog, the class blog and the learner blog. The tutor blog is developed by a class teacher who uses the blog to disseminate course information, homework, assignments and reflections while students have limited or no access to comment on the teacher's posts. The class blog is shared by a teacher and the students in order to write and comment on writing and extra resources, materials and activities. A teacher encourages students to share and lead reflections and discussions. The learner blog is set and moderated by a teacher for each student to disseminate ideas, interests and progress. A teacher gives constructive feedback to student's writing. Teachers need to balance processes and products when they teach writing in face-to-face and/or virtual contexts. They need to take students' cultures, backgrounds, language levels, learning styles and learning resources, courses and outcomes into consideration.

There are different reasons and benefits for teachers and students to use blogs. Blogs help to provide extra writing practice; allows teachers to encourage students to develop different

(Continued from page 39)

writing activities and texts; and get electronic constructive feedback from peers and teachers. This helps the teachers to facilitate writing processes for students everywhere and for teachers to guide students to use more online materials and resources. Blogs help students to communicate in classroom-like virtual contexts while teachers encourage students to collaborate and review their peers' writing. Blogs also help to develop writing processes as teachers can encourage students to develop their online portfolios which collect and track their learning and progress. Twenty-first century skills can also be developed by the use of blogs, and teachers can make use of blogs to develop students' communication, collaboration, critical thinking and creativity through different activities while providing students with feedback in less-stress contexts; Chen (2016) commented that students feel comfortable getting electronic feedback.

There are different activities for teachers to make use of blogs to teach writing in a communicative way, including sentence starters, integrated vocabulary, mentor texts, rubrics, color-coding, mystery guests, photo-blogs, problem-solving, projects and peer-conferencing.

- Sentence Starters: teachers use the blogs to share some starter sentences that help beginners and opinion-writing students to develop their writing practice.
- Integrated Vocabulary: teachers share a few key words with students for the topic they write about; they highlight the key words and give example sentences to help students.
- Mentor Texts: teachers use different types of blogs to share good examples of targeted writing texts with students to learn how to write; they highlight how such texts are developed and how students could make use of them.
- Rubrics: teachers develop, and share sets of criteria for writing processes and products; they encourage students to reflect on their writing practice by themselves, peers and/or teachers.
- Color-Coding: teachers agree with students on certain colors for writing processes and/or products through suitable graphic organizers; they encourage students to mark and reflect on their writing practice.
- Mystery Guests: teachers invite one or more teachers, educators or experts to take part in class or learner's blog discussions.
- Photo-Blogs: teachers help students to use online tools to collect, publish and write about different photos with certain writing topics and learning outcomes.
- Problem-Solving: teachers raise local, national and/or international challenges such as global warming for students to brainstorm, write and comment on challenges and solutions.
- Students' Projects: teachers use different types of blogs to keep one or more class engaged in projects and provide students with individual, peer and group feedback through different phases of project work.
- Peer-Conferencing: teachers encourage and set peer-writing conferences; they help to motivate peers to share, review and comment on their writing virtually and regularly. Teachers encourage students to give constructive feedback that help each other learn and grow.

To keep students engaged and interested in blogs, there are some practical tips for teachers. Teachers should adjust the "blog settings" to help develop students' writing practice. They should respond to students' posts quickly. They should stimulate students' writing by adding reflective questions and constructive feedback. They should make writing and responding to the blog required and to stop getting writing practice assignments and homework by hand. They should celebrate individual and group student writing progress and successes. They should encourage parents to support and celebrate students' progress and successes.

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A Learning Analytical Approach to the International Virtual Exchange Project

By Hideto D. Harashima

The International Virtual Exchange Project

The International Virtual Exchange (IVE) project is a collaborative and large-scale online activity in which students from non-English-speaking countries asynchronously interact through text, photo, and video for the purpose of learning about different cultures and developing communication skills in English. The interactions take place in Moodle forums. Moodle is an open-source learning management system used by nearly 200 million users in 240 countries. In 2015, then Muroran Institute of Technology Professor Eric Hagley introduced the IVE project, and since then, more than 15,000 students and 300 teachers from 15 countries have participated. Japan and Colombia have the largest number of participating institutions, with 35 and 20, respectively.

The motive for starting this project arose from a situation common in many EFL-learning countries. Students spend considerable time and energy, even money, to develop their English skills, yet they don't have chances to use them with foreigners in meaningful communication. This leads to many unmotivated English learners who always complain, "Why do I have to study English? I don't use it outside of the classroom, and I won't need it in my life." This situation is also undesirable for world peace, as intercultural understanding is the key to a peaceful world. By bringing students to no-cost online discussion forums where they can engage with internationals on a variety of topics, we believe we can attain three goals:

1) We can have students experience and practice communicating in English in a truly meaningful way;
2) We can raise their awareness of both their own and other cultures; and
3) We can raise their motivation to learn English and their confidence in cross-cultural communication.

The procedure of IVE is as follows: at the beginning of a semester, the teachers of participating schools send a list of participating students to a coordinator, who registers the participants to a designated Moodle course, of which there are two: the starter course and the continuer course. In each course, pairs or trios of schools from different countries are gathered into one discussion group. The forum discussion continues for eight weeks on four different topics (two weeks per topic). For the starter course, the topics include self-introduction, food, heroes in their culture, and events in their lives. For the continuer course, the topics are more challenging and include communities and relationships, countries and culture, jobs, and reflecting on a better future. The courses start and end with surveys to see if there are any changes in participants' cultural awareness and English communication skills and attitudes. The results and discussions of these surveys thus far have been reported in Hagley and Cotter (2019).

During the series of exchanges, participating students generate various data, including the time and frequency of access, the number of posts and replies, and the choice of partners. In order to quantitatively assess the interaction and find out the underlying truths, I decided to examine the exchanges from the perspective of learning analytics (LA).

LA

LA is about utilizing student-generated data to optimize learning and teaching. A number of definitions have been proposed by experts such as Donoghue, Horvath, and Lodge, (2019), Lester (2019), and Rollins (2017), to name a few, but the most popular is that of Siemens (2013), which is quoted below.

[LA is] the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it

occurs. (p. 3)

In a nutshell, LA is an approach to big data that reveals the hidden reality of learning, and it is increasingly drawing the attention of education researchers.

The general benefits of LA include the following:

• Teachers can monitor students' progress and predict future performance,
• Teachers can detect at-risk students,
• Teachers can monitor interactions between students,
• Teachers can make targeted interventions,
• Teachers can track each participant's hours of engagement, and
• Teachers can learn the level of difficulty of each quiz question or assignment and

make necessary adjustments.

Moodle has a built-in set of LA tools that create visualizations and analyses of student-generated data for teachers to utilize. The Statistics tool shows the chronological transition of the views and posts in the forums. We can see in figure 1 when the students got most engaged in the project and when their excitement ebbed.

The Forum Report tool provides the number of posts and replies as well as the total word count of each individual in a particular group. It shows how actively a student participated, thereby providing useful data for grading at the end of the project. Teachers can sort the data by setting filters to their needs.

Furthermore, the Forum Graph visually presents the interrelationships of student groups. Figure 2 shows the activities and associations of one

student in a discussion group. The bubble in the middle is the target student. The size of the bubble represents the student's level of engagement (number of posts) in the forum. The teacher can see that the student started two discussion threads and responded 14 times. The connecting lines and arrows between bubbles show the distribution and the directions of the interactions. He had apparently communicated with a number of different students (the personal name of each bubble is hidden for privacy reasons).

The LA tools introduced above, among many others, shed light on the unobtrusive realities of large-scale international virtual exchange activities. A project as big as this one poses difficulties for teachers when it comes to seeing small details and big tendencies. However, by using the LA tools that visualize data in

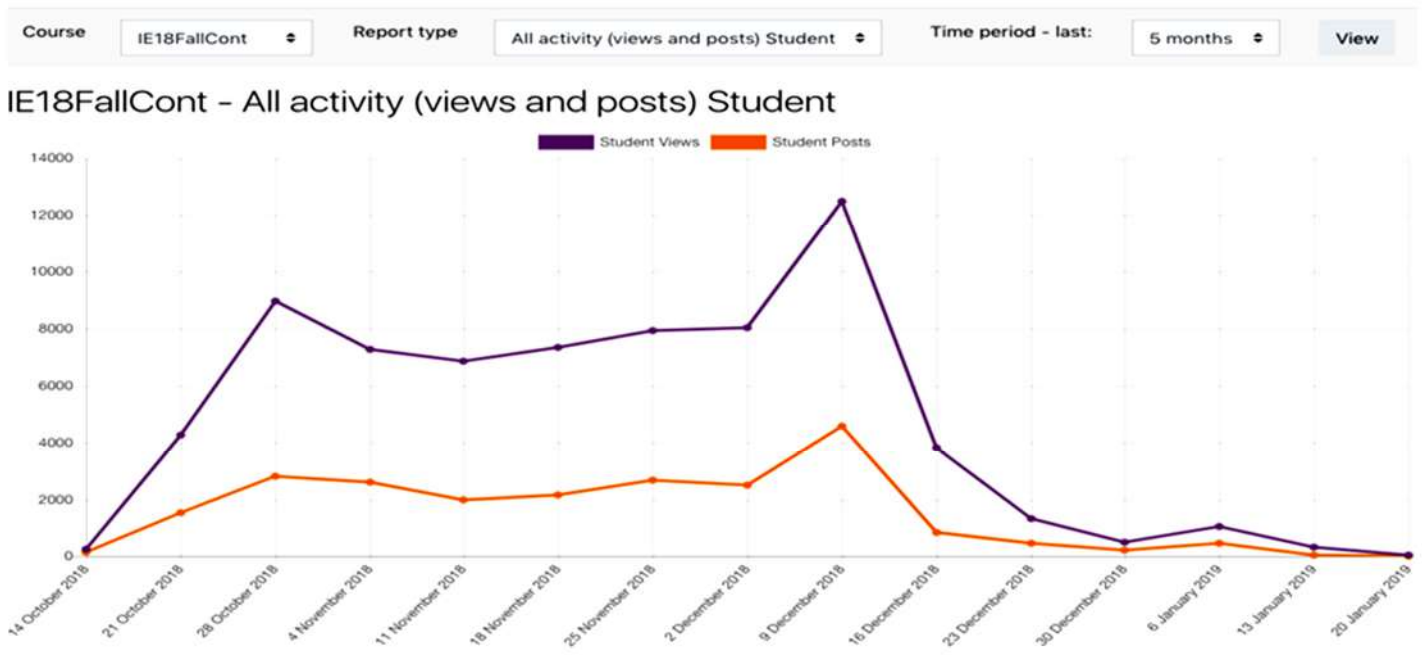Figure 1: Chronological transition of the views and posts in the forums

easy-to-understand infographics, along with student surveys, teachers will be able to have a better understanding of the students' learning behaviors.

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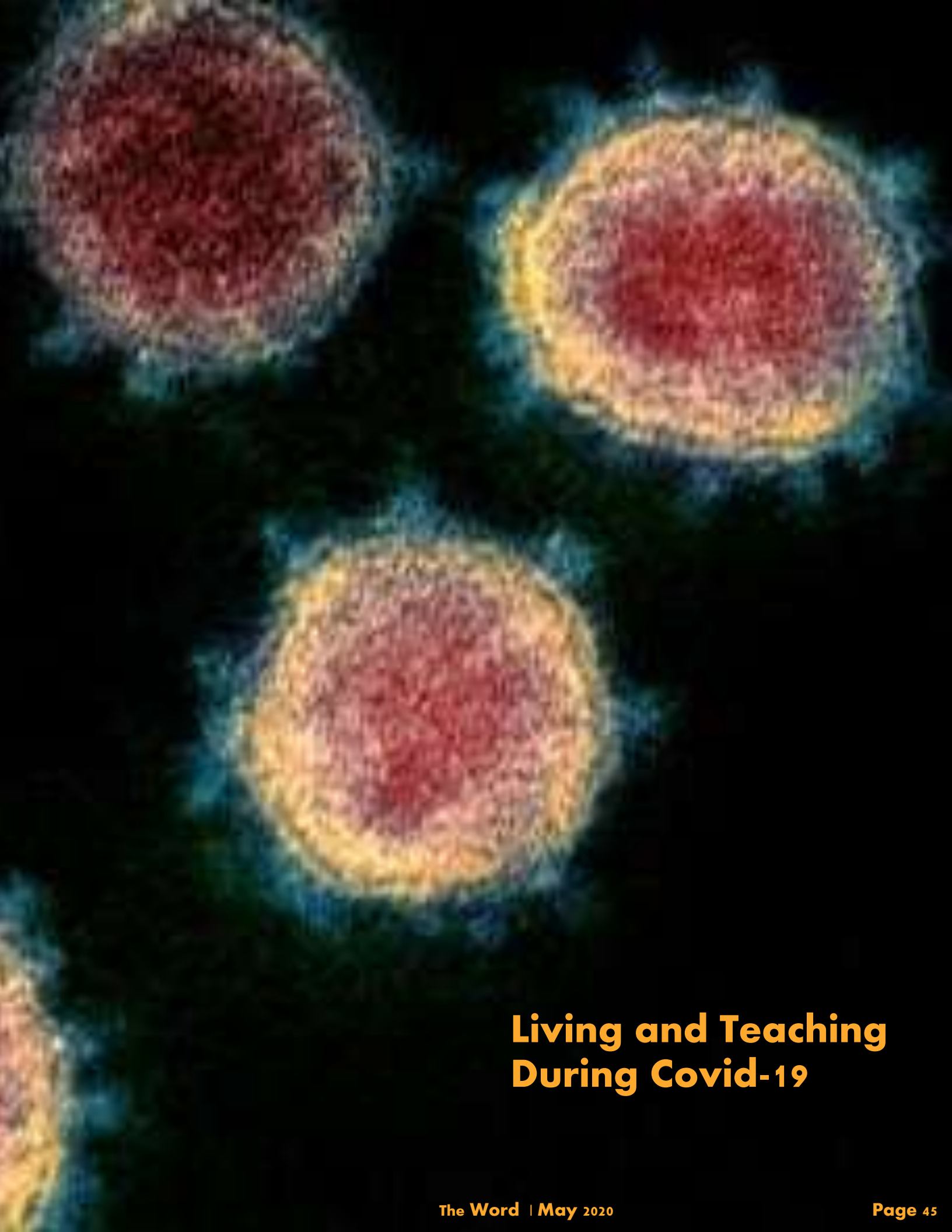
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Figure 2: Activities and associations of one student in a forum group

Living and Teaching During Covid-19

'Warist Discourse' and Peace Linguistics in Pandemic Times

By Andy Curtis

Following up my previous article in *The Word* on Peace Linguistics (PL) (Curtis, 2018), introducing and defining peace linguistics, now is a good time to revisit the notion of 'warist discourse.' As the COVID-19 Pandemic ravages countries and economies, the virus is being portrayed and presented as The Enemy with which we are at war. Analyses of such inappropriate and inaccurate metaphors and analogies reveal how language is being 'weaponized' by some world leaders, especially President Trump. As always, his daily, diarrhetic outpouring of language provides a rich and fertile ground to look at PL in pandemic times.

In my work on PL, I have put forward the notion of 'journolistics,' which refers to language analyses carried out and presented by journalists, and although they are not trained, professional linguists, many of them are good at peeling back some of the layers of meaning behind the words. For example, at the end of April, three *New York Times* journalists reviewed more than 260,000 words spoken by President Trump during the pandemic, from his first COVID-19 press briefing, on March 19 to his recommendations regarding "injecting bleach" to kill the virus, a month later. Needless to say,

ingesting bleach kills the person, not the virus. Peters, Plott and Haberman (2020) analyzed 260,000 words from Trump during that time, which would be an impressive undertaking even for full-time professional linguists, and it has been encouraging to see how this kind of 'journolistics' is growing. After their exhaustive analysis, Peters, Plott and Haberman found that: "The self-regard, the credit-taking, the audacious rewriting of recent

> *using the war metaphor shuffles categorizations in insidious ways . . we are no longer citizens; we are now 'soldiers' in a conflict. As such, politicians call for obedience rather than awareness and appeal to our patriotism, not to our solidarity*

history to cast himself as the hero of the pandemic rather than the president who was slow to respond ... have been the defining features of Mr. Trump's use of the bully pulpit during the coronavirus outbreak." And they concluded that: "The transcripts show striking patterns and repetitions in the messages he has conveyed, revealing a display of presidential hubris and self-pity unlike anything historians say they have seen before."

To return to the PL analyses of Trump's words, in mid-March, he described the virus as an "invisible enemy" that "came out from nowhere," and a couple of days later, he described the USA as being at "war against the Chinese virus." That use of 'Chinese virus' rather than 'Coronavirus' was designed to incite racial hatred – and it worked. Asian Americans were hitherto the lowest gun-owning race in the US (Tablante, 2012), where, in 2019, on average 40 people died *everyday of the year*, from gun violence. But Trump's use of 'China Virus' resulted in an immediate and dramatic increase in attacks, verbal and physical, on Asian Americans. So much so, that they have now joined the ranks of gun-owning Americans. As Terry Tang (2020) explained, reporting for the Associated Press, on April 24: "The coronavirus first seen in China is now ravaging the U.S., and Asian Americans are continuing to wrestle with a second epidemic: hate." A single word substitution, from 'Corona Virus' to 'China Virus,' reminds us of the power of language, especially when weaponized by leaders encouraging scapegoating

to deflect attention from their own deadly mishandling of the crisis.

Also in mid-March, as well as mobilizing his followers against Asian Americans, Trump also started describing himself as a "war time president," fighting the good fight against The Enemy – China, the WHO, the Press, anybody and everybody who challenged him or disagreed with him. But as the presidential historian, Michael Beschloss, put it: "It was thought that presidents were extraordinarily powerful at the height of the Cold War when they could ask the three networks for 20 minutes of TV time. But as far as a president's being able to exert influence, I think this is much greater than that" (Musu 2020). A month later, Trump was using the same 'warist discourse,' describing the health care workers putting themselves at risk every day, as "our warriors" and continuing with the militaristic language, he said: "We've *marshaled* every instrument of American power, and we've unleashed *our most potent weapon* of all: the courage of the American people" (emphases added). If we stop and think about that for a moment, we can see that he has weaponized an entire population, such is his determination to cast a global health crisis as a war, in which the victorious warriors defeat the evil enemy.

Trump is not, of course, the only world leader to make use of these militaristic metaphors. Italy and England, as well as the United Nations and journalists around the world have jumped on this particular language bandwagon. But as professor Costanza Musu (2020), in the

School of Public and International Affairs at the University of Ottawa pointed out: "War metaphors used for COVID-19 are compelling but also dangerous" because "using the war metaphor shuffles categorizations in insidious ways. For example, we are no longer citizens; we are now 'soldiers' in a conflict. As such, politicians call for obedience rather than awareness and appeal to our patriotism, not to our solidarity." By promoting a wartime mentality, through the use of such language, leaders around the world are engaging in open power grabs with little or no accountability.

For example, in the UK, which likes to proudly boast of its 'democratic principles,' the Health Secretary, Matt Hancock, said: "The measures that I have outlined are unprecedented in peacetime. We will fight this virus with everything we have. *We are in a war against an invisible killer* and we have to do everything we can to stop it" (emphasis added) (Peters, Plott, & Haberman, 2020). As professor Musu (2020) warns: "If we are 'at war' for an undetermined amount of time, battle fatigue may derail all efforts. Leaders would do better to promote civil responsibility and global solidarity instead of the idea of warfare." And she concludes that: "It is not by cultivating the image of warriors that governments will convince people to continue to comply with health authorities: it is by appealing to civic duty, solidarity and respect for fellow human beings," i.e., the exact opposite of wartime words.

Dr Adina Wise (2020), a neurology resident at Mount Sinai Beth Israel Hospital in New York, writing in *Scientific American*

observed that: "In recent weeks, a flurry of headlines about healthcare workers treating people with COVID-19 have utilized a wide array of military metaphors: Doctors are fighting on the frontlines without sufficient ammunition. They are battling the enemy. They are at war." But as Dr. Wise points out: "We are not at war. And we certainly have not enlisted. We are doctors. What we are doing is working extraordinarily hard to keep our patients alive … To adopt a wartime mentality is fundamentally to allow for an all-bets-are-off, anything-goes approach to emerging victorious." Citing one of the most famous books on metaphor, Lakoff and Johnson's *Metaphors We Live By* (1980), Dr. Wise highlights the tremendous power of metaphors to shape every aspect of our thoughts, words and actions: "The heart of metaphor is inference… [and] because we reason in terms of metaphor, the metaphors we use determine a great deal about how we live our lives." Therefore, she concludes: "Thus, we must be extremely careful about the words we, and others, use to describe the job we do."

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Integration of EdTech in a University Reading Course in Japan

By Yukie Saito

The development of EdTech (Education x Technology) has the potential to change existing English education drastically. At the same time, the acceleration of globalization, which enables people to connect with others around the world, has been changing what English educators should teach in English classes. Based on the development of EdTech and the acceleration of globalization, I set the objective of one reading course for freshmen in a private university in Japan as the following:

In this global society, students should be able to use English as a tool for global communication. In this course, students are expected to be able to think critically and objectively and convey their thoughts and ideas in an organized manner through pair work, discussions, and presentations in English based on what they read related to the latest topics from TED talks. Students are also expected to be able to use technology such as PCs effectively, which is another essential skill that they need to acquire in the 21st century. Students need to complete assignments before each class in order to take part in activities based on the completed assignments.

To help students achieve the objective, I was planning to offer flipped classrooms by having students do pre-assignments and prepare for discussion in classes. When I wrote the objective above, I was not predicting the spread of Covid-19, but the objective seems durable in the period of Covid-19 when teachers need to offer online classes. In fact, at the university where I teach the course, there was an announcement late March that the first four classes out of the 14 classes in the spring semester would need to be offered online. Currently, in order to deal with the sudden change, I am preparing for contents and assignments online. In this report, I will share the part of the preparation and pedagogical implications for the integration of EdTech in English classes.

The main textbook for this course is *21st Century Reading 4* from Cengage Publication. The first class is an asynchronous class where students work on assignments looking at PowerPoint slides online, and the remaining three classes are asynchronous and synchronous classes where students have discussions online based on pre-assignments. The figure below is a part of the PowerPoint slides for the first class.

This is to explain the summary of the objective mentioned above. In this course, they make a presentation twice, and for the last presentation, I decided to have them make a proposal presentation to solve problems related to Covid-19.

Two main EdTech tools for this class are Google Classroom and Zoom. Google Classrooms is a Language Management System (LMT) that enables teachers to monitor and evaluate individual students' progress of work and give feedback to them and enables students to manage and organize assignments or projects and work in collaboration with other students. In this course, I use Google Classroom to have them do pre-assignments from the textbook and prepare for online discussions, which helps promote flipped classrooms.

The other EdTech tool is ZOOM, which is a video meeting application. I decided to use ZOOM because it has a breakout room function, which enables participants to have discussions in groups. Therefore, it is suitable for classes where students are expected to take part in discussions actively and the use of ZOOM can facilitate active learning online.

The table below shows the outline of the first asynchronous class and the second asynchronous and synchronous class. For the first class, I prepared for PowerPoint slides with the information about the course such as the objective of the course, the schedule, the contents covered in each class, the evaluation methods, and the four tasks shown in Table. I also added my recording on the slides so that they can be like a video.

The first task is to introduce yourself, the second task is to express your opinion on why you are studying English after watching a TED talk titled *English Mania* by Jay Walker, and the third task is to write feedback after watching another TED talk titled *Before I Die, I Want,* by Candy Chan. For the third task, I included three discussion questions, *Do you do your best in daily life?*, *What is the most important thing in your life?*, and *What do you want to do before you die?*. The questions may be difficult for students to answer, but I would like them to think about the value of life at the time of fighting with Covid-19. The fourth task is to work on comprehension questions about a passage titled *The Urge to Explore* from Lesson A of Unit 1 in the textbook.

I prepared for the four tasks on Google Classroom. They are to watch the PowerPoint slides shared on Google Classroom and to work on the four tasks by the second class. For the second class, I am planning to offer an online class using Zoom. As a warmup, students introduce themselves to other students in a group using the function of breakout sessions. The second task is to have a discussion related to the passage in Lesson A in a group. I included six discussion questions and the example discussion questions are *"Do you think the pandemic of Covid-19 will affect how we travel in the future?"* and *"What are positive and negative sides of*

Content	Tasks with EdTech
1st Class (asynchronous)	
Self-Introduction	Ss record the voice and submit the file on Google Classroom at home.
Opinion why you study English	
Feedback on one TED Talk	
Pre-assignment for 2nd class	Ss work on comprehension questions about a passage from the textbook on Google Classroom before the class.
2nd Class (asynchronous & synchronous)	
Self-Introduction	Ss introduce themselves in a group on Zoom online.
Discussion	Ss make a discussion based on the pre-assignment on Zoom online.
Post-assignment	Ss write their opinions about the discussion questions on Google Classroom.
Pre-assignment - 1 for 3rd class	Ss work on comprehension questions about a passage from the textbook on Google Classroom before the class.
Pre-assignment - 2 for 3rd class	Ss write a summary of a TED Talk on a summary sheet on Google Classroom before the class.

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exploration?". Based on what they discussed, they write their opinions on Google Classrooms as task three. The fourth and the fifth tasks shared on Google Classroom are to prepare for the third class.

In this report, I shared the ongoing preparation for online classes. Though I am still in the middle of the preparation, I hope the following implications can be useful for other English educators. First, the sudden shift to online classes can be a precious opportunity to motivate students to learn English and acquire IT skills. Second, by integrating online pre-tasks for discussion, it is possible to offer flipped classes even online. Third, online classes with a video conference application may lead to active discussions. Lastly, some students struggle with IT; therefore, the teacher's warm support is essential. Hopefully, I will have an opportunity to report about the course after the semester for further pedagogical implications.

About the Author: Yukie Saito is an associate professor at a private university in Japan. She is currently working on her Ph. D dissertation about language teachers' cognition and classroom practice. She is also interested in CEFR and its application in English education in Japan.

Tearfully

By Joyce Verduzco

I feel like I am living in the Twilight Zone because of COVID-19.

Realistically, during this unpredictable and scary time, I am doing my best for my English Language Learners.

I remember it was not too long ago that I spent a day at Hawai`i's TESOL 2020 Conference back in February to learn new ideas about teaching my ELL students. I was excited about learning ideas and taking them back to the classroom to use with my ELL students.

However, ever since the Stay-at-Home Order started on Oahu because of COVID-19, I started to learn how to reach out to my eighth grade English Language Learners digitally with my school computer.

I learned how to use Google Classroom, Google Form, Zoom and other computer applications overnight.

I realized how much isolation made me speed up my computer skills to stay in contact with my ELL students. I sent out enrichment ELL English assignments. Mostly, I asked students to complete writing assignments such as: How do you feel about staying at home during this time?

I did not know how many ELL students would respond to my assignments. Surprisingly, I received more than thirty responses. The majority of my ELL students wrote that they were scared, worried, anxious, bored, and sad.

I wrote back instructing them to keep on using the safety precautions and to read and write daily to stay busy.

As much as I am very happy to be able to stay in touch with a handful of my ELL students, I completely miss them, tearfully.

I miss seeing and hearing my ELL students walking or running into my classroom every day and saying, "Hi, Mrs. Verduzco!"

I miss seeing and hearing my ELL students walking out of my classroom daily and reminding me to "Have a nice day, Mrs. Verduzco!"

I miss greeting my students, "Aloha and good morning students!"

I miss their smiles, tears, talks, back-talk, laughter, hard work, songs, and / or sleeping in class.

I miss teaching and helping my ELL students.

I miss their learning and sharing their learning.

I miss seeing ELL students teaching each other.

I miss the outgoing ones, shy ones, loud ones, quiet ones, naughty ones, truant ones, kind ones, mischievous ones, happy ones, sad ones, and excited ones. I have all kinds of characters in my classes including myself.

I miss the arguments and one-on-one talks.

I miss saying goodbye.

I miss wishing them a nice summer.

I miss wishing my ELL students good luck in high school.

I wish I could do more for my ELL students during this time.

This time has given me an opportunity to really reflect on how I feel about my ELL students. I only hope and pray that they are all doing well and are in good health.

For my ELL students, it will have to wait until we meet again perhaps in the near future.

About the Author: Joyce Verduzco teaches at Waipahu Intermediate School. She can be reached at joyce.verduzco@k12.hi.us or at 808-428-1664.

An Old Dog's Musings

By Lisa Kawai

Week 1: Too stunned to comment.

Week 2: Grateful and somewhat settled

"You can't teach an old dog new tricks." "You're never too old to learn." As I sit here alone confined to my apartment, I'm wondering which is true. I put on my teacher's hat and tell myself that I'm not too old to learn something new. As a teacher, I have told my students, especially the older ones (past the *critical age*), "You can do it. I know it's hard, but don't give up." They need patience from me and their classmates and often a younger partner to work with—easily done. Now it is my turn to be the student past the critical age who needs patience and a younger partner to help me navigate the new things I'm learning: teaching all of my classes online.

Fortunately, I've had both. With the help from my colleagues, the pack, I am getting the hang of it. We've practiced playing both roles and guiding each other through some of the ins and outs of using Zoom (should have invested in this company) to teach our language classes. After only a little over a week, I feel comfortable with my new role as an online teacher and as a student learning what often seems like a foreign language. I'm so thankful for them and for my students who have also helped me through this. I know I still have a lot to learn, but you're never too old to learn.

I've even found myself helping my daughter, a graduate student at the University of California at Santa Barbara, who is now assigned to teacher her first online classes. Her learning curve is not as steep as mine, but I have one week more experience than her! What a difference a week makes in cyberspace. My advice was to find someone to practice with, to play both roles as teacher and student and don't forget to use the breakout rooms. I'm sure in a week she will be giving me advice.

I'm not sure if the wave of the future will be all online classes. I certainly hope not, at least not for language classes. I still believe that face-to-face interaction is better suited for language learning, and that face-to-face offers more opportunities for spontaneity. I have to agree that online can augment the learning, but I don't want to see face-to-face classes replaced completely.

The times being what they are, online classes are wonderful, and I am glad that I've had the opportunity to learn a new skill. I'm extremely grateful to everyone who's helped me with this but have to say I'll be glad to get back in a classroom with my students again. I'm forging ahead and will continue to wear both teacher and student hats. When I'm frustrated wearing the student hat, I'll put my teacher hat back on and encourage the student not to give up. "You can do it. I know it's hard, but don't give up." You can teach an old dog new tricks, especially when it's in a pack—strength in numbers, because you are never too old to learn something new.

Week 3: Empathy for others

I listen to the news everyday and hear how others are coping with the new reality. I must say that I'm fortunate to have young, affluent adult learners. They know how to use the technology (often better than I do) and they have access to it. This is not always the case with teacher of K-12, especially in economically depressed areas. The students are too young to deal with the situation although they can often pleasantly fool you with how savvy they are. How can you expect a kindergartener or first grader to be able to use the
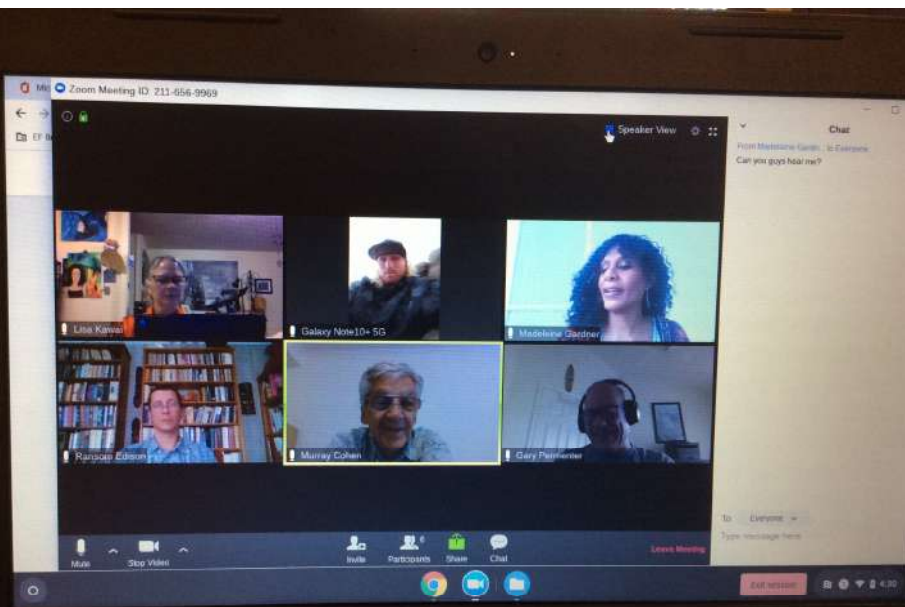
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technology and follow along with everything in a virtual classroom? How can you expect that everyone has access to devices or the Internet? Is it realistic to expect the teacher to go into school and assemble a packet for their student to pick up when everyone is told to stay home and are afraid to go out? I am fortunate that this is not the case for me. I have to applaud teachers of this group for their hard work and dedication.

I realize that I shouldn't complain about feeling overwhelmed by the newness of it all, the confusion and changes that happen from day to day. I actually have it easy. Most of my material is available in e-copy (thanks to the people at work who have placed it in a shared drive) and the rest of the supplemental material can be found online. Thank you Youtube and the rest or the generous people who have posted their material online. The schedule changes and student changes are minimal. Yes, it is a bit nerve wracking not knowing from day to day what you are teaching or who your students will be or if you have classes or not and whether I should apply for unemployment, but at least I know that my students can handle this and have the means to deal with the changing situation. This is not the case for all the students and teachers out there.

We've been told that only essential workers can go to work. I have to admit that I wonder if teaching English as a Second Language is essential. K-12, essential, yes. ELS, essential, not so sure. Certainly, the students need ESL for their jobs, either here in the US or abroad. Everyone wants to improve their situation and work potential. So, maybe what I do IS essential and I shouldn't feel guilty about being able to work. It's certainly essential for me to pay my bills. It may be essential in the future for the students to be able to pay their bills. But still I wonder. I wonder now about what really is essential, shelter, food, and health. I can't even include clothing now since most of us have much more that we need. What will the future hold? Will we change our thinking about what we used to think is important?

Week 4: One month down and one (?) to go

Last week it was 'Zoom Bombing,' and this week it is Zoom passwords being sold on the dark web. What's next? Well, next for me in regard to teaching online is class management in a virtual world. I am the only one who has their camera on. No matter how many times I say, 'Turn on your cameras," they always have an excuse. "Oh, teacher, my camera doesn't work." "Oh teacher, I don't look good." "I don't have my make-up on." "My room is a mess; my roommate isn't dressed." And on and on. I don't want to threaten them with 'no camera, no attendance' although it might be a good idea. They hide behind a black screen pretending to be there and pretending to be paying attention. When I call on them, crickets. If they do answer, it is often with, "Where are we?", "Which question/exercise are we on?", or "I don't know." They don't go in the breakout rooms or they don't leave them when I ask them to. When I join the breakout room, it is often silent, or they are talking about something else (which is better than silence at least). The worst is silence, and their mics are off, and when I ask them a question, nothing. They left.

Group dynamics can affect so much of the lesson. When the 'good' students are gone, then the class moves so slowly that even I have trouble paying attention because no one is keeping up or never has anything to say even when you call on them (assuming they are there and will at least answer me with a 'yes'). So how can I liven things up? I feel so limited with the platform. My computer is too old to even run zoom, so I have a student's laptop from school. It doesn't keep shutting down when I am using zoom, but there are no extra features: no whiteboard, no sharing documents, no background. It has audio/visual only. At least I can share the screen, so we can look at different things together, but of course not the whole thing because the screen is too small. Wow and if the exercise is on two different pages, the students have to take a picture of one, so I can share the other page. What's a teacher to do?

I imagine that the students get distracted easily living in a small room with roommates who are busy doing what ever it is they do. They are on their phones because this is their way of accessing the class (surprising how many do not have a laptop). How can they not be distracted? I know I am. I have an aquarium right in front of me the whole time. Sure, watching fish isn't exciting, but since there is a lot of time during the day, I start thinking about how I want to change/fix the tank and what the next one (the perfect one) looks like. Yes, time to do some online training myself on how to make the class more dynamic for the sake of my students and myself. Time for this old dog to learn a few more new tricks.

Week 5: There is hope

Ask and you shall receive. The school put out an official code of conduct for the students. And it helps

An Old Dog's Musings

quite a bit—no hiding behind a blank screen with their cameras off. Of course, there is always one who says that his camera isn't working, but by and large, the students are more attentive. I don't want to kill myself or them halfway through the class. Supplementing with more short videos also seems to help as well as does PowerPoints with lots of pretty pictures. I've used Kahoot as well and it went well. Although I used it for fun, I think I might start using it for grammar and vocabulary quizzes. Overall, it was a good week, but I still want back in the classroom. It will come—one day soon.

Other than wanting back in the classroom, I am glad that I am not jonesing to get to the gym, hair salon, or bowling alley. I am lucky enough to work halftime, but for those people who have no work at all, they must be very worried and want to return to 'normal.' I'm not sure what normal will be after this. Natures certainly has its own thoughts about this. The skies have cleared and people around the world can breathe again. After seeing the blue sky again after years of smog, I cannot imagine wanting to go back to the pollution of the pre-pandemic. Now seems to be our chance to move in a new direction, towards a cleaner more earth friendly way of living. I heard that it takes two weeks to make or break a

habit. Well we have been at this for five weeks, and there are at least four more to go (at least here in Hawai`i). How many of us will want to continue in a way that allows for the animals to return and the skies to blue up?

Unfortunately, too many people have short memories. We discussed this in class and the students were surprised and happy to see the quick changes that have happened in this regard. They want to see it continue but weren't sure that people would have the will to keep these positive things going but would rather try to make up for lost time. I am happy that at least this small group of young people have taken notice of the striking difference that their actions (or lack of action) have on the planet. I hope there are more of them out there. There is hope.

Week 6: Sharing is caring

Food distribution chains are breaking down, states are beginning to open up, over 1,000,000 people have tested positive and 63,000 people have died in the US, but at least Hawai`i's curve is flattening. I am feeling somewhat safe when I go out, even if it is only to go to the grocery store once a week. I am home all most all of the time, working or
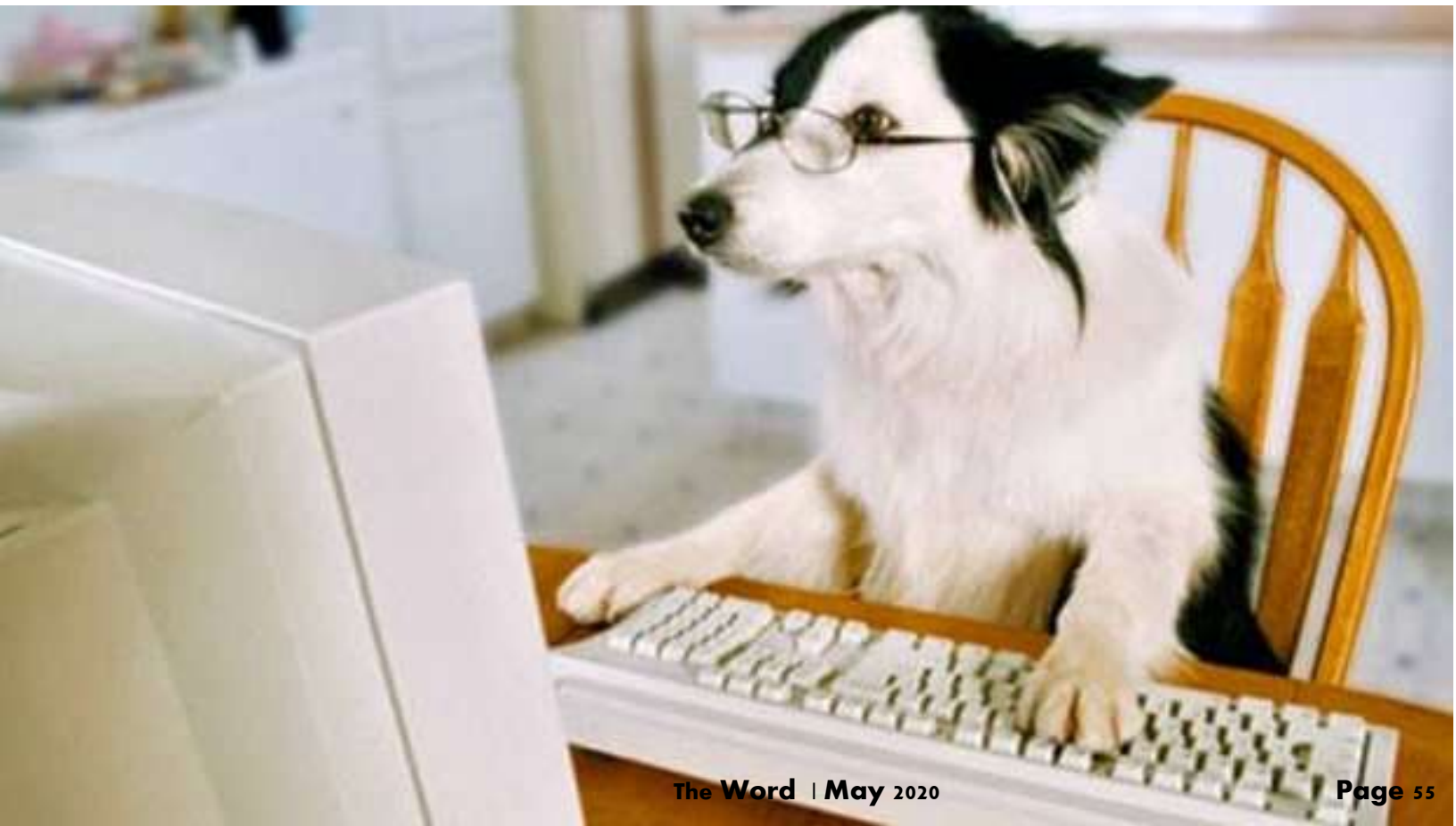
An Old Dog's Musings

enjoying my hobbies (fortunately for me). Five hours a day of online classes is tiring, but I think I have the hang of it. My saddle-sores are still there, but the students have kept me going with their enthusiasm (at least the one that consistently show up). My students and I have successfully made the transition; now comes the day when we all go back to the classroom and then we need to transition back again. I think that will be a welcome change as opposed to the last forced change.

The question is what happens next. Will there be summer classes? Will there even be fall classes? Will the students come back after this term ends? How do I create a class in the fall that is as rigorous as it usually is. Instruction seems to work, but I want a big whiteboard to write on and want to be more spontaneous. It all seems so prescribed other than the conversations that start over pictures of a fox in the yard (so yes, not all of my students are here in Hawai`i). I so love the fact that we can connect with people all over the world and share our experiences and thoughts especially now. We do share a common experience in this stay-at-home time. My students are in Brazil, Argentina, Mexico, Colombia, Chile, upstate New York, Las Vegas, and Honolulu. Being able to connect and share has been a blessing in disguise.

My newfound respect for the Internet and social media has surprised me. I may be tired of all of the Covid-19 news and its ramifications, but being able to have a virtual class with people from all over the world is truly awesome. My colleagues and I have even started a virtual happy hour on Friday evening with people joining from not just Hawai`i, but from the 48 and even Europe. The Internet has made this all possible and will make teaching online possible in the coming months. Now all I have to do is find a

way to quiz them once a week, and I will be back on track. Kahoot will work for this, but Kahoot seems more like fun to me unless I just silence the music. There are, thankfully, many websites that dedicate teachers have created that serve many of my needs. Now I have to find, explore and practice with them. Whether we are online or not, a teacher's work is never done. Thus, a non-count noun.

I am leaving this journal with a much better feeling than when I started maybe just because my students sang their Covid-19 song for me this week. It was a fun creative writing assignment for all of us.) I hope that everyone else is feeling the same way. We are all still somewhat apprehensive about the future of our profession, but all is not lost. The need for studying English remains. Whether we do it online or in face-to-face classes, we will still be needed. We have the opportunity to connect with the world. The world doesn't have to come to us here in Hawai`i; we can connect via the information highway.

I hope come September that we will be able to meet at the HITESOL social and share our experiences. If we cannot meet in person, share your experiences, whether lesson planning, tech tricks, websites, or just thoughts with your fellow teachers though an article in *The Word*. We are all going through this together, so you are not alone, and we want to hear from each other to confirm this and to comfort each other. Join the pack.

Till September. Happy Teacher Appreciation Week next week.

About the Author: Lisa Kawai teaches at EF International Language Center, Honolulu, Hawaii. She is the editor for HITESOL's newsletter, *The Word*.

Up Coming Events
September: **Fall Social**
November: **Workshop**
February, 2021: **Annual Conference**
March, 2021: **International TESOL Convention & Language Expo**: **Houston**, **TX**