Hawaii TESOL News
by Donna Prather

We begin the 1999-2000 Hawaii TESOL year as a great many changes are occurring in our local professional community. In reviewing programs and minutes of meetings from as recently as the mid-1990s, I have come to realize, as I am sure you are already aware, that the dynamics of our profession and our organization are as fluid as ever. In part, it is the purpose of Hawaii TESOL "to promote scholarship, to disseminate information, [and] to strengthen at all levels instruction and research in teaching..." This year we seek to provide all teachers and prospective teachers of English to speakers of other languages with not only professional development opportunities but also access to a collegial network, one in which first time members, long time members, and those who are interested in joining us will find information and support. Our program for the 1999-2000 year includes advice and instruction on computer use in the language classroom, a Chinese language experience, and the TESOL Roundtable on February 19. If you know someone who teaches or aspires to teach ESL or EFL, invite her/him to come to our next meeting on November 6 at HPU. (see calendar on back)

Donna Prather
TransPacific Hawaii College
President, Hawaii TESOL

The Future is Chaos
by Maureen Andrade

At the 15th Annual Conference on Distance Teaching and Learning, Dr. Peter Cochrane, Head of Research for British Telecommunications, informed the audience that due to the effects of rapidly changing technology, "the future is chaos." In spite of this alarming and informed opinion, most of the conference focused on more practical and resolvable issues, the human element rather than the technological, thus the emphasis in the conference title "on teaching and learning." Sessions were accessible even for those with a limited technological background, not informed enough to realize that chaos awaits.

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The conference was sponsored by the University of Wisconsin – Madison, an institution with a long and successful history in the field of distance education. The 1100 attendees were from a variety of backgrounds: business and industry, military and government, K-12, and higher education to name a few. The international perspective was marginally represented both in terms of those attending and those providing distance education to overseas users; the primary focus was on what is being done within the U.S. No sessions dealt specifically with ESL and distance education. This may be an area in which TESOL professionals want to make future contributions.

If you want your students to produce a rich description of a place, try this exercise in guided writing. Have your students imagine a place they are very fond of. It can be a place they go to relax or to enjoy themselves. Once they all have a place in mind, ask the following questions and have them respond freely in writing. It is best not to hurry through this exercise. Give your students time.

"Fewer than 1% of people in Africa have access to the internet."

A curriculum based on sound teaching and learning principles is of utmost importance. Success is determined primarily by the course work itself, the extent to which the learner understands and is able to apply the material, and on user support. User support encompasses both the availability of content tutoring and technological support. In many successful programs, content expertise is provided by site directors, tutors and/or e-mail and telephone communication between the instructor and learner, while technological questions can be an...
swered via hot lines open 7 days a week, 24 hours a day.

Every conceivable model for providing distance education exists whether it be text-based, satellite, online, video, audio, or a combination. None is necessarily better than the other. It is the responsibility of the course designer to determine what media mix will best serve the curriculum and audience. Likewise, some programs are set up on a semester basis with established homework and test dates while others have a cohort beginning monthly or allow students to finish on their own time within a year.

Although much interest lies in using distance education to reach those who otherwise don’t have access to educational opportunities, currently the majority of virtual learners are on campus students who are trying to accelerate their degrees. Other learners include those retraining for new careers and/or finishing degrees. In the areas of business and industry, the demand is primarily for employee training in new technology.

For those in the TESOL profession who are interested in distance education, the Annual Conference on Teaching and Learning in Madison is a good starting place. Although there may be presentations more directly related to ESL and distance education at the TESOL convention, attending the conference in Madison gives one a good overview of the field and a sense of what is being done. Networking and sharing opportunities are plentiful. Attendees are encouraged to find out what others are doing to prevent overlap. For example, it isn’t really necessary for 50 different universities to offer what is essentially the same course online. Some institutions are interested in developing their own distance education programs while others are seeking providers. Whatever your interest, a serious consideration of this conference is recommended.

Study Hawai‘i! Needs Your Feedback

Momentum is building slowly but surely toward the completion of the Study Hawai‘i! Web site. What is Study Hawai‘i!? In a nutshell, it is an interactive Web site that will showcase Hawai‘i’s educational offerings to international students primarily in the Asia-Pacific region. The site will include a database of educational programs, as well as promotional events such as an essay contest, discussion forums, and a Q&A bank...

"The site will include a database of educational programs... essay contests, discussion forums, and a Q&A bank..."

(Continued from page 2) to meditate on their responses.

• What is the name of the place you are thinking about?
• How do you get to this place?
• What is the first thing you see when you arrive there?
• If you turn to the right, what do you see? and to the left?
• What does the air smell like?
• If you reach out and touch something, how does it feel?
• What are the colors you see?
• What sounds do you hear?
• Are there people there? What are they doing?
• What objects, plants, animals are there?
• How do you feel?

These are just some of many questions you can ask during this exercise. The exercise can also be adapted for descriptions of people or for responding to literature. You ask the questions. The students respond in writing. Their responses form the basis for essays that have more energy and more vivid detail.

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entice students to visit the site. At this
time the editorial committee is in the
process of building the on-line database
of ESL programs and is in need of your
feedback. Shown below are the draft
components for the database.
"Required components" will be re-
quired of all ESL programs wishing to
be part of the database. "Optional com-
ponents" can be included in addition to
the required components as necessary.
This information will be located in
table format on one Web page to allow
for quick and easy scanning. If there are
any changes/additions/deletions that
you would like to recommend for the
database, please contact
Chad Green egreen@hawaii.edu
(Tel: 735-9567), or Kenton Harsch
keton@hawaii.edu
(Tel: 956-6946) by Friday, October
29.
Mahalo!
Study Hawai‘i Database Components
for ESL Programs Required
Components- Name of program- Con-
tact information (can include contact
person, address, phone, and fax num-
bers, e-mail address, Web site link-
Program focus and/or mission state-
ment and/or memorable slogan
(LIMIT:100 words)- Length of term (in
weeks)- Generic yearly calendar (e.g.,
Fall semester begins in late August and
ends in mid-December, Spring semester
begins in early January and ends in
mid-May)- Admission requirements
(bulleted list preferred)- Application
deadlines- Course or Program high-
lights (LIMIT: 200 words)- Tuition and
fees- Housing information Optional
Components- Average class size- Pro-
gram size (typical range of how many
students are in the program altogether)- Ethnic background of
students- Certificates or degrees
granted- Student services- Informa-
tion about teachers (e.g., how many
full-time and how many part-time,
level of education and/or experience,
etc.; LIMIT: 50 words)
Kenton Harsch
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email: keton@hawaii.edu
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MEMBERSHIP APPLICATION &
RENEWAL FORM

Mr./Ms./Dr. ____________________________

Family Name Given Names ____________________________

Mailing Address ____________________________

City ____________________________ State ____________________________

Zip ____________________________

Institution ____________________________

Position ____________________________

Home Phone ____________________________

Work Phone ____________________________

Fax ____________________________

E-mail ____________________________

Preferred method of contact: Home Phone/Work/Phone/Fax/e-mail ____________________________

I would like to volunteer to ____________________________

Membership (Academic Year)

Regular ($15)

Student/Retired ($10)

Contribution ____________________________

TOTAL ____________________________

Please make your check payable to
Hawai‘i TESOL and mail to:
55-220 Kulanui St., Box 1940
Laie, Hawai‘i 96762
Teaching Tip Too!

Fortnight Listening Folders

Students in my listening class place their lecture or video notes in personal file folders, which are collected at the close of each listening class. At the end of each fortnight, a quiz is given covering the listening material for that fortnight along with a question or two from a past lecture. Students use the notes in their folders to complete the quiz. Because the notes are kept in the folders for two weeks, students rely more on their notes and less on their memories during the quizzes.

Grades are given on both the quizzes and the notes. If the correct answer appears in the student’s notes, but not on the quiz, it is marked on the notes when the quiz is graded. Missing information is also noted on the notes. Students with “model” notes are invited to let others examine their notes during the follow-up discussion.

Using fortnight listening folders in this way has helped the students become more conscientious notetakers as well as better prepared for the demands of a course with a comprehensive final exam.

Debbie Yang, BYUH

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This is the place to find out the latest news about our parent organization. You can apply for membership online, find out about awards and grants, check out their catalog of publications, and search for a job through their Placement/Career Services. In addition, you can read the online version of TESOL Matters, which is always full of interesting information.

EverythingESL.net
http://www.everythingesl.net

This site is a great resource for K-12 ESL teachers. It is written and maintained by Judie Haynes, an elementary ESL teacher, author, editor, and frequent TESOL presenter. This site has lessons, inservices, resources, a bulletin board, and an “Ask Judie” section where you can ask Judie your specific questions and she will reply online.

ThinkQuest
http://www.thinkquest.org

ThinkQuest is the largest educational program on the Internet. It runs contests for students and teachers to develop educational websites, and the winners earn prize money. The result of their program is material written primarily by high school students about hundreds of different topics, ranging from dreaming to Genghis Khan. This site is useful as a source of reading material for your students that is generally academic, yet still interesting and very readable.
HAWAI'I TESOL MEETING

Ono food, good company and stimulating discussion were the highlights of the HI TESOL social event which took place on September 23, 1999. Honolulu Park Place was the perfect place for a relaxing evening. Ann Ching (KCC), Jana Harper Makaafi (BYUH), and Ivona Xieolpolski (HPU) shared their wisdom and ideas to a group of 40 about working with the Internet in their ESL classrooms. All in all, this was a very successful way to begin our 1999-2000 year. Hope to see you at our other meetings! Keep your eye out for reminders in the mail!

Nov. 6 (Sat) Course Web Pages 3pm – 5pm
Hawai‘i Pacific University (Room TBA) Downtown campus, Barbara Voigt

Jan. 14, (Fri) Chinese Language Experience, Evening, exact time to be announced
BYUH campus
We are thinking of adding in an optional show at PCC (nominal cost)

Feb. 26 (Sat) HI TESOL Roundtable
HPU – Hawai‘i Loa Campus

April 13 (Thurs) TESOL Conference Reports and Elections 7pm – 9pm,
Location TBA

Questions about any of the events?
E-mail Katchua at hoomalu@earthlink.net