



# The Word

## Newsletter of Hawai'i TESOL

October 1999

Volume 10, Number 1

*To be fond of learning is to be at the gate of knowledge.*

*- Chinese proverb.*



### Hawaii TESOL News

*by Donna Prather*

We begin the 1999-2000 Hawai'i 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 Hawai'i 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 Hawai'i College  
President, Hawai'i TESOL



1999-2000 Hawai'i TESOL Board Members

### The Future is Chaos

*by Maureen Andrade*

At the 15<sup>th</sup> 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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## TEACHING TIPS



### WALKING YOUR STUDENTS THROUGH A DESCRIPTION OF PLACE

The first time I taught a writing class, I quickly grew tired of the anemic descriptions that I got from many students. I got descriptions like: There are a lot of nice things you can do there. It is very beautiful. You can swim, etc....

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

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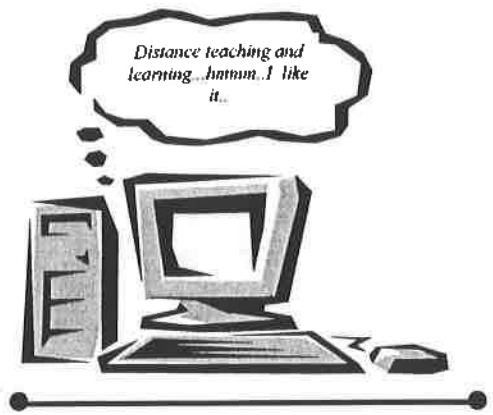


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The conference was sponsored by the University of Wisconsin – Madison, an institution with a long and successful history in the field of distance education. The 1100 attendees were from a variety of backgrounds: business and industry, military and 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.

A preconference workshop was available to those new to distance education. The workshop outlined some basic principles and issues to consider when planning and developing distance education courses. One of these is *access vs. success*. Online course designers should restrain themselves from programming with the latest technical wizardry as this may result in frustration and ultimately attrition on the part of the learner whose equipment is often not as advanced as the designers'. No one wants to spend a half an hour trying to download a flashy image or sound bite. At some future point the expectation is that

*“Fewer than 1% of people in Africa have access to the internet.”*



the same technology will be available to all; for the time being, however, “Don’t buy a Cadillac when a Chevrolet will do.” A few statistics: 1) Fewer than .1% of people in Africa have access to the internet, and 2) fifty percent of the people in the world have never made a telephone call. Also, when choosing a method of delivery, it’s wise not

to invest long-term in one particular delivery platform. Delivery systems will change along with technology.

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-

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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 to

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

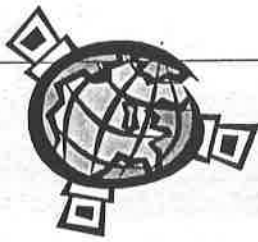
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to meditate on their responses.

- 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.





## WEBLINKS

This is a new column dedicated to identifying useful websites for ESL teachers.

**Dave's ESL Café**  
<http://www.eslcafe.com>

If you've never visited Dave's ESL Café, you are missing out on a great resource. This site is huge, and is probably the most popular ESL website out there. It has resources for both teachers and students. For teachers, there are forums on activities and games, assessment, material writing, pronunciation, textbooks, and more. For students, there are forums where they can chat with other students and post messages on a variety of topics, a grammar hint of the day, quizzes, quotes, and slang, just to name a few. In addition, there is the ESL Café Job Center, which provides a listing of jobs around the world as well as the Job Information Journal, where teachers from all over write about their experiences. If you are new to the web, this might be overwhelming because it is so huge, but it really does have something for everyone.

**TESOL Online**  
<http://www.tesol.edu>

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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 required of all ESL programs wishing to be part of the database. "Optional components" 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 [cgreen@hawaii.edu](mailto:cgreen@hawaii.edu)  
(Tel: 735-9567), or Kenton Harsch  
[kenton@hawaii.edu](mailto:kenton@hawaii.edu)

(Tel: 956-6946) by Friday, October 29.

Mahalo!

Study Hawai'i! Database Components for ESL Programs **Required Components-** Name of program- Contact information (can include contact person, address, phone, and fax numbers, e-mail address, Web site link)- Program focus and/or mission statement 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 highlights (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- Information about teachers (e.g., how many full-time and how many part-time, level of education and/or experience, etc.); LIMIT: 50 words)

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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)

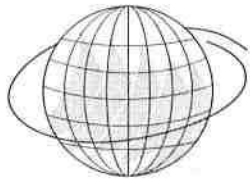
Student/Retired (\$10)

Contribution

TOTAL

Please make your check payable to  
Hawai'i TESOL and mail to:  
55-220 Kulanui St., Box 1940  
Laie, Hawai'i 96762

The Thirty-Fourth Annual Convention and Exposition  
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Telephone 703-836-0774 • Fax 703-836-7864  
E-mail [conv@tesol.edu](mailto:conv@tesol.edu) • Web <http://www.tesol.edu/>



## 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.everthingsesl.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.





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Laie, HI 96762

## 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 Kalehua at [hoomalu@earthlink.net](mailto:hoomalu@earthlink.net)

