



The Word

Newsletter of Hawai'i TESOL

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October 1998

Come to the Social Event of the Year!

Kalehua Kamakawiwoole
Chair—Program

The next meeting of Hawai'i TESOL includes a guest speaker and a barbecue. This is scheduled for next week, so act fast. Since it is being held in the Honolulu Park Place, a residential secured building, you will need to phone in to put your name on the guest list. Please call Kalehua at 544-1159 or Kristen Baker, Membership Secretary, at 293-3622.

The guest speaker will be our own Chad Green. He is the current chair of Standards, Employment and Political Action. He will be talking about, Study Hawai'i, a web site to promote the study of English in Hawai'i and supported by Hawai'i TESOL. The goal is to help get more potential students to choose Hawai'i for their study destination and at the same time to improve the declining employment situation for ESL teachers. He has mentioned this project briefly at previous meetings but he hasn't had enough time to really do it justice. In this forum we will be able to hear about what is involved in the set up of this site and how we can be involved.

If that's not enough to tempt you, what about free food! We will provide the food and the cooks. It will really be bar-becued on site! Below is all the information you need.

When: Tuesday, November 3, 1998

Time: 7:00 – 9:00 pm

Where: Honolulu Park Place
1212 Nuuanu Avenue 8th floor
(on the corner of Nuuanu and Beretania)

Please find parking on the street or in nearby Mark's Garage.

What to Bring: BYOB only. All food will be provided.

Guest Speaker: Chad Green on *Study Hawai'i*

RSVP: Please call Kalehua at 544-1159 or Kristen Baker at 293-3622. You may just leave a message.

Upon Arrival: When you arrive at Honolulu Park Place, tell the security guard that your name is on the list for the Hawai'i TESOL meeting on the 8th floor.

TransPacific Hawai'i College: Something Old is Something New

Donna Prather
TPHC and HPU

Those of us who attended the Hawai'i TESOL Rountables at Kansai Gaidai Hawai'i College in 1996 and 1997 will remember the picturesque setting and warm hospitality of the junior college on Kalaniani'ole Highway. For a time it looked as if KGHC might close its doors, but in May of this year the college changed its name to TransPacific Hawai'i College and welcomed a new class of prospective freshmen. The new students will participate in an intensive English program for

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approximately six months before beginning Associate in Arts Degree classes on the same campus in December. They will graduate in the year 2000, and if their predecessors are any indication, 85-95% of them will transfer to four-year colleges in the United States and in their native countries.

The mission of the College remains to provide an educational experience for those seeking a learning environment which bridges East and West. To fulfill this mission, the College is actively recruiting students in Taiwan as well as in Japan.

For the new Class of 2000, TransPacific offers an excellent education in a beautiful setting. For the five instructors currently teaching in the ESL program, TransPacific offers an opportunity to engage with students in small classes and in extracurricular events. For the educational community in Hawai'i and the ESL community in particular, the robust re-emergence of this two-year college is good news.

Editor's Note: It's also great news that the new-old college has agreed to host our February, 1999 Hawai'i TESOL Roundtable!

Payroll Lag Concerns Part-time ESL Instructors at UH

Chad T. Green
Standards, Employment, and Political Action
Committee

Two months ago the Hawai'i TESOL board received an urgent message from one of our members in the New Intensive Courses in English (NICE) Program at UH. As you may know, NICE has been hit considerably hard recently due to low enrollments from Japan - its primary source of students. Not only were key personnel laid off, but the remaining instructors had to agree to a salary cut to prevent the same fate from happening to their marketing staff. To add insult to

injury, several teachers in the Special English Program (SEP) had not been paid for over a month and a half and were having trouble paying their bills. As Standards, Employment, and Political Action Committee Chair for Hawai'i TESOL, I was asked to investigate the cause behind this payroll lag, as well as answer the following question: Is there a law that requires state institutions to pay their casual employees within a certain timeframe (e.g., 30 days)?

News of this payroll lag came as no surprise to me initially. I experienced it firsthand as a new hire in the Hawai'i English Language Program (HELP) over a year ago. What made this situation unique, however, was that the employees had already worked for NICE and hence should have avoided the minimum one-month processing period for new hires.

After a flurry of telephone calls, interviews, and e-mail messages, I arrived at the following findings:

Is there a law requiring timely payment of state wages?

The Department of Labor & Industrial Relations, Wage Claims Office, explained that the state isn't accountable to anyone for its payroll practices. I was advised to notify the payroll department of the problem and if nothing happened, to contact the local media or even Governor Cayetano himself. Sensing a dead end, I sent a query to TESOL's Caucus on Part-time Employment Concerns to determine if a similar federal law existed. Unfortunately, a month has passed without any response from them. In the interim I have been seeking answers from the Center for Labor Education and Research (CLEAR), also on the web at <http://www.uhwo.Hawai'i.edu/clear>.

Why was there an unreasonable payroll lag for SEP casual hires?

After talking with the payroll manager and coordinator for NICE (both of whom were very cooperative), I learned that the NICE and SEP programs are under separate accounts and hence require separate payroll applications. The problem began

when the NICE instructors, having switched to the SEP program to fill teaching vacancies, were not informed that they were essentially starting anew in the payroll system. Further complicating matters was a July 1 requirement for a direct deposit account for new casual hires: if the paperwork wasn't turned in on time, their salary was further lagged.

Since this issue appears to stem from miscommunication between the NICE administration and the instructors, we will be sending out a letter to the coordinator summarizing the situation and offering recommendations for apprising new and current employees of the payroll lag. By the way, if any other HITESOL member has a labor-related issue they would like addressed, please do not hesitate to contact the board.

HAWAI'I TESOL Roundtable Travel Grants

Two travel grants will be available for presenters from the outer islands (of Hawai'i). Please help spread the word about this opportunity! To apply for these grants please contact the Chair of the Roundtable, Chris Guro at cguro@aol.com (work) 973-4126 or mail to the Hawai'i TESOL address: PO 61068, Honolulu, HI 96839.



Call for Participation—Please Post



In this newsletter is the first call for participation for the 1999 Hawai'i TESOL Roundtable. This is open to the entire ESL teaching community, many of whom are not on the mailing list. So please help us to reach beyond our current mailing list. Please post this copy or another somewhere in your workplace so that others can find out about the Roundtable. They

may want to present or just to attend. We will also be posting the information on the local email Lists and on our web site, but there's nothing quite like a piece of paper in an eye-catching place in the workroom. So please take a moment and post. Thanks.

Professional Development Toward the Millenium

From TESOL Affiliate News(letter) 7(2) August 1998, pp. 4+.

by John Landon, Pres. TESOL Scotland
and Steve Copley, Pres., WATESOL

Editor's Note: I am reproducing parts of this article as it offers food for thought on the 'professionalism' question. It is a report on a meeting of affiliates at TESOL.

"Some affiliates have organized vacation schools at which they develop action research skills and practice evaluation skills among participants. Local action research is, in some cases, commissioned or refereed by the central organization for publication in the newsletter or in collections of published professional papers. In a few cases, local universities or colleges have been approached to grant academic credit to individuals whose work has been recognized in this way. A few affiliates have developed approaches to encourage their members to engage in self- and peer-professional reviews. This kind of development, participants felt, could be discussed at a future affiliates' meeting.

Most affiliates felt that it was part of their responsibility to enhance the professional status of their members. Of particular concern was the marginal status of part-time staff, particularly those working with adult learners, and of minority group teachers who frequently suffer discrimination and harassment in the workplace. Some affiliates adopted a lobbying stance; others provided assertiveness and advocacy training to empower low-status colleagues. However, the general feeling was that this aspect of professional development tended to be overlooked. There was also some ambivalence about seeing TESOL as a professional organization rather than as a professional development body...."

HAWAI'I TESOL 1999 TESOL ROUNDTABLE

Transpacific Hawai'i College
5257 Kalaniana'ole Hwy.
Honolulu, HI 96821

Saturday, February 20, 1999
8:00 a.m. - 3:00 p.m.

❖ CALL FOR PARTICIPATION ❖

Share with your colleagues in the TESOL community not only your ideas about teaching and learning ESL, but also ideas that could help other ESL teachers with employment concerns. There are three ways to participate actively in the 1999 TESOL Roundtable:

- 1. Presentation:** Give a demonstration or a paper on any aspect of ESL teaching, theory or practice.
- 2. Workshop:** Provide participants with hands-on experience in developing ESL methods and/or materials.
- 3. Colloquium:** Organize a panel to discuss a current ESL teaching, political or research issue.

If you would like to participate, please fill out the form below and return it by January 9, 1999 to:

Christine Guro
Hawai'i Tokai International College
2241 Kapiolani Blvd.
Honolulu, HI 96826

(Home) 237-8822 (Work) 983-4114 (FAX) 983-4107 (E-mail) cguro@aol.com

✂-----
Name: _____ Affiliation/School _____

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

I would like to give a presentation workshop colloquium

Suggested Title: _____

Target Area (Circle all that apply)

Grade level:	Elementary	Middle	Secondary	College	Adult
Skill:	Reading	Writing	Speaking/Listening	Grammar	Other _____
Orientation:	Methods	Theory	Political Action	Program Development	

Type of AV equipment needed: _____

Please Attach:

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

Biographical Notes (25 words maximum).

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

Book Review

Wong, Mary Shephard. *You Said It!* New York: St. Martin's Press, Inc., 1998. Pp. xxiv + 232.

Reviewed by
Sally La Luzerne-Oi
Hawai'i Pacific University

At TESOL'95 in Long Beach, California, I attended a packed session called "Ten Communicative Projects to Energize Your Listening/Speaking Classes" presented by Mary Shepard Wong from El Camino College. Since then she has turned these projects into the book *You Said It!* with accompanying cassette tapes.

This book is written for intermediate level ESL students. Four fictitious students--Abdul, Eiko, Maria, and Thien appear in the listening and speaking activities in all ten chapters. The problems they encounter learning a new language in a new culture provide an ongoing story line. To focus learners' attention, each chapter begins with a drawing of the characters featured in the lesson. This introductory illustration is followed by a "Help with Vocabulary Box". Then come the two main sections. "Focus on Listening" includes a cartoon, prelistening, listening, and post-listening activities.

"Focus on Speaking" has prespeaking and speaking tasks followed by a list of useful expressions. There is one speaking activity in each chapter which could be considered a project. These include a monologue tape, a survey, a movie review, an interview, an impromptu speech, a prepared speech, a debate, a commercial, and a culture booth.

In fact, these are, for the most part, the Ten Communicative Projects which the author introduced at the TESOL conference I mentioned earlier. Although I haven't used the book, I have used a number of the projects and found them to be quite effective. The "Three Minute Conversations" in Chapter 2 is a great ice

breaker while "Discussing, Preparing, and Presenting an Impromptu Speech" in Chapter 6 takes the anxiety out of impromptu speech making. Both activities incorporate a variation on the 3-2-1 technique where students talk with a partner for a limited amount of time and then move on to another partner to discuss the same topic or questions. The result is a more confident speaker presenting more detailed and better organized information. Some of the projects that I've used are the monologue tape which helps me get to know my students better while giving me a sample of their speech and variations of the survey, movie review, and debate. The students enjoy all of these projects and get a lot of speaking practice in the process of preparing them. Their preparatory work along with the project presentation provide a time for instructor and self evaluation of their speaking ability.

One thing I really like about *You Said It!* is that it does take students through the process required to complete each project. For example, for "Conducting a Survey" there are activities to guide students in selecting and narrowing a topic, writing

The result is a more confident speaker presenting more detailed and better organized information.

effective survey questions, and approaching potential interviewees. The accompanying tape also includes sample projects presented by the four

fictitious students which learners analyze in advance of doing their own.

There are, however, several potential drawbacks to this book. One is that it tries to cover too large of an audience. The problems posed in each chapter alternate between those encountered by immigrants and those faced by international students. Classes which are made up of only one of these populations might find some of the discussions irrelevant to their situations. In addition, some of the chapters are quite challenging and academic while others are much easier and less academic. Instructors will want to pick and choose depending on the level of their students.

All in all, the original story line, the projects modeled on the tape by the fictitious students, and the activities which detail the steps needed to complete each project make this a refreshing presentation of some familiar speaking tasks.

Two-Way Immersion Prepares Students for Future

Press Release—Center for Applied Linguistics
Margaret Crandal
Santa Cruz, CA and Washington., D.C.

Two-way immersion education—where students learn in two languages—is effective for all students, not just English language learners, suggests a recent report from the Center for Research on Education, Diversity & Excellence (CREDE).

In *Becoming Bilingual in the Amigos Two-Way Immersion Program*, Mary Cazabon, Elena Nicoladis, and Wallace Lambert investigate how students in a Massachusetts two-way immersion program are performing on standardized achievement tests, and how these students feel about becoming bilingual.

Study results indicate that both English-speaking and Spanish-speaking students have attained near-native skills in both language in reading and math.

“Our results suggest that education in two languages may actually be beneficial for all children, and that language-minority students will succeed academically if they continue to receive rigorous instruction in their home language as well as in English,” says Mary Cazabon, Director of the Amigos Program. “It is possible that well-implemented, long term bilingual education is a way to prepare all students to face a challenging, multilingual world of the future.”

The study also found that many Amigos students in grades 4-8 understand the importance of and enjoy becoming bilingual. Through exposure to the two

cultures, many have developed a sense of biculturality.

“Two-way bilingual education brings together children, parents, and families who would perhaps not otherwise have had the opportunity to form a strong sense of shared community and friendships,” says Cazabon. “We see that Latino and English-home speaking students in this type of program develop an understanding of others as well as a strong sense of themselves.”

The 12-year-old Amigos program serves students in grades K-8 at Kennedy Elementary School in Cambridge, MA. Students receive instruction in Spanish for half of the school day, and in English for the other half.

The Amigos program is one of 225 two-way programs in the U.S. CREDE conducts research on two-way immersion education, and maintains a database of these programs. The database can be accessed online at www.cal.org/cal/db/2way.

CREDE is a national research center dedicated to assisting the nation’s diverse students at risk of educational failure to achieve academic excellence. CREDE is funded by the national Institute on the Education of At-Risk Students, Office of Educational Research and Improvement, U.S. Dept. Of Education. For more information, contact CREDE at 202-362-0700.



ESL Professionalism

John Mussack

Our editor has asked for our comments on what it means to be “more professional” in ESL. Here is my contribution.

“Professional” has a lot of meanings. Sometimes it’s “trained”, not amateur. Or vaguely “prestigious”. Or “adding items to your CV”. But when I talk about professionalism I usually mean “behaving well”. That is, ethically. Ethics to me is responsibly filling our role within the wider

society. It requires transcending our personal needs, and even the collective needs of our fellow professionals, to take the point of view of those we are supposed to be serving.

I guess that sounds a little sweeping, so let me qualify it. I don't think everybody has to take the point of view others. However, a "professional" does. Let me illustrate by contrasting "professional" with "merchant". Traditionally "professionals" are doctors, lawyers, teachers, engineers, etc. "Merchants" are car dealers, grocers, travel agents, movie producers, etc. How do the two categories differ?

I trust a professional. There is no *caveat emptor* with my doctor because I have no choice but to trust him. I have no way of knowing whether he diagnoses and treats me right. His knowledge is highly specialized. Likewise, students trust their teachers because they have no choice. I don't have to trust a car dealer because I can judge the quality of a car myself. So it's not unethical for a dealer to try to talk me into buying one, pursuing his profit motive. But I consider it unethical for an educator to sell a course to a student for whom it is unsuitable. Would you call a doctor professional if she took advantage of your ignorance to encourage you to sign up for treatment you didn't need? Moreover, just as I don't know what my doctor should be doing, our students don't know how we should be teaching. It is therefore up to the professional to take the initiative always to provide the best service. My doctor's ethical duty is to give me the best treatment, not just what I, in my ignorance, would be satisfied with.

The same goes for teaching. If we give courses, say "grammar", with formula-exercise textbooks (which shall remain unidentified, though you know which ones I mean), just because the students seem comfortable, in spite of our knowledge that they do not promote learning, that is not professional. We can call entrepreneurial. Yes, that is the difference between merchants and professionals.

Lastly, a professional is aiming for results, not just impressions. A merchant, on the other hand, can be excused for the bells and whistles. It's fair play for a car dealer to aim for the "satisfying experience" to distract you from the actual deal you're going to have to live with. A while ago I got some car service, then they asked me to fill out a survey. I put "excellent" for everything, because the person who handled me had pulled out all the stops to jolly me along. It wasn't until I drove away that I remembered they hadn't done what I wanted. That's the power of impressions to distract you from the main purpose. It's acceptable on the part of merchants. But not for professionals -- teachers -- who design curricula which must yield actual results rather than just the impression of results.

In short, because of our specialized role, professionals have to discard self-interest and be advocates of our clients. Clearly, none of us is a paragon. We sometimes can't help being part-merchant, and other things besides. But to me, moving toward the client's point of view is what being "more professional" in ESL means.

The Swap Shop: A report on the September meeting

The Swap Shop was a lot of fun. We divided into two groups and swapped favorite lessons and textbooks. One of the texts which perked a lot of interest is in the **Book Review** section of this newsletter.

The nicest thing about it all is the chance to avoid the wheel people knew of published



having to invent yourself. Other texts already which had great

exercises that I was only starting to think about inventing myself.

Another thing which provoked a lot of discussion was a chapter topic which Dr. Richard Day of UH was pilot testing. The topic was a 'hot' one, and so we talked about what to do when those topics which are hot enough not to be boring could also possibly give offense to some students.

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The WORD – Newsletter of Hawai'i TESOL

TESOL Academies • The continuing education you need

San Antonio Academy
The University of Texas
at San Antonio
June 11–13, 1999

Baltimore Academy
The Johns Hopkins
University
June 25–27, 1999



Chicago Academy
The University of Illinois
at Chicago
July 16–18, 1999

Seattle Academy
Seattle University
July 30–August 1, 1999

Stay ahead of the curve

No one knows better than you the importance of continuing education to stay ahead of trends and technology in language teaching. TESOL academies are an interactive forum for professionals like you who are committed to lifelong learning.

TESOL academies focus on the challenges and solutions that will increase your effectiveness as an ESOL professional. Each workshop is a concentrated course led by top-notch faculty to enhance your professional growth with the benefit

of peer networking on a university campus—a perfect setting for a weekend retreat.

Workshops run concurrently from Friday afternoon through Sunday noon. The registration fee is US\$185 for TESOL members and US\$245 for others and includes all instructional materials, certificates of attendance, refreshment breaks, and a preview of TESOL's latest publications and teacher resources.

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