The Word

Newsletter of
Hawai'i TESOL

HAWAII TESOL 2000-2001:

A RETROSPECTIVE *by Donna Prather*

We have all been encouraged to establish and to measure outcomes for our institutions, for our students. In 2000-2001, Hawaii TESOL, too, set goals and achieved outcomes. To know what we hoped to do and what we eventually accomplished can be of real satisfaction now and of value in planning for the coming year.

One of our goals was to develop a website that could be accessed through TESOL International. We were one of the few affiliates who did not have a link listed with our parent organization. Jennifer Wharton, one of our Program Co-chairs, developed and put on-line a Hawaii TESOL website that provides information on our mission, our Executive Board, and our upcoming events. The web address is

<lc.byuh.edu/HawaiiTESOL/>

A goal of Kenton Harsch, Political Action Chair, kenton@hawaii.edu, was to produce a directory of ESL programs in Hawaii. Kenny put together such a directory for distribution at the annual conference in February. That directory will also be listed on the website. It is not too late to include your program. Contact Kenny at the e-mail address above.

We also made it a priority to encourage more participation in Hawaii TESOL from elementary and secondary ESL teachers. At the annual conference at UH Manoa in February, time in the program was set aside so that those interested in considering formation of a K-12 interest group could meet. Hildre Herrera herrerah001@hawaii.rr.com, facilitated that event and is still willing to talk to teachers about mutual concerns .

Our fourth goal was to actively pursue non-profit status and tax identification numbers for Hawaii TESOL. Tax id numbers allow the DOE and other sponsoring institutions to cover the conference costs of their teachers. They also facilitate publisher participation in our annual conference. Achieving non-profit status has involved filing Articles of Incorporation and adopting By-Laws based on our constitution. None of this could have been achieved without Seth Reiss, an attorney who,

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Special points of interest:

- *Come to the multimedia workshop on November 28th.*
- *Fill out a Membership Application if you haven't already done so.*
- *Find out about Hawai'i TESOL's sister relationship with TESOL Ukraine.*
- *New Hawai'i TESOL officers for 2001-2002.*

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A Sister Relationship *by Sally La Luzerne-Oi*

In the October 25, 2000 issue of *The Word*, then President Donna Prather reported that one of the topics discussed at the Affiliate Council meeting she had attended at the TESOL 2000 Convention in Vancouver was "sister" relationships between American and international TESOL affiliates. She mentioned that this might be something for Hawai'I TESOL to explore in the future. I became very excited about this idea and proposed TESOL Ukraine as a possible partner because I had worked with the officers of TESOL Ukraine while in Vinnytsia on a Fullbright Award in 1995-96 and am still in contact with them.

Thus, I contacted Donna who in turn talked with the executive board. On April 26, 2001 I met with the executive board to tell them about TESOL Ukraine and to

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Retrospective (cont.)

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pro bono, drew up and filed these documents for us. Without his help, we would still be wondering what to do next.

An outcome that was neither anticipated nor planned occurred near the end of this academic year. At the TESOL Convention in St. Louis, a representative of TESOL Ukraine approached me about considering a sister-relationship between our organizations. Sally LaLuzerne-Oi, slaluzer@hpu.edu who has taught in the Ukraine, volunteered to act as a liaison as we explored this possibility. At our Language Experience in April, Sally made a presentation to the Executive Board, and it was decided that we would begin to establish links with our Ukrainian colleagues.

Finally, I want to say that it has been a pleasure to work with some wonderful people this year. Yoneko Narita and Jennifer Wharton cheerfully and energetically organized four major activities for members. Perry Christensen and Garth Johnson tirelessly maintained membership and financial records and traveled from Laie to be present at all HITESOL functions. Elise Fader willingly agreed to take over editorship of *The Word* when Jana Harper Makaafi was transferred to the mainland. Kenton Harsch enthusiastically spent hours putting together information on ESL programs in Hawaii so that local ESL professionals might have better opportunities for employment. Patty Reiss successfully organized the 2001 Conference at UH Manoa. Thank you all for your professionalism and your good humor. And to Steve Jacques who will assume the presidency of Hawaii TESOL in September, "Enjoy."

Donna Prather
President
Hawai'i TESOL
1999-2001

Sister Relationship (cont.)

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share what I had learned about other sister affiliates At that meeting, the board agreed to pursue a sister relationship with TESOL Ukraine.

The most common activities undertaken by sister affiliates are exchanging newsletters, publications, and invitations to each other's conferences, undertaking joint projects, and having a get-together at the annual TESOL

conference for members of both affiliates. Svitlana Gladio, President of TESOL Ukraine, writes that TESOL Ukraine members would like to discuss teaching problems and their solutions, new ideas and technology, via letters or e-mail. If you have ideas for other activities with our sister affiliate or would like to be connected with a member of TESOL Ukraine, please contact me at slaluzar@hpu.edu

Sally La Luzerne-Oi, HPU

A Message from Svitlana Gladio

Aloha dear friends,

Seven years ago I met Sally La Luzerne-Oi, who gave our staff many valuable ideas on how to teach EFL successfully. I still do remember how close we became and how much fun we had then. Since those times Hawaii never seems distant and the word "Hawaii" has got the connotation "friendly", "cheerful", "open-hearted". Since then I know that there are a lot of teachers-enthusiasts all over our planet, people who share the same dream—to make our world better, more kind and harmonic.

Once John F. Kennedy named people his "fellow citizens of the world". I believe that the establishment of the sister relationship between Hawai'I TESOL and TESOL Ukraine will be our first step to really become fellow citizens, fellow teachers who care for the future of the mankind.

Svitlana Gladio
President
TESOL Ukraine

Conference Announcement

TESOL Ukraine

The VIIth National TESOL Ukraine Conference will take place in Chernihiv - a beautiful ancient city in the north of Ukraine on January 28-29, 2002. Abstracts for publishing will be accepted until October 31. The topics are quite wide: from EFL teaching at different stages (including ESP, testing curriculum design, etc.) to research in various branches of linguistics.

Contact Sally La Luzerne-Oi

slaluzer@hpu.edu for more information.

Savvy Storytelling: Helping ESL students overcome communication problems

by Garth Johnson

When I first began teaching listening/speaking classes, often my students would express their frustration at not being able to communicate effectively, and being frequently misunderstood. Being the naive teacher I was, I simply attributed these problems to a combination of poor grammar, unclear pronunciation, a lack of vocabulary, and cultural miscues. Then one day, I witnessed an extraordinary event. Maria, a Latino student who had been absent the day before, asked me when I was going to collect all of the homework I had assigned. I was surprised because the day before I hadn't given any homework. When I said as much, she turned to Carlos, a close friend and classmate, and said in a soft, deadpan voice, and with no facial or body movement, "I am so mad at you". -It turned out that Carlos had given Maria a huge homework assignment as a joke for not being in class. However, it was Maria's soft non-emotional and physical reaction that made me realize that my students' communication problems might be much deeper than what I had previously thought. As I struggled to communicate the need for body language, intonation, stress, and emotion to my students, I hit upon the idea of teaching the art of storytelling. Storytelling is an excellent method of assisting ESL/EFL learners with communication skills because it encompasses so many of the skills we try to teach.

The professional storyteller's tools of voice, gesture, pacing, body language, and poise provide an effective method for helping ESL students of all ages improve their ability to orally communicate with fluency and confidence. Since storytelling combines movement with speech, it helps students to internalize speech patterns and learn vocabulary within a context. Storytelling also helps students to internalize speech patterns and learn vocabulary within a context. Storytelling also helps students to project their voices and demonstrate emotion as they take on the personalities of different characters. I have also found that storytelling assists students with grammar and discourse. As students practice refining their stories, I have noticed that many of them improve in their use of rhetorical patterns, transition and linking words, vocabulary, and grammar in extended discourse.

Another important benefit of storytelling is that it promotes friendship. Sharing stories with friends is a very natural part of American culture, but a part that many of our students do not take part in because they lack the ability or confidence to communicate their feelings or stories well. As a result, they often miss out on the bonding we experience by exchanging experiences. However, this need not be the case. As teachers practice storytelling within their classes, they will usually witness more cooperation and interaction among their students because of the bond it creates. Hopefully this bond will extend beyond the classroom as students extend themselves and their abilities.

> *"My students' communication problems might be much deeper than what I had previously thought".*

In conclusion, I would like to recommend some activities that have been beneficial in transforming my shy, stoic students who speak with poker faces and soft monotone voices into ferocious tigers, enchanting princesses, and expressive individuals.

1. Expose students to a variety of storytelling styles. Recordings of stories such as the Rabbit Ears series provide listening comprehension opportunities featuring a variety of native speakers.

2. Teachers should model a variety of storytelling styles such as:

- Using meaningful gestures for effect
- Changing your voice for effect; knowing when to whisper, shout, slow down, and speed up.
- Maintaining eye contact with the audience
- Using words you and your audience understand
- Answering the questions who, what, where, how, and why
- Capturing the audience's attention
- Setting the tone or atmosphere; helping the listener taste, hear, feel, and see the place and action.
- Putting themselves into the characters; telling the story as if it happened to them and they knew all about it.

3. Assign students to select a folktale or personal narrative:

- which they really like and think would be fun to share with an audience
- which has strong/interesting characters
- which has conflict and resolution
- which isn't predictable and mundane (surprise endings are crowd pleasers)

4. Help students learn their stories by having them outline the story in pictures or words. The goal is to tell the story; therefore, they shouldn't memorize the entire story. It does help to memorize the beginning, end, and any key phrases they wish to use.

5. Storytelling Classroom activities:

- During class, put the students in pairs and have them practice their stories with a partner. It helps to pair a stronger storyteller with a weaker storyteller. Use that time to rotate around the classroom giving individual coaching. At the beginning, the partner can hold the copy of the story and give cues to the storyteller if needed.
- Have the students tell their story to a different partner in 1st person from the point of view of one of the characters in the story. (They are Red Riding Hood or Cinderella)
- Videotape storytellers
- Round Robin: Students tell their story to five class members in 5 minutes, 4 minutes, 3 minutes, 2 minutes, 1 minute.

ESL Volunteers: Habitat for Humanity *by Leslie Ahburn*

Hi. My name is Leslie Ashburn, and I am teaching a class about volunteering at Trans-Pacific Hawaii College. Students in this course volunteer for three hours a week at an organization of their choice and spend six hours a week in the classroom writing journal entries, listening to guest lectures, participating in group discussions, doing library research, and writing and orally presenting a research report that reflects their community service experience. Another goal in addition to teaching students about the American concept of volunteering is helping them to make connections within the community that might encourage them to use and practice their English.

About midway through the quarter, the students expressed a strong interest in doing some kind of volunteer service together as a class. Habitat for Humanity seemed like the perfect experience for us. To prepare the students for what we were going to do, I invited Mr. José Villa into our classroom for a guest lecture. He explained to us about their organization, such as how they earn money to help them build homes, who the families are who receive the homes, and about what volunteers might do on the work site. He showed us pictures of homes that purely volunteer workforces have built through Habitat for Humanity in Hawaii. During the lecture, students took notes and asked questions.

About one week after the lecture, we met in downtown Honolulu for our volunteer service. We began work at 8:00 am. Students carried lumber and supplies to a truck, and then later went over to their warehouse and emptied it. Students also carried cinder blocks (shocked at the mice, geckos, and

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Updates from the field:
The Real-Life Adventures of EFL Teachers

From Argentina: Sharon MacQuoid

Buenos Dias desde Argentina. My adventure to Argentina really began eleven years ago when I visited Buenos Aires as a tourist. I loved the beautiful buildings and statues, the flower stands on every corner, the charm of all the outdoor cafes and the vibrancy of the city. During the last few weeks it has also been interesting for me to find out that the people are very nice and hospitable.

I found the job teaching at Language World on a TEFL internet job site. Language World is owned by an American woman from New York and her Argentine husband who worked in the US for many years. She has a MA in ESL and he handles the business side of the operation.

The students are primarily business people and they come to our offices or we provide the service of teaching at their offices. The students can be one person or a small group. The largest group I have is 5 people. One of my students is a medical doctor who wants to do a residency in the US and another wants to complete an MA in Public Administration at Harvard. These students have very high levels of skills, and I only have two small groups who are lower intermediate. I have approximately 10 different classes and people attend once or twice a week for one hour or one and

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NEW Stay posted as TESOL plans to launch *TESOL Online Career Center* this fall!

From getting the right job to improving your skills, TESOL Career Services provides the resources you need.

Storytelling (cont.)

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- Have a class storytelling contest (judged by the students and the teacher). Select your two best storytellers to represent your class in the school storytelling contest.

6. Storytelling Homework Ideas:

- Have your students record their stories so that you can give individual feedback on characterization and pronunciation.
- Help students develop the characters in their stories by assigning them to write character descriptions for each of the important characters in their stories. These descriptions include details on: body shape and size, facial features, age, hair color, eyes, vocal qualities (high and squeaky? Deep and rich? kind? mocking?); personality (Optimist? pessimist? introvert? extrovert? moody? quick-tempered?) Students may then describe one of their characters to the class using their bodies as well as language. Teach students how to communicate the characteristics using their voice, gestures, and body language. Emphasize that dialogue is probably the best tool for developing characters.
- Give points for every time students practice their story at home.
- Assign them to tell their story to a friend or roommate. Have the listener write down suggestions for improvement.
- Assign them to tell their story into a mirror.
- Schedule individual coaching sessions with each student outside of scheduled class time. This has been the most successful method of instilling confidence and enthusiasm in a reluctant storyteller.

7. Storytelling warm-ups:

Daily starter: When students arrive in class each day have a topic written on the board. (Ex. -A story where you learned something from someone in your family). Have the students pair up and share stories for three minutes each while you are taking roll and getting organized. Go around and listen to the stories; you will learn a lot. Share stories about your life occasionally, so that you build a connection with your students.

Vocabulary skits: When learning vocabulary, break students into groups of 3 and give them a sheet of paper with 6-8 new words. Make sure that each group has a different set of words. Then have them make up an original skit within 5 minutes. Draw straws to see who performs.

Bond builders: Relate story telling to whatever topic you are discussing in class. For example, our class recently read a book about a girl giving up a prized possession to make someone else happy. To help the students get more into the story I had the students tell an experience where they had to give up something they loved.

Hot Seat: Sometimes we play "Hot Seat" in our class. In "Hot Seat" one student sits in the front of the class facing all the other students and responds to their questions about his or her life. The second method is more for storytelling; students can ask the person in the hot seat to tell about an interesting experience (ex.-Their first kiss, Something you shouldn't have done, or your sixteenth birthday). Sometimes I like to invite other people in to be in the Hot Seat-i.e..- (the secretaries, other teachers, my mom).

Narrative ladder: In writing class when students are working on narrative stories, I have the students sit down in pairs facing each other and tell the narrative story they are working on to their partner within 3 minutes. Their partner's job is to ask questions about things they don't understand or things they want to know more information about. The partner listening is required to ask a minimum of 3 to 5 questions, depending on their level. After three minutes, the person telling the story must move down one seat, while the person listening stays in the same place. The person telling the narrative repeats the story, including the new information they were asked by the 1st person. Then after three minutes, the story telling partner repeats the story again to a 3rd person, including the information asked by the 1st and 2nd listeners. Then the listeners move down one seat the opposite direction (so no one has the same partner 2x) and becomes the narrative story teller. Then you repeat the sequence. You will spend about 20 minutes on this activity (with each student telling the story 3 times for 3 minutes.) However, during the last 30 minutes of class, I have the students sit down and write their narrative stories while they are fresh in their minds.

Say it a Different Way: Often ESL/EFL students have the habit of using the same adjectives repeatedly. Consequently, I pair students up and have two students take turns telling a story for about 3-4 minutes, (using any theme you want). Then, the students have to tell the same story, in the same amount of time, using only similes and metaphors (i.e.- One day, I was walking along and saw a guy who was as fat as a house....). *Caution:* While advanced students can do this activity without a detailed explanation of similes and metaphors, beginning and intermediate student should be taught about similes and metaphors (and practice making them) before you do this activity.

Video skits: Have students watch some actors in an expressive/intense movie clip with a lot of dialogue for 5-10 minutes muted. Then put students in pairs of two or three, depending on how many actors there are in the scene. Tell them to make a dialogue and act out the scene they just witnessed in the movie clip. I draw straws to see which groups perform theirs' for the class. When the students are finished performing, I usually rewind the movie clip and play it for them with sound.

Video Stories: Sometimes I start class by having the students watch a movie they are familiar with (i.e.-Beauty and the Beast). Typically, I show the first 5-10 minutes of the video, then I stop it and have the students sit in two or three circles of 4-5 students, and have them continue the story in their own words for 30-45 seconds before passing the story to the next student. Students must keep the story going until I end the time. I time the students so they know when to pass it. I have found a loud clap is enough to signal students to pass the story on to the next person.

Garth Johnson, BYUH

K-12 News: Salt Lake City teachers deal with more diversity

SALT LAKE CITY -- Second grade teacher Karen Trujillo was in for a few surprises when she began teaching at the public elementary school with the state's highest proportion of young immigrants.

For example, the siren for the earthquake drill terrorized her Bosnian students. All the African students in her class spoke different languages. Some of the children didn't know how to use scissors or a bathroom.

After years as a special education teacher, she found that her first year at Salt Lake City's Mountain View Elementary School required a steep learning curve.

Now with a year of experience behind her, Trujillo was ready for the new school year which began last week.

About 25 percent of the Salt Lake School District's students are learning to speak English. At Mountain View Elementary, where Trujillo teaches, about 80 percent of the students come from a non-English speaking background, said Principal John Erlacher.

At last count, the school's students spoke 19 different languages, said Wendie Nilson, who teaches English as a second language in the school's newcomers' center.

Like many other Utah public schools, Spanish-speaking children make up the bulk of those learning English at Mountain View. About 40 percent of the students come from Spanish-speaking homes, Erlacher said.

Census numbers bear this out. They show Utah's Hispanic population more than doubled during the past 10 years, with Hispanic residents making up 9 percent of the population.

And two-thirds of the state's Hispanic immigrants came from Mexico, according to 2000 census figures.

As for the rest of the elementary school's 500 students, about 30 percent are Pacific Islander and 12 percent "come from everywhere else," Erlacher said.

The elementary school offers four separate classes for Spanish-speaking children. But students who speak other languages are placed into the mainstream classes with special education in English during part of the day.

Although Trujillo is fluent in Spanish and speaks passable French and German, dealing with the many languages in one classroom was a crash course for her.

"Utah is so white. That's what I love about the Salt Lake District. It's so diverse."

"My Bosnian is getting pretty good," she said with a laugh.

Trujillo said she does worry that those students will lag behind their English-fluent peers.

"At the end of (last) year, most of all of them could keep up in math. Their English fluency had really come a long way. But reading and writing were still difficult," she said. "It is concerning. When you come to the United States as a second grader or a third grader it's difficult to catch up.

"Nilson, who spends half of the school day teaching students who speak no English and the other half teaching those who speak limited English, said the students typically graduate from the program in a year and then attend only the mainstream classes.

"They're are extremely anxious to learn English. It's survival for them," she said.

In the newcomers' program the basics are more than reading, writing and arithmetic. They also are learning how to ask for a pencil, get directions to the bathroom and the cafeteria. A nurse comes and talks to the students about hygiene.

Despite the emphasis on learning English, students are encouraged to speak their native language at home and on the playground, Nilson said.

This all marks a dramatic shift for teachers.

"We're just constantly in training now. It's much different than it was five years ago and certainly different from when I went to school. It's a different planet," Nilson said.

It's a shift that's happening quickly in Utah's schools. About seven years ago most of the at mountain View were white English speakers, Erlacher said.

Although the state's population still is overwhelmingly white -- 89.2 percent, according to 2000 Census figures -- Utah's classrooms are much more diverse.

For example, during the 1997-98 school year the district was made of about 15 percent of English learners, or 3,800 students out of 26,000. Last year that number was 25 percent, or about 6,300 students out of 25,000, said Sandra Buend'a, the school district's alternative language services director.

"Utah is so white. That's what I love about the Salt Lake District. It's so diverse," Erlacher said.

This story was written by C.G. WALLACE Associated Press Writer on Monday, September 03, and appeared in The Daily Herald on page A12.

Tongue Twister Weblinks:

1. www.geocities.com/Athens/8136/tonguetwisters.html

This website has over one hundred tongue twisters compiled due to the efforts of many people. Although the website was created to help people with speech therapy, it could also help ESL students with pronunciation.

2. www.night.net/christmas/f-twisters1.html

This site has Christmas themed tongue twisters as well as other Christmas related stories, recipes, music, etc.

3. msoww.anu.edu.au/~ralph/tt.html

This website has silly tongue twisters and drawings.

4. www.nanana.com/tonguetwisters.html

Habitat for humanity (cont.)

(continued from page 4)

cockroaches that had made their homes inside of them), painted, and used crowbars and hammers to pry apart a large platform used to store materials. Together as a group, we sweated and grimaced while lifting heavy wood, blocks, and buckets of nails, yet all the while we were smiling and laughing. Supervisors and other volunteers on the work site commented that they had never seen a group of volunteers who has had so much fun volunteering. They also remarked that they were extremely hard workers. Supervisors asked the students whether they had done the disassembling job before because they were so adept and confident as they struck the crowbars with force.

Students themselves commented on how proud they were that a group of all (Japanese) teenage women could do so much when they joined forces. They also especially loved using a crow bar and hammer to pry up large wooden planks and yank nails from them. During lunchtime students were avidly questioning fellow American volunteers about their backgrounds, eagerly and enthusiastically using their English. By the end of the day at 4 pm, we were all exhausted and dirty, yet filled with a sense of accomplishment.

The following Monday in class, we had small group discussions about the experience. The students have never been so talkative, and, as their teacher, I overheard many details that had slipped my attention, making me notice how much talking they were doing at the site not just during lunch, but also throughout the entire day.

To complete the experience, students each drew a picture that reflected what they had learned about volunteering for Habitat for Humanity. As they drew, they questioned me about new vocabulary words that they wanted to put on their drawings (e.g., "nail" with an arrow pointing toward a picture of a nail). Their experiences, notes from the guest lecture, and reflections about volunteering throughout the quarter will all go into a 5-page research paper. I feel certain that students will never forget this experience.

For more information about Habitat for Humanity, contact Ms. Kris Esposito at 988-9339.

Argentina (cont.)

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a half hours.

Students are great and seem to enjoy their classes. I have one group reading Snow Falling on Cedars in the Longman edition and we will watch the video together. After the second meeting of a class I usually get a hello/goodbye kiss on the cheek just like some people do in Hawaii. It is the common greeting here.

The school provides all text, tape and video materials and they are both American and British. At the present time American native speakers are requested more than British. All text materials are quite expensive.

I make an effort to use the newspaper and self produced materials for variety. I require my students to do a lot of speaking in class because most people do not know anyone to practice English with in their everyday life.

An instructor must be self sufficient because there is little in the way of support. There are no staff meetings so one only sees their colleagues when in the office checking out materials. All of the instructors are very friendly, but busy. During the first week I taught the businessman husband observed my class once. I believe the students are very open and businesslike in evaluating the classes they receive and communicate those feelings to the administration.

I very much enjoy my life in Argentina and was fortunate to find a great apartment with a wonderful hostess and her son. I am studying Spanish informally with two different people and making progress because of the need to survive in a second language and the desire to communicate ideas. I personally find I can say anything I wish, perhaps with poor grammatical constructions at times, but have difficulty understanding when someone speaks to me not knowing I am a student of Spanish. One of my students commented that this is typical of women!

Sharon MacQuoid , EFL teacher Argentina

The title for this website is "A Base for Tongue Twisters and Rhymes". This has a list of links to several tongue twister websites.

5.www.knownet.net/users/Ackley/vocabtong.html

This has 26 tongue twisters from A to Z. It also has some activities that could possibly be used as is or adapted for classroom/lab use.

6. www.oink.demon.co.uk/fun/tt/tonguet.html

This site consists of tongue twisters sent in by anyone who wants to contribute.

7.www.aitech.ao.jp/~iteslj/links/ESL/Pronunciation/tongue_twisters

This website is from the Internet TESL Journal's TESL/TEFL/TESOL/ESL/EFL/ESOL Links and is labeled ESL: Pronunciation: Tongue Twisters. It has many links to tongue twister websites.

Hawai'i TESOL

is committed to building a community of professionals teaching ESL (English as a Second Language) in the State of Hawai'i.

Hawai'i TESOL works to promote the highest standards in employment and instruction, improve professional support and interaction, and increase public and government recognition of the ESL field.

Hawai'i TESOL provides ESL professionals in Hawai'i with opportunities for networking and professional development. We welcome all who share our goals to join with us in our efforts.

Hawai'i TESOL welcomes all interested individuals to active membership. Please fill out the attached membership application and return it with your dues.

Hawai'i TESOL on the Web HawaiiTESOL.org (coming soon) Get the latest info.

Hawai'i TESOL seeks the involvement of all its members.

All activities are coordinated by an Executive Committee consisting of the officers elected by the membership at the annual business meeting and chairs of active committees. The officers are President, Program Chair, Membership Secretary, Treasurer, and Newsletter Editor.

Important work of Hawai'i TESOL is also carried out by active members involved in two standing committees:

-Standards, Employment, and Political Action

-Professional Activities

These two committees develop most of the programs for meetings and help plan the annual TESOL Roundtable Conference.

Disclaimer: TESOL membership does not include affiliate membership, nor does membership in an affiliate grant you TESOL membership.

MEMBERSHIP BENEFITS:

THE WORD

Members receive quarterly issues of "The Word," the newsletter of Hawai'i TESOL. Articles discuss language learning and teaching, describe practical classroom techniques, and summarize relevant state and legislative activities.

MEETINGS

Four to five times per year, Hawai'i TESOL has meetings open to the entire membership and guests. Meetings focus on issues related to employment concerns, improving standards within Hawai'i, and professional development with presentations and workshops. Each meeting includes time to meet other ESL professionals and to promote networking.

PROFESSIONAL INVOLVEMENT

Members of Hawai'i TESOL are responsible for developing programs for the annual TESOL Roundtable Conference, and will have the opportunity to give presentations or workshops.

Mr./Ms./Dr. _____
Family Name **Given Names**

Mailing Address _____

City _____ State _____ Zip _____

Institution _____ Position _____

Home Phone _____ Work Phone _____

Fax _____ e-mail _____

Circle your preferred method of contact: Home Phone/Work Phone/Fax/e-mail

Can we put your name, email, and Institution on our new Hawaii TESOL WebPage?

(Yes / No)

http://www.lc.byuh.edu/HawaiiTESOL

MEMBERSHIP APPLICATION

Membership for Calendar Year
(Jan. 1st to Dec. 31st)

Regular ($15) _____

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Contribution _____

TOTAL _____

Please make your check payable to

Hawai'i TESOL,
and mail to:

55-220 Kulanui St.,
Box 1940
Laie, Hawaii 96762

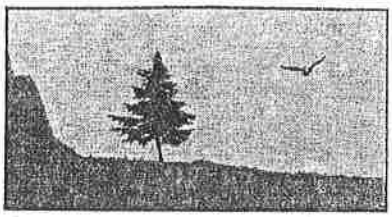
Teachers of English to Speakers of Other Languages, Inc.

Language and the Human Spirit

The 36th Annual Convention & Exposition
April 9 - 13, 2002

Salt Palace Convention Center

Salt Lake City, Utah, USA



Language and the human spirit

TESOL 2002 SALT LAKE CITY

The 2002 convention is a chance to take a look at the growing community of ESOL professionals that TESOL has become in an ever-changing and diversified world. Take your place in Salt Lake City and explore your opportunities for professional development and networking within the TESOL community.

What are the Dates?

The convention begins with Opening Night Ceremonies on Tuesday evening, April 9, and ends at 5 pm on Saturday, April 13.

Where is the Convention?

Salt Palace Convention Center, Salt Lake City, Utah, USA.

What can I do at the convention?

Convention Events
You can choose from more than 1,500 events that will enhance professional development and increase your enthusiasm for working with second language learners. This will be accomplished through:

- world-renowned plenary speakers
- workshops • colloquia • energy breaks
- Interest Section academic sessions
- concurrent sessions • poster sessions

The 2002 TESOL Convention will also feature an Employment Clearinghouse, a Swap Shop, educational visits, tours of the Salt Lake City area, a special evening event, networking, mulitcultural performances, Interest Section Group meetings, and more.

Pre- and Post-Convention Institutes
Leading ESL/EFL experts will conduct 20 or more half-day or full-day pre- and post-convention institutes on Monday and Tuesday, April 8 & 9, and Saturday, April 13. These in-depth ticketed sessions are extremely popular and sell out quickly. **Detailed information about the PCIs will be available in November.**

The TESOL Exposition features more than 150 companies that display the latest professional texts, classroom resources, multicultural instructional materials, including video and computer software. Exhibitors host sessions at which authors discuss their latest titles and materials. The exhibit will run from April 9 - 13, 2002.

Where can I stay?

There will be many hotels to choose from. Reservation forms, which include a map, hotel names and prices, will be available in November. *All reservations must be made by using the official convention housing form.*

How do I register and how much does it cost?

Member, student-member, non-member, and daily rates for pre-registration and on-site registration will be announced by mid-September 2001. Registration admits the attendee to the Exposition and *all* convention events not requiring tickets. Registration forms will be available in November.

Whom do I contact for information?

For program and exhibit information, please contact
TESOL Convention Department,
700 S. Washington Street, Suite 200
Alexandria, Virginia 22314-2751 USA
Tel.: 703-836-0774 • Fax: 703-836-7864
Web: http://www.tesol.org

Or, use our fax-on-demand service, 1 800-329-4469, request file #999 for a list of documents that are available, and then select the ones related to TESOL 2002. Call For Proposals can also be secured through Fax On Demand. **The deadline is May 1, 2001.**

When will more information be available?

Convention details, including hotel reservation and pre-registration forms, will be mailed to TESOL members in late November 2001. Please visit our website in November for information & downloadable forms.

Newsletter of
Hawai'i TESOL

P.O. Box 1940, Laie, Hawaii 96762

Executive Board: 2001-2002

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Standards, Employment, and Action Chair:
Kenton Harsch
kenton@hawaii.edu

Professional Activities Chair (Roundtable): Patty Reiss
reiss@cchono.com

We're on the web:

HawaiiTESOL.org (coming soon)

Upcoming Events:

Hawaii TESOL's Annual Social
Thursday, September 27
6:00-9:00 PM
Hawaii Tokai International College

Multimedia Workshop
Wednesday, November 28
6:00 - 8:30 PM
TransPacific Hawaii College

Hawaii TESOL Conference
Saturday, March 2
8:30 AM - 4:30 PM
University of Hawaii Windward

TESOL Convention Reports/Elections of Officers
Friday, April 19
6:30-8:30
BYUH

Language Experience
Monday, May 20
6:30-8:30
Location to be announced

Send articles, teaching tips, comments, jokes, suggestions, etc. to:
Elise Fader fadere@byuh.edu **or Joe Stokes** stokesj@byuh.edu

Spotlight on Teacher-Friendly Programs *by Kenton Harsch*

Working conditions for ESL teachers have a reputation for being less than ideal. However, there are programs here in Hawai`i that are quite "teacher-friendly". In this column of The Word, I would like to highlight these programs and what they do for their teachers. In the spotlight this issue is TransPacific Hawaii College.

TransPacific Hawaii College (TPHC), in the Aina Haina district of Honolulu, has been doing a number of proactive things for its teachers. In addition to having full-time ESL positions at the college, they offer a number of benefits to their adjunct ESL instructors. Class size is limited; there are never more than 16 students in a class. All classes are taught on Monday, Tuesday, Thursday, and Friday, so Wednesday is a non-instructional day.

The ESL Department offers a professional development opportunity four times a year. The new President of TPHC is looking into ways to fund or partially fund adjunct faculty to attend conferences at which they give presentations. Any adjunct instructor who teaches at least 12 hours a week is eligible for health insurance (Kaiser or HMSA--the instructor's choice), and all faculty, regardless of the number of teaching hours per week, are eligible for AFLAC benefits. Additionally, adjunct instructors are welcome to participate in a 403b plan. And finally, parking is free!

TPHC admits students four times each year. In the spring and summer terms that begin in April and July, respectively, the college can offer instructors as many as 16 teaching hours per week.

If you work for a program that is doing something exceptional for its teachers, please have the Director of the program contact the Socio-Political Action Chair of Hawai`i TESOL, Kenton Harsch (kenton@hawaii.edu).