TESOL Roundtable News
Christine Guro
Chair, TESOL Roundtable
This year, Hawai‘i TESOL will hold its annual Roundtable at the beautiful oceanfront campus of TransPacific Hawai‘i College in Aina Haina on Saturday, February 20th. The planning committee is preparing a day that should provide a stimulating experience for all.

Our plenary speaker will be George Yule, noted professor at various universities including University of Hawai‘i - Manoa, presenting ideas on how to explain grammar to students. Later, there will be a panel discussion on the place of grammar in the curriculum. Other sessions will deal with instructional methods and ideas as well as research issues. Various publishers will be on hand to showcase their latest products. Finally, Kahala Caterers will present a delicious buffet lunch which will include vegetarian offerings.

Registration begins at 8:00 a.m. The program will officially start at 8:30 a.m. Parking is available in the residential-business area mauka of the college and Kalanianaole Highway. Carpooling is encouraged.

If you have not yet registered, fill out the registration form in this issue or contact me at (h) 237-8822 or (e-mail) cguro@aol.com. For those with internet access, visit our website at http://academics.byuh.edu/divisions/lif/ltc/websta r/HTESOL/H_TESOL.html. There will be on-site, late registration, but lunch cannot be guaranteed.

This conference is a wonderful opportunity for you to network with other ESL professionals and share ideas. Please join us!

TESOL meeting. She gave us an entertaining glimpse of the complexities of Arabic. Ms Gordon is bilingual in Arabic and English and explained that for some kids in Egypt it's almost easier to learn English! There are three types of Arabic: the local spoken dialect, Modern Standard Arabic which is the official written form and no one's first language—it is used in newspapers and government documents and is the same for all dialects (thus for some speakers the written form may be quite different from the spoken form)-- and Classical Arabic, the language of the Koran. (Continued on page 2)

Study Hawai‘i Project an Example of InterInstitutional Collaboration
By Chad T. Green
Standards, Employment, and Political Action Chair Hawai‘i TESOL

If you haven't heard already, work is well underway on Hawai‘i TESOL's new project, Study Hawai‘i! What is Study Hawai‘i? In short, it is a Web site that enables ESL learners the opportunity to showcase their views on the most pressing issues facing the people of Hawai‘i today. Moreover, it is a statement of the quality resources our local ESL community has to offer to students on- and off-island. The project was initiated by HITESOL to give ESL learners residing in Hawai‘i the opportunity to practice their reading and writing skills with meaningful, interactive activities on the World

The Ins and Outs of Arabic
by Catherine Sajna
Hawai‘i Pacific University

Irene Gordon of Hawai‘i Pacific University was the speaker at the January Hawai‘i

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(Continued)

Wide Web.

The heart of the proposed Web site is nine discussion forums covering the following themes: Hawai'i Health, Hawai'i Family Life, Hawai'i Business and Economy, Hawai'i Crime and Punishment, Hawai'i Education, Hawai'i Arts and Sciences, Cultural Diversity in Hawai'i, Hawai'i Environment, and Community Service Learning in Hawai'i. Each discussion board will contain a related article by the Honolulu Star-Bulletin (original and simplified) and an edited commentary by an ESL student (adult or Gr. 9-16), followed by discussion threads visitors perused articles. Each forum chat interactive exercises, and a listing of community service opportunities for students and teachers interested in pursuing the issue outside the classroom.

To assist with the formation of the project, I helped form the Study Hawai'i! Advisory Committee made up of the following members: Hawai'i Pacific University (Tess Lane), Brigham Young University-Hawai'i (Maureen Andrade), Hawai'i Tokai International College (Chris Guro), TransPacific Hawai'i College (Donna Prather and Sharon MacQuoid), New Intensive Courses in English (John Kahle), LCC (Kay Caldwell), Richard Day (UHM), and HCC (Gary James), including leaders in service learning (Atina Pascua, UHM) and the Hawai'i Community Services Council (Tracy Janowicz). The committee meets online via e-mail and is currently discussing the goals and objectives of the project.

Although they remain to be decided, a number of proposals are currently in the works. The following proposals have already been deemed acceptable by TESOL International:

* ESL teachers with published students would be placed in a drawing to win a free airplane ticket to the annual international TESOL conference.

More specifics will be published in the next issue of The Word as soon as the Study Hawai'i! Advisory Committee has decided on the goals and objectives and methodology for the project. In the meantime, you can contact me at (808) 735-9567 (h) or cgreen@hawaii.edu for more information (e.g., volunteer opportunities).

**Arabic**

Continued from page 1

The language is called a ‘triconsonantal root system’ because words are derived from a root of three consonants, and it is this root ‘word’ which must be used to locate any word in the dictionary. Then vowels are attached ‘in and out’ of this root, as prefixes, suffixes or infixes to create the actual lexicon. For example the root ‘word’ KTB has the meaning of dealing with anything about writing. So KITaB = book, KaTaB = he wrote, maKTBa = library, maKTBa = office, and maKTB = It is written, i.e. it is fated.

It is also a case language so that information about subject, object and possessives are attached to the root.

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**See if you can identify the meaning of the suffixes in the following:**

- Kitabi = my book
- kitabak = your (masc.) book
- Kitabik = your (fem.) book
- Kitabuh = his book
- Kitabuh = her book
- Kitabuhun = their (masc.) book
- Kitabuhuna = their (fam.) book
- Kitabuna = our book

(Hint: look at the suffixes. E.g. i = my, uhun = their masc)

Add to that the beautiful curves of the writing system and some of the interesting guttural phonemes, and we all left with a healthy respect for anyone tackling Arabic as a second or foreign language.
# HAWAI'I TESOL
# 1999 TESOL ROUNDTABLE

TransPacific Hawai'i College
5257 Kalanianaole Hwy.
Honolulu, HI 96821

*Saturday, February 20, 1999
8:00 a.m. - 3:30 p.m.*

## REGISTRATION FORM

*Please Print*

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**Please register me in the following category:**

- Hawai‘i TESOL member $20
- Full-time student $15
- Non member $25
- Sessions only/ no lunch $12

Your registration fee includes sessions and a buffet lunch. You may register on the day of the conference, but on-site registrants are not guaranteed lunch. If you wish to join Hawai‘i TESOL or renew your membership, please fill out the membership form on the back of this form.

Your cancelled check will serve as your receipt.

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

CHRISTINE GURO, P.O. BOX 1060, Kaneohe, HI 96744-1060
Phone Number: (home) 237-8822 (work) 983-4114 (facsimile) 983-4107 (e-mail) cguro@aol.com
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

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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: 

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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.
TESOL/TCA UP-DATE
MESSAGE
prepared by Robert Bray, Joseph Davidson and Bill Harshbarger.
In an email from TSLIE-L submitted by Chad Green
(Editor’s Note: Accreditation is being met with both interest and trepidation by several of the Hawai'i programs. However, according to this information, it looks like it may be an even bigger kettle of worms!)

On Friday, January 8th, representatives of TCA, TESOL, AAIIEP, UCIEP and ATESL met to discuss the recent controversy over the nature of the operating agreement between TESOL and TCA. Those present were:

Terry O'Donnell, Executive Administrator of TCA
Charles Amorosino, Executive Director of TESOL
Bob Bray, Chair of ATESL
Joe Davidson, President of UCIEP
Bill Harshbarger, President of AAIIEP

Background:
The controversy was generated by a decision taken by the TESOL Executive Board in October, 1998 regarding the nature of the operating agreement needed to establish TCA as an official entity and the consequent resignation of 6 of the 10 TCA commissioners in protest over the TESOL Executive Board decision.

The primary cause of concern for the commissioners who resigned was the decision by the TESOL Board to incorporate TCA as a division of TESOL rather than as a separate corporate body.

At the same time that this controversy was developing, TESOL, ATESL, UCIEP and AAIIEP were being asked to nominate new commissioners for TCA. This process was requested by TCA in order to ensure broad representation of the field among the TCA commissioners. In the normal course of events, only 3 or 4 new commissioners would have been needed at this time, but the resignation of 6 commissioners has left TCA in a position where it may need as many as 9 new commissioners to continue operating. Currently, the nominations processes for new commissioners has been suspended by AAIIEP, UCIEP and ATESL pending review by those organizations of the operating agreement between TESOL and TCA.

Notes from the meeting on 1/8/99:
Mr. Amorosino and Ms. O'Donnell explained that following the decision by the TESOL Board, it became necessary to draft a Standing Rule rather than an operating agreement to govern the relationship between TCA and TESOL. The Draft Standing Rule has been presented to the Department of Education (DOE) for comment.

Teachers of English to Speakers of Other Languages, Inc.

The Handbook of Funding
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Stephen Stoynoff and Terry Camacho

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229 pp., ISBN 0-939791-74-9, $18.95 ($15.95 TESOL Members) + $4.50 S/H

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Tel. 301-638-4427 or 4428 or Toll Free 888-891-0041
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Mr. Amorosino then read excerpts from the Draft Standing Rule. When asked if he could provide those present with a copy of the Draft Standing Rule, he said he would be happy to do so once the document had been reviewed by the remaining 4 TCA Commissioners at their meeting on January 29th. He read passages dealing with the following issues:

(1) Governance - The TCA Commissioners would be responsible for establishing standards, making accreditation decisions, charging and receiving fees, and developing a budget. An amendment to TESOL's bylaws would be proposed for approval at TESOL's Annual Business Meeting in New York. This bylaw would provide for the designation of TCA as a separate division of TESOL.

(2) Internal Structure - This would be determined by TCA through its policies and procedures.

(3) Selection of Commissioners - TESOL would not be entitled to select TCA Commissioners although it could nominate candidates, as could the sister professional organizations AAIEP, UCIEP, and NAFLA.

(4) Budget Development - TCA would develop its own budget without consulting TESOL.

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**Book Review**


_by Catherine Sajna_
_Hawai‘i Pacific University_

This is a useful text for introducing the concept of learning styles in the ESL/EFL classroom to the interested teacher. It is a collection of both short and long papers, some with quantitative research and some with teaching suggestions. Learning styles are not to be confused with learning strategies. Strategies are really study habits, study skills and mnemonic devices that any student can improve. Strategies have been around a long time in the form of pre-listening/reading/etc work and 'Improve your Memory-in-ten-Minutes-a-Day' type books. However, teachers and texts are exploring ways to use them even more explicitly. On the other hand, learning styles are related to personality and culture and are far less malleable to development. The learning styles which are assessed in various chapters in this book include 1) personality types such as those measured by the Myers-Briggs dichotomous scales: extravert/introvert, sensing/intuition, thinking/feeling, judging/perceiving; 2) sensory learning styles such as visual/auditory/kinesthetic; and cognitive styles such as analytic/global, field-dependent/field-independent and tolerance of ambiguity (pp. x - xii).

Of course measuring any of these attributes is highly problematic under any circumstances but becomes especially so with non-native speakers. Translating measuring instruments becomes a matter of translating some extremely culture-specific concepts and even if the instrument is not translated but glossed or simplified there is much that needs to be investigated about how lower level learners interpret the questions. "For example, emphasis was needed to distinguish between 'with hands' and 'with my own hands' in Japanese; in another question, we substituted 'drama' for 'role plays' "and 'new things' for 'new
information' (Eliason, 22). However, several of the instruments did claim high reliability and validity even given in English in several different EFL countries.

Despite all the caution, therefore, which one must use in interpreting this research it is fascinating to look at the conclusions some of the authors drew. For example Nelson suggests that because of the Confucian background of Japanese and Chinese students teachers may consider using less group work. This is a surprise given that Confucian societies are usually described as cooperative rather than competitive and yet having taken a closer look at what really goes on in Chinese and Japanese schools, Nelson concludes that the types of group work done in China and Japan are vastly different in their purpose and structure than those done in the US.

Stebbins replicated a 1985 study by Joy Reid and confirmed that

- Kinesthetic and tactile learning styles were strongly preferred by ESL students when compared to native speakers.
- Group work was the LEAST preferred styles of all students except for those with low (300 - 349) TOEFL scores.
- Spanish speakers repeated their strong preference for the kinesthetic mode.
- Arabic (student show a strong preference for the auditory style and Koreans for the visual.
- Japanese students did not strongly identify any style preferences (interpreted to mean that they were unwilling to assert strong individual preferences.) (pp. 110-111).

Carrell and Monroe investigated composition skills compared to personality and found that students on different ends of the Thinking/Feeling continuum prefer vastly different types of writing classes. Thinkers like structure and outlines and are uncomfortable with personal topics. Feelers thrive under the ‘discovery of meaning’ of the process approach. Interestingly the vast majority of students (73%) are Thinkers rather than Feelers.

All of these studies only indicate preferences. Students are able to deal with all types of structure and styles, but these studies may point in a direction to look when you have a few students who seem completely unable or unwilling to ‘get it’ or to explain why a method works well in one class and bombs in another. Not only should teachers be aware of preferences but students should too. It is extremely empowering for them to understand that they have a style which may be different from the teacher’s or others in the class and that they can then develop strategies with which to get the input they need in order to be successful learners.

Rebecca Oxford’s Tapestry series has been designed to address some of these issues. I haven’t seen them yet, but am eager to take a look!

### Hawai‘i TESOL Roundtable

Don’t worry about the deadlines! We would like to give everyone a chance to participate in this year’s Hawai‘i TESOL Roundtable, so we are sending out extra copies of the Call for Participation as well as the Registration form. We are still looking for a few more presenters. Please note, the sessions have been cut down from 50 minutes to 40 to allow more participation. Presentations can be about methods and techniques that are working in your classes; ways you are going about doing action research or documenting your teaching work; or research related to the principles of second language acquisition or learning.

The Roundtable is the chance for Hawai‘i’s teachers (present and future) of ESL/EFL to get together in a professional conference. We hope all you professionals will be there!

The Roundtable is also the forum for the annual Hawai‘i TESOL meeting. If you want to get more involved in this local chapter of the international TESOL organization, this meeting is your opportunity!
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Check out the details on TESOL's web site
www.tesol.edu

For more information please contact:
TESOL Conventions Department, 1600 Cameron Street, Suite 300.
Alexandria, Virginia 22314-2751 USA
Telephone 703-836-0774 • Fax 703-836-7864
E-mail conv@tesol.edu • http://www.tesol.edu/

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