

# The Word

Newsletter of  
Hawai'i TESOL



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## Message from the President

The 2001-2002 year has been a time of growth and consolidation for Hawai'i TESOL. Building on the momentum created over the past several years, participation was at a record high this year. We currently have over 130 members and the attendance at our five annual events increased as well, with over 70 members attending the social in September and more than 150 people participating in the conference in March.

However, simply reciting a few statistics does not adequately illustrate the extent of the involvement and commitment that characterized the past ten months. Hawai'i TESOL has been very fortunate to enjoy the full support of its membership and the local community this year. Members not only came to our events regularly, they also volunteered their time and expertise to help organize events, lead activities, and share their experience at workshops. This year we also officially signed our sister affiliate agreement with TESOL Ukraine, thanks in large part to the hard work and persistence of Sally La Luzerne-Oi.

Tokai International College, Trans-Pacific Hawaii College, Windward Community College, Brigham Young University - Hawaii, and Ala Wai Elementary School all generously offered their facilities to host this year's social, media workshop, conference, business meeting, and language experience, respectively. So to all of you, Hawai'i TESOL would like to extend its warmest mahalo nui loa; the entire organization is stronger because of your support and participation.

The Hawai'i TESOL Board of Directors also volunteered their steadfast dedication, hard work, intelligence, and good humor to ensure that the 2001-2002 year would be a success. Yoneko Narita planned and organized four wonderful events, while Perry Christensen recruited new members, kept them informed about upcoming events, and maintained the membership records. Our treasurer Garth Johnson ensured that our finances were in order and that we had enough money in the bank to pay for the events. Elise Fader and Joe Stokes published and distrib-

uted issues of *The Word*, Hawai'i TESOL's newsletter, and Kenton Harsch addressed the social and political concerns of our organization and its members. Finally, Patty Reiss brought about the unprecedented success of the 2002 conference. To these seven important people, I wish to extend my sincere thanks and appreciation. In addition, at the annual business meeting in April, three new members were elected to the board of directors; I would like to welcome Michelle Bell (Treasurer), Carol Eyal (Member at Large), and Christina Widjaja (Member at Large).

This next year promises to be another exciting year for Hawai'i TESOL. Our recent growth is, in part, due to the experience the board of directors has acquired over the past three years. On average, each board member has more than two years of experience with the organization, and we look forward to building on their knowledge and insight to create more opportunities for all Hawai'i TESOL members. We are currently exploring ways to increase interac-

### Inside this issue:

<i>Hawai'i TESOL 2002- Changing Assumptions</i>	2
<i>Transnational Identities: Language teaching and learning in a global society</i>	3
<i>Teaching Tip: Dictation</i>	4
<i>Websites for teaching novels</i>	5
<i>Postcard from Kobe, Japan</i>	5

### Special points of interest:

- Message from our President
- Partnership agreement signed with TESOL Ukraine
- Hawai'i TESOL conference presentation
- Teaching Tip
- ESL Websites

## Sister Relationship Official by Sally La Luzerne-Oi

On Friday, April 12, 2002 the sister relationship between Hawai'i TESOL and TESOL Ukraine became official. That evening members of the two affiliates met for dinner at Christophers in Salt Lake City. Perry and Martha Christensen, Jean Kirschenmann, Patty Reiss, Donna Prather, and Sally La Luzerne-Oi represented Hawai'i TESOL while Nina Naumenko, TESOL Ukraine

Coordinator, and Lilia Shilo, Cultural Affairs Assistant at the U. S. Embassy in Kyiv came from TESOL Ukraine. At the last minute, Patricia Sullivan, Regional English Language Officer for Ukraine, her family, and Ted Rogers, Professor Emeritus at UH joined the group.

Our Ukrainian guests were presented with shell leis and small souvenirs from Hawai'i. Nina

Naumenko showered Hawai'i TESOL members with postcards, chocolates, and other gifts from Ukraine. Patty and Nina acting as proxies for Presidents Jennifer Wharton and Nina Lyulkoun signed the Partnership Agreement. In celebration of this union, Ted Rogers sang the Hawaiian Wedding Song in Hawaiian. His rendition was greeted by applause from



*“Meeting community needs, dismantling stereotypes, promoting democracy, liberation, hope—these goals seemed to be the context through which ESL is being taught nowadays in Hawaii”*

## Message from the President (cont.)

tion with our outer island members, DOE members, and graduate students. Another exciting proposal being discussed is a joint conference organized with the Hawaii Association of Language Teachers (HALT) in 2003. We are looking forward to a new year of events and

activities for our members, and we welcome any ideas and suggestions you may have.

I hope everyone is able to enjoy a restful and interesting summer, and I look forward to seeing all current and future mem-

bers at the opening social in September.

Jennifer Wharton  
President, Hawaii TESOL  
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## Hawaii TESOL 2002—Changing Assumptions by Sandra Albers, Maui Community College

I was surprised how little of the Hawaii TESOL conference was actually practical suggestions on how to teach English to speakers of other languages. It seemed to me that many of the sessions, including the plenary and the lunch speaker, were addressing fundamental philosophical issues about learning, culture, identity, and politics.

San Francisco State University's Sandra McKay, in her plenary speech, told us that in fifty years, the number of English speakers who are not native speakers of the language is going to surpass the number of native English speakers; increasingly common are situations like a Japanese person and a Chinese person communicating in the only language they share, English. So how are we to teach toward this situation? We're no longer aiming at helping immigrants assimilate into American (or British, etc.) society. What

cultural assumptions have we made, and do we promulgate, that are irrelevant outside of our own society?

Two presentations on critical pedagogy continued to provoke the kinds of questions that Dr. McKay's opening speech had initiated. Gabriela Segade and George Harrison defined "critical pedagogy" as "Teacher-instigated learner autonomy" and a way to help students examine their own reality, what is known and how it is known.

Making the connection between the classroom and "students' own reality" was an essential motivation for the service learning program that Leslie Ashburne described in her presentation.

If we empower students and if the teacher is no longer the "banker" who distributes knowledge, then who's got

power? Again the question comes up, whose English is the "proper" one? Da Pidgin Coup's presentation posited that standard English is only one of many existing varieties of English, all equally valid.

In his lunchtime address, Deane Neubauer reinforced the challenge suggested by Dr. McKay in her plenary: we are all, teachers and students, acquiring a global identity. What kind of English teaching will support that identity in our students?

Meeting community needs, dismantling stereotypes, promoting democracy, liberation, hope—these goals seemed to be the context through which ESL is being taught nowadays in Hawaii.

Sandra Albers,  
Maui Community College



Patty Reiss, Hawai'i TESOL, and Nina Naumenko, TESOL Ukraine, sign official partnership agreement in Salt Lake City during TESOL 2002.

## Sister Relationship Official (cont.)

all the customers in the restaurant!

The Partnership Agreement commits both affiliates to an exchange of publications, attempts to network, efforts to inform affiliate members about the sister affiliate's country/state, and a search for opportunities for collaboration. Discussion is already underway to hold a digital video conference

with Hawaii TESOL and TESOL Ukraine members. The U.S. Embassy in Kyiv has offered to pay for this. Ted Rogers has donated a \$200 account at Cambridge University Press for the purchase of books by TESOL Ukraine. He indicated this should be considered part of the sister relationship.

You can help make this

sister relationship work and lead us to our goal of networking by subscribing to the TESOL Ukraine discussion list at [tesol-ua-subscribe@yahoo.com](mailto:tesol-ua-subscribe@yahoo.com). TESOL Ukraine members would like to hear from Hawaii TESOL members.

Sally La-Luzerne O'i, HPU

TESOL Conference talk – March 2, 2002

## Transnational Identities: Language teaching and learning in a global society

by Deane Neubauer and Gay Garland Reed

I want to thank you for inviting me here to speak with you today. Thanks especially to Hildre Herrera for making the arrangements. I feel that there are a number of areas where my interests in globalization intersect with your interests in language teaching and learning and I hope to touch on some of them with you today and I welcome your feedback at the end of my talk.

There are of course many ways to think about language acquisition and the relationship of teaching and learning a new language to participating in the global community. In today's talk I would like to begin by suggesting three ways to think about language acquisition: language as currency, language as access and language as capacity building. Then I would like to suggest another way for thinking about language teaching and learning—the building of transnational identity. I would like to elaborate a bit on this notion because it seems especially pertinent to living in a global society.

Talcott Parsons many years ago demonstrated the use of cross model inquiry in framing power discourse within economics, viewing power as a currency around which and through which relations are developed, calibrated, and a kind of "commerce" conducted. Michael J. Shapiro has similarly framed discourse of "moral economies", and of course, Michael Foucault has focused similarly on symbolic and emotional economies.

Language can be thought of as currency. If language is currency, then language acquisition might be seen—using this analogy—as a process of acquiring the currency or "cultural capital"—to use Pierre Bourdieu's term—that can be traded in for personal benefit like increased access to a better job. This "goods" notion to life, to borrow Mary Douglas' term, reminds us quickly that not all languages have equal status and value in the market place—just as some currencies are more, or less, sought after than others.

We might, for example, think about language as an economic resource in the Hawai'i tourist economy, with implications for something like Edutourism, wherein language is a form of cultural capital, a currency, that could be given exchange value in the society were that the focus of tourist activity. Holders of language capital could employ this currency within such a system of exchange, revaluing the overall tourist economy in terms of who has and who lacks the subject currency. A bit of further thought would make it clear to us how conditions of access to such currency could be developed, etc. The point is that language as currency allows us to refocus our inquiries about "social holdings" away from economic or property wealth and onto another medium of exchange.

Language can also be thought of as access. Following the work of Basil Bernstein we have

learned that linguistic codes provide access to class pathways within cultures as well as access to new cultures. Bernstein's classification of restricted and elaborated codes cue us to perceiving cultural and social spaces as linguistically determined. In this way of thinking the language teacher and the student work together to unlock the code to open new social spaces or, to use another metaphor, to clear a pathway into a new culture and way of seeing and being in the world.

Within this framing we are altered to the persistent class basis of language and often language acquisition. As Foucault remarks, "language does not happen behind our backs." Unlocking language codes allows us a license to explore class mobility, as it allows as well the opportunities to reframe society in patterns of multicultural diversity. Such acts permit the revaluing of the pathways to exploration and success in society.

Learning a new language can also be thought of as a process of general capacity building. It is not simply the capacity to engage in meaningful dialogue with a greater number of people but also the capacity to move in and out of new contexts and gain a deeper and more nuanced understanding of the social contexts that people from other national origins operate in.

All of these seem to be useful and appropriate ways for thinking about language learning but today I would like to discuss language learning and teaching in somewhat different terms—the building of transnational identity.

We tend to identify ourselves by our ethnic, cultural or national identities. In the process of learning a new language we often cross those boundaries.

In studies of contemporary globalization we observe a number of interactive factors that challenge existing boundaries including those imposed by or carried through language. David Harvey makes the intriguing argument that modern globalization (which he has equated with one form of the postmodern condition) is in large part about the compression of time and space, and the quickening of the exchanges that define our economic, social and cultural systems. Language stands in the midst of these exchanges and creates powerful tensions toward both conservation in the spirit of cultural preservation and change in the spirit of cultural convergence and integration. These tensions, sometimes viewed in the neologism "global", bespeak the multifaceted nature of globalization, the challenge it poses to boundary maintenance and the creative input it brings to all of the symbol systems through which we collectively communicate.

Living in a global society demands that we develop a sense of our global identity—our connectedness to a wider constituency beyond the family, clan, region and nation—a process that American philosopher, Richard Rorty, describes as, "extending the notion of 'us'". Learning a new language is one of the ways that we can move ourselves in that direction. This expanded identity brings with it the tensions that living with multiple identities affords—but it also opens up possibilities for expanding our notions of self and connection and for recognizing the complementarities, as well as the contrasts, that arise as we move across national borders.

I would like to suggest that there is mutuality in this process. It is not only the student who benefits. Those of you who are language teachers know the remarkable opportunities that teaching a language affords—the awareness of the complexity of one's own language, a respect for the difficulties inherent in the teaching and learning process, an acknowledgement that as you teach, if it is to be a truly meaningful enterprise, you must enter the world of your students. Most of you here today are teachers of English. And you all know—if you are a good teacher—that in the act of teaching a language, you inevitably become sensitive to the cultural frames of your students. Thus teaching becomes learning as well as a process of the mutual building of transnational sensibilities, biographies, and identities.

This is the challenge of identity acquisition in a global world, one in which so called "popular culture" plays an extraordinary role. Jules Henry in the late 1960's pointed out that as Americans we live in the midst of two quite different education systems. One, the formal education through which we all progress, has an explicit content and curricula through which we are meant to "learn" the world and prepare for adulthood. The other, often better funded and within which individuals actually spend far more time and attention, is the educational system created by modern advertising through which we are taught the core values of the society, learn models of desirable and undesirable comportment, fashion identities and learn to value and disvalue others. This system has not become a significant part of the modern world, creating a genuinely transnational culture that competes with the more traditional familiarities of national and subnational culture. It is a world that compels much of our identity attention, and one within which issues of who speaks what languages to whom are increasingly important.

## Teaching Tip: Dictation in the Listening and Speaking Classroom

By Joe Stokes

Of all the possible techniques that can be used to teach listening comprehension, dictation is one that I had never thought of or heard anything about until it was requested by some of my intermediate listening and speaking ESL students. It came up in an instructor/course evaluation in which students were asked to comment on the instructor's performance as well as the overall class content. Students are welcome in this evaluation to make suggestions on how the course might be improved upon. To my surprise, because it seemed like such a traditional and non-communicative technique, some students requested that I do dictations with them in the class. I later realized that perhaps this was a method used by some teachers in these students' native countries and that dictation was something they had become used to and comfortable with.

Instead of brushing aside this request with the excuse that these students know nothing about the latest in ESL teaching methodology, I decided to explore the possibility of using dictations in my listening and speaking course. The first thing I did was to implement the traditional dictation technique in which the teacher begins by reading a passage one time straight through. Then the passage is read again in sections or stretches that are normally spoken without a break. These should be long enough for the student to demonstrate ability in decoding, storing, and then re-encoding what they hear by writing it down. The reader should give the students enough time between each passage to write (Hughes, 1989). The passage can then be read straight through a third time in order for the students to check their writing (Davis, 1988). This technique of language teaching and testing is what is traditionally known as dictation.

The first thing I noticed when presenting this activity to my class was a sense of anxiety from my students. However, the students did concentrate and stick to the task at hand. After the dictation exercise was completed there were some complaints that the passage was read too quickly. I tried this exercise in two of my listening and speaking classes and I was curious to find out if this dictation

technique could be used for listening assessment.

Scoring dictations, especially those done by students in the lower levels, is not an easy task. Because the words in a dictation exercise should be scored according to their correct placement in relation to their sequence in the passage (Hughes, 1989), scoring can be a very tedious task. An additional problem that I experienced while scoring my students' dictations was the illegibility of their writing resulting from the necessity to write quickly in order to keep up with the reader. As I compared my students' dictation scores with other means of assessment it seemed as if there was somewhat of a correlation, in that students who had scored low or high on the dictations, also tended to score the same with other assessment devices.

One observation I made while scoring the passages was the possibility for using dictation as a means of assessing pronunciation. I found that many students, especially in the lower levels, misspelled words according to the way that they thought that they heard them. In one case "industry" was written as "in the street". Other examples show students' problems in distinguishing related sounds that do not exist in their language, such as "gobament" for "government", "prijatization" for "privatization", "incude" for "include", and "sacjifice" for "sacrifice". After scoring a set of dictations, a teacher might have a clearer idea of the pronunciation problems that the students need to work on.

Besides being used as an assessment tool, dictation can be an effective teaching tool as well. Davis (1988) gives ten good reasons why using dictation in the language classroom can be useful. The first reason is that the students are active during the exercise. When I used dictation in my ESL class, each student was concentrating on the activity and using both listening as well as writing skills in order to complete the task. Whether it is the teacher dictating, another student, or a voice on a tape, the students are actively listening so that they can do the exercise. Although dictation shouldn't be used exclusively for language teaching, it can help fill in a few minutes at the beginning or the end of a class that may otherwise be wasted if the teacher runs out of activities for the students.

The second and third reasons to use dictation are that the students can be active after the

exercise by correcting each others' papers or self-correcting, and the dictation can be turned into a discussion or other communicative activity. One suggestion is that the teacher can dictate questions that the students must first listen to, write down, and then ask one another and discuss in pairs or small groups.

Because dictation requires the student to only listen and write down what is heard, it only occupies one part of the brain. However, if given the proper exercise, dictation can raise unconscious thinking that comes from the language being dictated. An example of an exercise that demonstrates this is where the teacher reads a list of related words very quickly so that the students will probably only catch a small part of the list. Then students work together in a small group to complete the list pulling from the words heard by each student. Once the list is complete, the group comes up with a story using the list of list of related vocabulary.

Dictation can be useful when teaching a group of students with mixed abilities. The students who are more advanced can be required to write out the entire dictation, while the lower level students are given paper with parts of the passage already there. They only have to fill in the missing words. This allows the teacher to conduct the same activity for all of the students at the same time.

Dictation can be used with groups of any size and also seems to have a calming effect on the class. Combine a large class with rambunctious students, and dictation might just be one option for getting all of the students to concentrate on the language, even if it only last for a few minutes.

Sometimes teaching a language can be challenging for a non-native speaker. A lack of native ability may cause teachers to find themselves in sticky situations. A dictation exercise can be safe for a non-native teacher in that the language being dictated can be practiced and perfected ahead of time

## Transnational Identities (cont.)

One issue that inevitably arises for sensitive teachers is the concern about language teaching as a sort of cultural imposition in the context of a world where languages like English tend to dominate. This is a legitimate concern particularly when the new language is imposed and the process seems to be one of "subtraction" of the individual's heritage culture. Most of you encounter a very different process in your teaching where learning English is con-

ceived of as an additive process—adding new competencies, new perspectives, and new opportunities.

There is some usefulness in considering and discussing these different conceptions of language teaching and learning—language as currency, as access, capacity building and language teaching and learning as the development of transnational identities—because it gets us to the heart of the educational enterprise. Why educate? Who are the beneficiaries of the process? Are there local as

well as personal, national and global implications of our work? I am delighted to have the opportunity to reflect on these issues with you this afternoon.

Deane Neubauer  
Gay Garland Reed

## Debbie Yang's favorite web sites providing support materials for teaching novels\*

### 1) TrackStar <http://trackstar.hprtec.org/>

TrackStar allows instructors to annotate, post and share URLs for use in lessons. It is one of the resources at <http://4teachers.org> by the University of Kansas. Go to the left side of the TrackStar homepage under "Find a Track," click "keyword" or "author," type in your search words and it will bring up a list of "Tracks" created by teachers searching for lesson ideas on the web. Read the descriptions of the "Tracks," then click on any of interest to see a listing of URLs along with a description of the material at that site. This site is a teacher's gold mine!

### 2) Carol Hurst's Children's Literature Search Site <http://www.carolhurst.com/misc/search.html>

Go to Carol Hurst's Children's Literature Search Site. Type in the title and author of the novel you are working with, select to search "all of the web" and click "search."

### 3) The Children's Literature Web Guide <http://www.ucalgary.ca/~dkbrown/index.html>

Go to "The Children's Literature Web Guide" and scroll down to "Quick Reference" and click on "Teaching Ideas for Children's Books." This will take you to the "Doucette Index K-12 Literature Based Teaching Ideas: An Index to Books Websites." Type in the title and author of the novel you are working with and check the box "search websites only." Click on sites of interest on the list. Sometimes you have to go a little further than the homepage site that comes up to find what is on your specific novel.

### 4) Random House Teacher's Guides <http://www.randomhouse.com/teachers/catalog/>

Go to the site. Type in the title and author's name for your search. Then click the title as if you are going to order the book. On the left hand side of the site select "Teacher's Guide" to reach the background and activities on the novel you have selected.

### 5) Schools of California Online Resources for Education CyberGuides: Teacher Guides and Student Activities <http://www.sdcoc.k12.ca.us/score/cyberguide.html>

Click on the links on the left to see lists of the novels with materials on this site. Sarah, Plain and Tall, Mrs. Frisby..., Holes, and Walk Two Moons are there. The teacher guides are well written.

### 6) Looksmart [www.looksmart.com](http://www.looksmart.com)

Go to the looksmart website (A commercial portal, part of an Alta Vista Subject Directory.) and type in the title of the novel you are working with and click "search." Then, scroll down to where it says "Web Sites from Inktomi." Begin skimming and scanning the descriptions, clicking on possible leads, expect to see hundreds of items listed, some having nothing to do with the novel. Click on things that look like they might have vocabulary activities, questions, quizzes, info about the author, etc. Many times you will find personal teacher sites with novel materials off of looksmart links. At the bottom of the page hit "next 15" entries when you are ready. Many times you find great sites listed 75-90 from the top, so don't give up too soon. I usually quit when I haven't seen anything worth clicking on within the last 30 entries I've scanned.

### 7) Ask Eric Language Arts/Reading Lesson plans [http://ericir.svr.edu/cgi-bin/lessons.cgi/Language\\_Arts/Reading](http://ericir.svr.edu/cgi-bin/lessons.cgi/Language_Arts/Reading)

Scroll down through the titles. Holes is there. I expect more novels to be listed in the future as this site is actively soliciting contributions in various content areas.

*\*Note from Debbie:* Not every site has resources on every novel. Simply go to the next site and look if you don't find what you are looking for. Think of it as a treasure hunt! I usually browse and print anything I come across that looks like it has potential. After I've exhausted the resources here (about 2 hours), I sit down to review what I have collected and pick and choose what I will include in my novel unit along with ideas of my own. Debbie Yang, BYUH

## Postcard from Kobe, Japan By Leslie Ashburn

When I reflect on where I am right now, I notice that I have done everything in reverse order compared to the people I went to school with in Hawaii. It was only 3 or so years ago that I started the MA program in the Department of Second Language Studies, and I had never taught ESL students, nor any students for that matter, before arriving there. It was not until about half way through my studies that I began teaching and putting my studies in ESL to use.

Compared to the many veteran teachers in my classes, particularly those of whom had already gone to Japan (or other Asian countries) and who knew all about what it is like to teach there, I was inexperienced. "Big class sizes, grammar translation, students falling asleep in classes..." It just simply couldn't be true. In fact, my Japanese students in Hawaii seemed very motivated to learn. I was skeptical of the idea of ever moving to Japan to teach.

Now, all I can say is "Ah... I get it." I have firsthand knowledge what they were all talk-

ing about!

For the past two months, I have been teaching at Kobe Women's University. It has been an amazing experience adjusting to the rigors and joys of living and working in a foreign environment. The first day of work, I walked into my conversation class and nearly turned around and walked out the door from sheer terror. In front of me were 75 to 80 students all eagerly awaiting their new gaijin professor. Since then, the roster has grown to 98. I find it impossible to be everywhere at once, and encouraging the students to continue using English has been an enormous task indeed.

The Department of English is rich with intelligent and rather colorful colleagues willing to help me in any way possible. However, I really think that there is something to the idea of circular speech, and sometimes find it difficult to get what I would consider a straight answer.

It is not hard to love it here, particularly with my own office larger than my apartment and 200,000 yen per semester in research money. They

pay for all conferences, books, equipment, and scholarly memberships, and have a nicely stocked library of journals. Last night we had a luxurious campus-wide party in a posh Kobe hotel replete with gifts and French (a la Japanese) cuisine.

People are beginning not to stare, point at me, and shout "Amerikajin" so often, but I have been picking up some "funny" English from my British colleagues. My class of 98 students leaves me feeling "knackered".

After two months, I am beginning to feel homesick, and understand more fully what it means for someone to have culture shock. I am happy for my friends and colleagues back home in Hawaii who offer me their advice and loving support. Thanks, and I miss you! Overall, I quite like the order in which I have done things, and feel lucky to be here.

Leslie Ashburn  
Kobe, Japan



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## 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](http://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.

## Dictation (cont.)

insuring that the passage is an appropriate model of the language being taught.

As mentioned above, from the dictation samples of my ESL students, dictation can be useful in teaching and assessing the technical aspects of the language. Errors in spelling can show both the student and the teacher what needs to be learned as far as the relationships between the phonology and the orthography of the language. Sawyer (1961) suggests that although the spoken language should be the first skill taught to a language learner, dictation can be an effective tool in correcting the orthographic errors of students who have already learned the sounds of the target language.

The final reason why dictation can be a valuable language teaching instrument is that the teacher or the students can select from interesting and authentic materials for the dictations. This exposes the students to a wide variety of topics and vocabulary that are introduced within the structure of the dictation activity.

Dictation has been neglected in language teaching because of the recent emphasis placed on the teaching of the spoken language (Sawyer, 1961) resulting from the communicative approach. However, we can see that dictation can

still be a valuable language teaching tool if used correctly. There are a variety of activities which include some form of dictation as the structure or base to jump off from. Nation (1991) suggests one dictation related activity known as dicto-comp, which can be used to assess both listening comprehension as well as writing abilities. The teacher reads or dictates a passage several times, after which the students try to write down as much as they can possibly remember. Nation stresses that dictation activities are most effective when the text contains words already known by the students but used in ways that are unfamiliar to them. This helps the learners to focus on the relationships of words as they are positioned in a sentence or phrase.

Another variation to dictation is the picture dictation activity presented by Ur (1984) in which the teacher, or another student, reads several descriptions of a picture and the other students must draw what they hear. This activity can be fun as well as challenging for a language learner as they must listen carefully to the instruction in order to draw the picture correctly.

I suggest that dictation be used in the language classroom as a supplementary activity and starting point leading into more communicative activities. There are many ways to use dicta-

tion besides the traditional technique, and it is up to the teacher to explore and experiment with these possibilities. The most important thing to remember is that the dictation activity should not take away from the students' valuable time in being able to practice and produce the language.

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