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From Whence Cometh Thou, Hawai'i TESOL?

By Dr. J. Perry Christensen

In order to view what direction one is to proceed in the future, one must identify where one has come from. Though not an extensively documented research project, this article will briefly outline some of the major accomplishments of Hawai'i TESOL's past. Most of the information was gathered from the organization's newsletter, The Word, and from executive board meeting minutes and notes. I hope this is somewhat of an accurate record of what really occurred.

Before 1989, The Hawai'i Council of Teachers of English (HCTE) was the official TESOL affiliate. However, being lumped in with the regular "English teachers" it was felt that this organization was not meeting the special needs of its ESL constitu-

ents. Therefore, on February 23, 1989, a small group of ESL professionals began meeting. This blossomed into what became known as the ESL Group. Part of what was being discussed was whether or not they should break away from HCTE and be on their own. In the minutes from the March 17, 1989 meeting, Fawn Whittaker mentioned that when the planned April 6th meeting for the concerned members of the TESOL community was "brought up at the HCTE Board Meeting," it "really upset the 'Old Guard' who suggested we should form an Interest Group within HTCE." At the April 6, 1989 meeting, the ESL Group met and discussed several concerns that ESL teachers in Hawai'i shared, namely:

- The need to establish a crite-

tion to determine what a full time position in ESL is.

- The need for job benefits for those teaching ESL.
- The need to establish minimum standards so that professional certification could be started.
- The need for a strong organization to voice the views of ESL instructors throughout Hawai'i.

Over the next few months the organizational formation evolved gradually. Finally, in August of 1989, the ESL Group changed its name to the ESL Caucus and had its first mission statement and the first executive board was organized (see a list of board members at the end of the article).

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Special points of interest:

- History of Hawai'i TESOL
- Sister affiliate news from TESOL-Ukraine
- Year in photos
- Sign up or renew your membership (application inside)
- Calendar of events 2002-2003

Welcome Message from the Board

Aloha Hawaii TESOL, We hope you had a relaxing, interesting, and fun summer and we welcome you all back to another year with Hawaii TESOL. Following tradition, we will be starting with the ever popular Fall social, followed by the fun and formative

teaching workshops in November, leading to the main event of the season: the 2003

HITESOL Conference in March. This will be followed by the annual business meeting, and the put-on-the-shoes-of-our-students language experience. We hope you enjoy this

year's events and activities Hawaii TESOL has planned. We look forward to catching up with old friends and meeting new ones as well. On behalf of the Hawaii TESOL board, welcome to the 2002-2003 season.

Sincerely,

The Hawaii TESOL Board

Hawai'i TESOL History (Cont.)

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ESL Caucus Mission Statement

The ESL Caucus is committed to building a community of ESL professionals in the State of Hawai'i. The ESL Caucus will promote the highest standards in employment and instruction, improve professional support and interaction, and increase public and government recognition of the ESL field.

During the early years, it seems like the early ESL Caucus was more politically active trying to set standards, gain benefits, increase salaries, and being involved with legislation by mailing letters to Hawai'i Legislators, etc. In November of 1989, Patsy Mink came and talked to the ESL Caucus about the Hawai'i Legislative Process. The Caucus also looked at the Washington State ESL Master Plan which outlined the competencies and curricula for preliteracy, beginning, and intermediate levels of instruction.

In 1991, the leadership decided to hold meetings in different locations instead of always at Kapiolani Community College. Also the ESL Caucus decided to remain under the HCTE umbrella with the official name of *The ESL Caucus of the Hawai'i Council of Teachers of English*. This gave ESL Caucus members dual membership: in HCTE and the ESL Caucus and gave the Caucus the much needed funds to print a newsletter and continue functioning. It also gave the Caucus a major role in planning and running the annual HCTE TESOL Roundtable (conference).

On February 23, 1991 at the ESL Caucus Executive Committee Meeting, BYU-Hawai'i's Lynn Hendrichsen proposed that a local chapter of the ESL Caucus be established in Laie with meetings in Laie corresponding with dates and themes of meetings held in Honolulu. However, this chapter was so short lived or was kept so secret that none of the old-timers still at BYU-Hawai'i remember it.

In 1992, three significant events unfolded. First, the Caucus debated whether to support a Hawai'i House bill on health insurance for all employees working more than 20 hours per week. The cons were that it may reduce hours of part-time employees such as at NICE or

HELP. The pros were a step toward more full-time jobs. It appeared that the pros outweighed the cons and the Caucus chose to support the bill. Second, due to poor attendance, Caucus Chair Lea del Castillo posed the question of "Should the Caucus continue?" She may have been half joking, but the frustration of trying to fill the positions on the executive board and get volunteers is sometimes daunting. Finally, the 1992 membership form included a place for an email address. This shows the progression of the times.

In 1993, the Caucus began political action to aid the teachers at UH's HELP and NICE programs who were then classified as "causal hire." ie. teachers hired for ten weeks, laid off, then re-hired. This was a budgeting loophole so that the University did not have to pay for medical benefits, sick leave, and pensions for these teachers. Some of whom had been there for 13 years.

During the 1993-94 academic year, all ESL Caucus meetings were held at Tokai University on Kapiolani Boulevard.

In 1994, it was reported that HELP teachers would get longer contracts with benefits. However, they would have to reapply and interview to get one of these contracts. This opened up a new struggle for the teachers at HELP as to the fairness of the application and interview process they would have to go through just to keep doing the things they were currently doing. Also, it is interesting to note that someone must have made a conscience effort to put in lower case letters hcte on the call for participation form for the "hcte TESOL Roundtable." Was this some kind of subtle message? The next year, it was advertised simply as "TESOL Roundtable 1995."

June of 1995 brought about more discussions of the ESL Caucus breaking away from HCTE as well as transferring the rights of the TESOL affiliate. It also brought about a need to write and ratify an affiliate constitution.

In February of 1996, it was reported that the ESL Caucus was now to be known as Hawai'i TESOL and the official affiliate for TESOL in Hawai'i. Happy Miller-Retwaiut was then serving as the President of Hawai'i

TESOL. Another major victory in 1996 was the teachers at HELP now had eleven-month Instructor contracts with full employee benefits. The Constitution of Teachers of English to Speakers of Other Languages Hawai'i Chapter was accepted by the membership in April and amended by vote of the membership in November of 1996. The amendment was to raise membership fees (See Membership Fee History at end of article).

The years since 1996 have been relatively sedate compared to the early founding and political times. However, Hawai'i TESOL has continued to thrive and grow to where there were over 130 dues paying members in 2002. Some of the hallmark achievements have been the establishing of the first Hawai'i TESOL website (2001) now at www.HawaiiTESOL.org, Donna Prather working to get Hawai'i TESOL official non-profit status (2001) which included a lot of work by writing Articles of Incorporation and adopting By-Laws, the changing of the TESOL Roundtable to the Annual TESOL Conference, and the culmination of Sally La Luzerne-Oi's efforts for the signing of a sister agreement with Ukraine TESOL at TESOL 2002, Salt Lake City, UT.

The Hawaii TESOL officers are excited about this upcoming year. One of the most notable changes is that membership fees will rise to \$20. However, when compared to the fees assessed by other affiliates, we still rank among the lowest. On the same note, the board is currently exploring ways to offer travel grants to members. These travel grants would aid in bringing outer island members to come to the annual conference on Oahu as well as to send members to attend TESOL International's conference on the mainland. Finally, in the works is the fact that we are considering having a joint conference with the Hawaii Association of Language Teachers (HALT). We are hoping this larger conference will increase publisher participation, offer more presentations on a wider variety of language teaching topics, and help build professional contacts and understanding between more schools, departments, and language educators in Hawaii.

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TESOL-Ukraine in 2002

For several major reasons the current, 2002, year has become memorable and essential for TESOL-Ukraine history. First of all, because of its legalization that took lots of effort, time, and energy but at last gave our association an official status in Ukraine.

Besides, this year is remarkable as our



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

sister affiliate agreement with Hawaii TESOL was officially signed, thanks to the hard and thorough work as well as persistence of many people - Sally La Luzerne-Oi, Svitlana Gladio, Nina Naumenko and others.

This period is definitely a time of growth and consolidation of TESOL Ukraine that currently comprises more than 400 EFL professionals from high schools, colleges and higher educational institutions all over Ukraine and stimulates diverse activities of a big students' community, potential TESOL-Ukraine members. It is obvious that our association does its utmost to develop EFL expertise in different perspectives. This year five conferences aimed at reaching specific goals were run. January 2002 was marked by the 7th TESOL-Ukraine National conference in Chernihiv skillfully organized by Svitlana Bobyr and Sergey Selivanov. May was rich in regional conferences in Khmelnytsky (thanks to the team led by Laryssa Sergejeva and

Olena Kotsur) and Sevastopol (Nina Naumenko and her team did their best to run it). 3rd Students' Forum run in Ostroh under the leadership of Svitlana Novoseletska impressed and inspired its numerous participants. The 1st Students' Internet-conference was quite a successful experiment in Vinnytsya (organized by Svitlana Chugu and Svitlana Gladio).

I understand that no statistical figures would adequately illustrate the extent of the involvement and commitment of the TESOL-Ukraine community that characterized the past eight months of the current year. There are numerous people, their time, efforts, energy and knowledge behind the successful and bright events. Our association has been very fortunate to enjoy the full support of its membership and the US Public Affairs Section, personally Ms Patricia N. Sullivan, Lilia Shylo, Marta Pereyma were not only able to attend TESOL-Ukraine events, but took their

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Listening to the World: Cultural Issues in Academic Writing by Helen Fox

Reviewed by Colleen Soares

In *Listening to the World* (1994), Helen Fox gives many case studies of international students as they struggle with writing in U.S. academic style. She weaves many voices of students throughout her analysis, and this ethnographic approach is effective because it personally engages readers, drawing us into the intimacy of her conversations. The approach is also effective because it helps us to see how the theoretical concepts she describes are exhibited in the behavior of students. It enlightens us about the often strong feelings of international students, and while so doing it encourages a more truly multicultural perspective in our evolving pedagogies. This work is explicitly political, and Fox is sensitive to the implications of her work. Anticipating strong reactions from some readers,

she carefully explains the complexities in distinguishing cultural influences on writing. But she is convinced that broad cultural patterns influence writing styles, and further, that such knowledge has implications for teaching. *Listening to the World* is about cultural and political training, as she explains.

I hope to show in this book that the dominant communication style and world view of the U.S. university, variously known as 'academic argument,' 'analytical writing,' 'critical thinking,' or just plain 'good writing,' is based on assumptions and habits of mind that are derived from western - or more specifically U.S. - culture, and that this way of thinking and communicating is considered the most so-

phisticated, intelligent, and efficient by only a tiny fraction of the world's peoples. If faculty want to encourage a deeper, more meaningful multiculturalism, we need to recognize that many of our students have been brought up to think and express themselves very differently, and that these ways are worthy of our attention and understanding. (xxi)

Helen Fox collected most of her information for this book during three years when she was a graduate student teaching at the Center for International Education at the University of Massachusetts. She continued her observations the following year, when she became part of the faculty at the University of Michigan.

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Hawai'i TESOL History (Cont.)

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Then and Now

In the beginning, the ESL Caucus was ambitious, planning ten meetings a year held in the same location, Kapiolani Community College. Now we only have five meetings a year held at various places around the island. Furthermore, its members were expected to get involved. "Members of the ESL Caucus had an obligation to join a committee and devote some of their precious time to the ESL cause." Now, it is like pulling teeth to get members to be on the executive board or chair one of the committees. Then membership fees were \$10, and a request for an email address was not part of the membership application. Furthermore, there was talk about designing a phone tree in which 1 member calls 10 members and they in turn call more members until everyone got the message that there is a meeting. This year, membership fees will reach \$20 (well worth every penny might I add), and most of the contacting will be done by email through the Internet. Overall, the present Board seems just as excited about helping TESOL professionals as the original board some 13 years ago. The future is looking bright.

Further Reading

Chris Guro's article *The ESL Caucus: a brief history*, *The Word*, Vol. 4, No. 4, 1993.

(Chris was the ESL Caucus Historian in 1993)

Executive Boards

I think it only proper to pay tribute to those many people who have spent countless hours in serving what has become to be known as Hawai'i TESOL. Look through the names and see how many you know. When you see them, tell them, "Thanks!" Please note the various spellings for what may be the same person. I have tried to preserve the feel of the historical papers this information was taken from.

ESL Caucus Executive Committee (1989-91)

Chair - Rick Raker

Secretary - Potts Cahill, Lea del Castillo (Alternate)

Treasurer - Christine Yatsushiro

Membership & Organization Committee - Bill Potter

ESL Standards & Employment Committee - Leilani Hinds

Newsletter Committee - Muriel Fujii, Karen Onoe (Alternate)

Political Action Committee - Rick Raker

Professional Activities Committee - Graham Crooks

Social Activities Committee - Jan Lubin

ESL Caucus Executive Committee (1991-92)

Chair - Linda Dehnad

Recording Secretary - Lea del Castillo

Membership Secretary - Bill Potter

Treasurer - Jan Lubin

Member-at-Large - Chuck Bogue

Newsletter Editor - Richard Day

Production Editor - Muriel Fujii

ESL Standards and Employment - Leilani Hinds

Political Action - Rick Raker

Professional Activities - Jean Kirschenmann

ESL Caucus Executive Committee (1992-93)

Chair - Lea Del Castillo

Recording Secretary - Ethel Ward (replaced by Christine Guro)

Membership Secretary - Bill Potter

Treasurer - Chuck Bogue

Editor, *The Word* - Richard Day

Production Editor - Muriel Fujii

Material Review Editor - Shira J. Smith

Pro. Dev. Lit. Review Editor - Jay Ercanbrack

Member at Large - Rick Raker

ESL Standards & Employment - Leilani Hinds

Professional Activities - Jean Kirshenmann

Political Action - Open

ESL Caucus Executive Committee (1993-94)

Chair - Lea del Castillo

Secretary - Ethel Ward

Treasurer - Stacy Shiroma

Membership - Tess Lane

Historian - Chris Guro

Word Editor - Graham Crookes

Production Editor - John MacKenzie

Materials Review Editor - Shira J. Smith

Member-at-Large - Oranit Limmaneeprasert

Standards - Ashe Ruggiero

Political Action - John MacKenzie

Profession Activities - Happy Miller-Retwauit

ESL Caucus Executive Committee (1994-95)

Chair - Happy Miller-Retwauit

Treasurer - Rick Raker

Membership Sec - Tess Lane

Prof. Activities - Leilani Hinds

Standards/ Employment - Eileen Cain

TESOL Roundtable - Stephanie Ching

"Word" Editor - Catherine Sajna

Member-at-Large - Lea De Castillo

ESL Caucus Executive Committee (1995-96)

President - Happy Miller-Retwauit

Treasurer - Rick Raker

Membership Secretary - Tess Lane

Professional Activities - Lea del Castillo

Editor of *The Word* - Catherine Sajna

Standards/Employment - Eileen Cain

TESOL Roundtable Chairs - Stephanie Ching and Joseph Robbie

Member-at-large - Lea del Castillo

Hawai'i TESOL Executive Committee (1996-97)

President - Stephanie Ching

Treasurer - Rick Raker

Membership Secretary - Tess Lane

Professional Activities - Joe Robbie

Editor of *The Word* - Barbara Cabebe

TESOL Roundtable Chair - Donna Prather

Standards/Employment - Eileen Cain

Historian - Maureen Chapman

Hawai'i TESOL Executive Committee (1997-98)

President - Maureen Andrade

Program Chair - Kalehua Kamakawiwoole

Treasurer - Rick Raker

Membership Secretary - Kristen Baker

Editor of *The Word* - Barbara Cabebe

Historian - Maureen Chapman

Standard, Employment, and Political Action - Eileen Cain

Professional Activities (Roundtable) - Brent Green

Hawai'i TESOL Executive Committee (1998-99)

President - Maureen Andrade

Membership Secretary - Kristen Baker

Program Chair - Kalehua Kamakawiwoole

Treasurer - Barbara Cabebe

Newsletter Editor - Catherine Sajna

Hawai'i TESOL Officers (1999-2000)

President - Donna Prather

Program Chair - Kalehua Kamakawiwoole

Treasurer - Barbara Cabebe

Newsletter Editors - Jana Harper Makaafi and Melissa Pederson

Membership Secretary - Brent Green

Ex-Officio - Maureen Andrade

Standard, Employment, and Political Action - Chad Green

Professional Activities (Roundtable) - Chris Guro

Hawai'i TESOL Officers (2000-2001)

President - Donna Prather

Treasurer - Garth Johnson

Membership Secretary - Perry Christensen

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Hawai'i TESOL History (Cont.)

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Co-Program Chairs - Yoneko Narita and Jennifer Wharton

Editors of *The Word* - Jana Harper Makaafi and Melissa Pederson

Standards/Employ/ Political Action - Kenton Harsch

Professional Activities Chair - Patty Reiss

Hawai'i TESOL Officers (2001-2002)

President - Steve Jacques (until January of 2002)

Interim President - Jennifer Wharton

Vice Pres. - Yoneko Narita

Secretary - Perry Christensen

Treasurer - Garth Johnson

Standards/Employ/ Political Action - Kenton Harsch

Professional Activities Chair - Patty Reiss

Co-Editor of *The Word* - Elise Fader

Co-Editor of *The Word* - Joe Stokes

Hawai'i TESOL Officers (2002-2003)

President - Jennifer Wharton

Vice President - Yoneko Narita

Program Chair - Michelle Bell and Chia-Hsien Chu

Membership Secretary - Perry Christensen

Treasurer - Tamzen Whelan

Employment & Socio-Political Concerns -

Kenton Harsch

HITESOL/TESOL-Ukraine Liaison -

Sally La Luzerne-Oi

Editors of *The Word* - Elise Fader and Joe Stokes

Member-at-large - Christina Widjaja

Member at large - Carol Eyal

Member at large - Garth Johnson

Membership Fee History

Regular \$10 Student/Retired \$5

1996 Regular \$15 Student/Retired \$10

2003 Regular \$20 Student/Retired \$10

HCTE TESOL Roundtable Locations

1990, Feb 10 Hawai'i Loa College (now HPU Hawai'i Loa Campus)

1991, Feb 23 Hawai'i Pacific University

1992, Feb 8 Japan America Institute of Management Science (JAIMS)

1993, Feb 13 Japan America Institute of Management Science (JAIMS)

hcte TESOL Roundtable Location

1994, Feb 12 Tokai University

TESOL Roundtable Locations

1995, Feb 25 Tokai University

1996, Feb 24 Kansai-Gaidai Hawai'i College (now TransPacific Hawai'i College)

1997, Feb 22 Kansai-Gaidai Hawai'i College (now TransPacific Hawai'i College)

1998, Feb 21 Brigham Young University - Hawai'i

1999, Feb 20 Kansai-Gaidai Hawai'i College (now TransPacific Hawai'i College)

2000, Feb 25 HPU-Hawai'i Loa Campus

2001, Feb 10 University of Hawai'i - Manoa

TESOL Conference Locations

2002, Mar 2 Windward Community College

Joint HITESOL/HALT Conference Location

2003, Feb (TBA) University of Hawai'i - Manoa

Perry Christensen

BYUH

Spotlight on an Institution:

University of Hawaii English Language Program

During the July-September term, the University of Hawaii English Language Program (HELP) piloted "Fluency Fridays," an optional all-day, once-a-week program that offers students the opportunity to practice their English listening and speaking skills in a casual environment providing exposure to authentic vehicles of American and Hawaiian culture. Regular HELP classes are held Monday through Thursday. On Fridays, students can continue learning by participating in any or all of the following program components:

1. a movie with an hour of pre-viewing activities to familiarize students with characters, plot, and key vocabulary. Films for this portion of the program were chosen for their connection with the content of various HELP classes such as "Movies, Music, and More!" "Reading in Culture," and

"Grammar and Use."

2. two hours of conversation with native speakers (students from the University of Hawaii.) Students can choose to discuss the movie they watched earlier in the day, life in



Hawaii, or a topic of their group's choosing.

3. a hula class taught by Mary Tiger, a hula teacher from UH. Some of the students plan to perform the hula they learned at HELP's end-of-term celebration.

The program has been attended by a significant percentage of the HELP student population and students have expressed appreciation for the chance to supplement their English learning experience through a variety of structured yet relaxed activities.

Gina Clymer

Curriculum Coordinator

University of Hawaii English Language Program

TESOL-Ukraine in 2002 (Cont.)

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precious time to visit with different regions and meet with TESOL members. They have been contributing a lot by their professional assistance and financial support.

In particular, on 26-27th August, 2002 TESOL Leadership-Building Workshop was organized by Ms. Patricia N. Sullivan with the full support of the U.S. Public Affairs Section. It was a two-day event of hard work, new experiences and fruitful communication for TESOL-Ukraine current and future leaders. The workshops featuring the topics of Planning, Leadership, Team Building, Meet-

ings, and the Grant Process were skillfully run by Zirka Voronka, Mick Sullivan, Olha Lyubynetska and Lilia Shylo.



Every member of our association and our friends contribute to the effective functioning of TESOL-Ukraine volunteering their time and expertise to help organize national and regional events, being engaged in recruiting new members and keeping them informed about upcoming events, being eager to share their experience at seminars, workshops, meetings, and conference sessions.

Olena O. Kotsur

TESOL-Ukraine Editor

Book Review (Cont.)

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Fox's argument is that students raised in other cultures have different styles of communication from U.S. academic styles. She juxtaposes some general values of various cultures with U.S. values, and gives examples of how those are expressed in writing. In general, she refers to two broad cultural distinctions. U.S. academic styles value direct, assertive, confi-

dent writing which is short, logical, and to the point, with few "irrelevant" digressions. The style is also usually polite, reasonable, and not strident.

In cultures that value directness, it is assumed that the reader needs to be shown exactly how any background information is tied to the ideas that the author wants to get across. Not only do we require

transitional words and phrases and a careful, logical ordering of information, but we expect reminders of our previous points from one paragraph to the next, as well as careful emphasis on words that show precise and explicit relationships between ideas (19).

Many other world cultures value more subtle expression – a more roundabout

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Han Kwuk e Lo Uy Cho Tya – An Introduction to the Korean Language

Kamsamnida! to Jinhee Kim and Sangseok Yoon for introducing the Korean language to nearly 40 Hawaii TESOL members on May 20, 2002. Our 2001-2002 season wrapped up with one of our most enjoyable events, the Language Experience, which this year featured the language and culture of Korea. Participants enjoyed a delicious meal of kalbi beef, fish jun, mandoo, and other popular Korean dishes, before facing the challenge of learning a new language.

Sangseok Yoon began the lesson by giving a brief history of his country's

language and an explanation of its writing system, Hangul. Jinhee Kim then introduced the basic sounds and some simple expressions. At the end of the evening, participants were able to introduce themselves in Korean – with plenty of support from their patient teachers, and some good-natured ribbing from their fellow learners!

Hawaii TESOL warmly thanks Mr. Yoon and Ms. Kim for their well-prepared and engaging lesson. We also extend a special thank you to the faculty and staff of Ala Wai Elementary School, who provided the



facilities for the Language Experience. The amiable school setting made the evening a relaxed and comfortable one, and we were especially pleased that several Ala Wai teachers were able to stay for the event. Mahalo to everyone who participated!

If you couldn't make it to last year's Language Experience, be sure not to miss any of this year's activities. Check out the calendar of events in this issue and look for further details on our website, www.hawaiiitesol.org

Book Review (Cont.)

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communication style. With "subtle sensitive omission," a writer is showing respect for the reader's intelligence, and there is a wish not to insult. This results in students leaving out information that they believe is obvious from what they *have* said. Or sometimes a student's paper will seem to have too much irrelevant information which digresses from the main point – "piles of facts or stories or data that seem unconnected to the original assignment and that lack any analysis of what this information might mean" (13). If the student comes from a culture which values the group – the collective whole, Fox suggests that the student feels the need "to give the listener contextual information, stories that may seem unrelated to any main point, but which are intended to give the listener the *feel* of the situation, the context within which people act and by which their actions are understood" (17). And with this more subtle style, the audience does not have total freedom of interpretation; "the speaker or writer is supposed to give so much context, to say the same thing in so many different ways, that the audience finally gets the message that the speaker is trying to convey" (22). Fox cites numerous authorities to support her assertions – anthropologists and linguists, including Edward T. Hall (1976), who has explained the distinction between high- and low-context cultural communication styles. Low-context cultures – European, British, and U.S. mainstream – require information to be very explicit. On the other hand, in high-context cultures "much of the information in a message is not put into words at all, but is found, as Hall says, 'either in the physical context or internalized in the person'" (20).

Fox cautions us, however, not to retreat into simplistic categorizing – into a deterministic stance, which Vivian Zamel (1997) discusses in her critique of this book. Fox

reminds us often that these different approaches to writing result in papers with problems that are similar to those written by U.S. mainstream students:

papers from inexperienced writers, papers from fluent writers who aren't yet sure what they want to say, papers from writers who don't know their audience or who haven't realized they're supposed to think about audience, papers from students who suspect they are dyslexic, papers from students who have immersed themselves in their topic for so long they have lost all sense of perspectives. [nevertheless, says Fox] the indirect strategies of world majority students are not the result of inexperience or confusion, but of training and purpose, for they have been brought up to value a subtle or roundabout communication style as polite and sophisticated. They may not be very good at it, of course, just as U.S. mainstream students are not always good at being direct and precise. (14)

And, in addition to this, lest we slip into a determinism, Fox reminds us that L2 students have similar kinds of other difficulties as mainstream students: inadequate research on a topic; misunderstanding of the assignment; or, as I have also found "is quite common, they may have had very little experience writing papers in any language....The stories behind specific features of world majority students' papers can be so complex and varied that it is impossible to understand where the difficulties lie by looking at the texts alone" (14-15).

Throughout the book, but especially in the final chapter, "Helping World Majority Students Make Sense of University Expectations," she explains her process of conferencing with students wherein she often discusses the communication style of U.S. academia, and how that reflects U.S. cultural values.

Couching her discussion of student writing in cultural terms has worked for her because she has had time to talk intimately with individual students because she elicits discussion from students about their own cultures and values. Thus, she is being educated at the same time that she is educating. She is valuing and educating students culturally and politically, which she believes helps them more easily see and accept the need to change their writing styles, for "if they try to correct these 'writing problems' without understanding the cultural assumptions behind them, they may work at them a long time without success" (78). And, importantly, there may be overt or covert, conscious or subconscious resistance to accept formulas for academic writing that come from a culture that students may not *want* to emulate. (72-84)

A sub-section of this same chapter, "When to Talk with World Majority Students about Cultural Differences," explains methods for discussing these issues with students which teachers may find helpful (110-114). After some initial friendly conversation with students, Fox may decide that "their home culture might be affecting the writing in the U.S. context" (112). She believes it is helpful for their writing for them to become explicitly aware of cultural influences on communication styles, so she works this into the conversation. Why does she think it helpful? Because students often feel that we are criticizing their abilities or their upbringing when we criticize their writing. And if they feel this, they will not open up about "differences in their ways of thinking and writing" and it will be even harder to teach them (110).

How does she determine that students might benefit from explicit information about cultural communication styles? Fox explains that this determination takes time, and a lot of conversation – "which should never be put to the student as a list of questions, but should

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Book Review (Cont.)

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develop naturally, according to your own interests and what the student feels comfortable telling you" (112). She offers three broad conditions, any one of which may point to a student whose attitude and writing would benefit from explicit discussion of culture. First, she says, a good candidate is a student who is fairly new to U.S. culture, regardless of 'western' dress and ability with English. Second is the student who still has trouble with oral English or makes many grammar mistakes in writing although s-he has been in the U.S. for over 3 years. And finally is the student who speaks English well, "but describes his home as 'very traditional' and continues to speak the maternal language with family" (112). What does Fox talk about so explicitly with students?

Sometimes I tell students that they may have heard that being indirect or vague or digressive means the writing isn't 'good' and that I don't necessarily agree with that. I tell them that I believe that communication style is relative and that how we talk or write is determined by what the audience expects or needs. In most cultures, the audience expects not to be hit over the head with the point right at the beginning. But here in the U.S., I tell them, we do. Just as they have been taught that respecting readers or listeners means not telling them what they can figure out for themselves, respecting the audience in the western academic context means making things so explicit and precise that they can follow the argument without any effort at all. (114)

But in the end, Fox is realistic. She knows that students cannot wait for uni-

versities to change (108). While U.S. academic styles are beginning to change and will continue to, change will be very slow, and it will be resisted, because the direct style is so ingrained in who we are culturally, and we must get to know our students, and become familiar with "the cultures that have informed their assumptions, their expectations, their views of themselves and the world" thus in our institutions. Students have chosen study in the U.S., and, realistically, they have in order to attend the university. But Fox argues that we can make it easier for them by being more truly sensitive to the confusion, pain, and frustration they often experience while they are adapting, and we can talk about cultural influences on writing when appropriate. And we can do all of this even as we work to change the university.

This book calls for change, and offers insight about interacting with international students within the constraints of the present system. It fits into a social-epistemic rhetoric which James Berlin discusses. Examining the ideological and theoretical assumptions of composition rhetoric, he argues that a rhetoric is never innocent, is never "a disinterested arbiter of the ideological claims of others because it is always already serving certain ideological claims" (Berlin 9). To put it bluntly, the rhetoric which gains dominance in composition pedagogy is the rhetoric which most closely aligns itself with the interests of the dominant class of a society. *Listening to the World* fits into this ideology: Fox discusses the power relations in U.S. society; women and minorities; our bleak history of gender and race relations, and the need for continued change. A social-epistemic ideology is an honest and meaningful one for me, for I believe, as Berlin argues so precisely, that "no other kind of argument is

possible" (10). In terms of style, this work is written in what Patricia Bizzell (1999) calls hybrid discourse, which she describes as "new discourse forms that are openly subjective, incorporating an author's emotions and prejudices, forms that seek to find common ground among opposing positions rather than setting them against one another head to head" (12). Whatever name we finally come to call these "new" academic discourse styles, it is a relief that there is such rich discussion about them, and a growing call to weave them into our pedagogical methods.

We must get to know our students, Fox says, and become familiar with "the cultures that have informed their assumptions, their expectations, their views of themselves and the world" (15). By doing this, she suggests, we may reach that point where we begin to understand "how it feels to experience the world differently, [and] it may be easier to see how culture underlies all the other interesting things that make writers human — gender, status, experience, interest, will, resistance, character. It's tough and confusing to be a teacher these days, as the world grows closer" (15).

Fox, Helen. *Listening to the World: Cultural Issues in Academic Writing*. U.S.A.: National Council of Teachers of English. 1994.

Colleen Soares
Assistant Professor
Center for English Language Programs

Hawaii TESOL Travel Grants

Hawaii TESOL is excited to announce it will offer four HITESOL Travel Grants for the 2002-2003 academic year. The Travel Grants are funded entirely by membership fees and member donations. Proceeds from future grant fundraising ventures, such as the Travel Grant Raffle, will be deposited into the travel grant account.

Hawaii TESOL Travel Grant for TESOL Conferences outside of Hawaii (2)

Purpose: To support ESL professionals in attending a TESOL convention outside of Hawaii.

Who's Eligible: Hawaii TESOL members who are currently practicing ESL teachers, teacher-trainers, supervisors, or TESOL graduate students in their second year of coursework. Preference is given to those applicants who have been accepted to present at a conference and/or have never attended a TESOL convention before.

Amount: \$300

Criteria: Applicants are evaluated according to (a) reasons for wanting to attend the conference, (b) evidence of commitment to teaching English as Second Language, and (c) the benefit that attending the conference will bring to you and other teachers in your community.

General Guidelines: (a) Travel Grants are for Hawaii TESOL members only. Nonmembers wishing to apply may do so by applying for membership by November 1, 2002; (b) recipients will be asked/required to write a short article for *The Word*, the newsletter of Hawaii TESOL. They will also be invited to share what they learned at the conference at a Hawaii TESOL event, for the benefit of other Hawaii TESOL members; and (c) recipients of a HITESOL travel grant are not eligible for the same award twice within a two year period.

To Apply: Send two copies of your personal statement detailing (a) your name, address, telephone number, and email address; (b) the conference you wish to attend and your reasons for attending; (c) your TESOL experience, including (1) years, (2) locations, and (3) your responsibilities in this work; and (d) ways you and others will benefit from your experience at the conference.

With your application, please enclose one sealed letter of recommendation written by an ESL professional who can (a) describe and evaluate your work in ESL, and (b) attest to your commitment to teaching English as a second language. Also include a 50-word biodata summary. If you have been accepted to present at the conference, attach a copy of your abstract to the application letter. Applications that lack any required documentation or information will not be considered.

Due Date: Applications must be received on or before November 15, 2002.

Applications should be sent to: Hawai'i TESOL
BYUH #1940
55-220 Kulanui St.
Laie, HI 96762

Hawaii TESOL Travel Grants for the Hawaii TESOL Conference (2)

Purpose: To support neighbor island ESL professionals in attending the Hawaii TESOL conference on Oahu.

Who's Eligible: Neighbor island Hawaii TESOL members who are currently practicing ESL teachers, teacher-trainers, or supervisors. Preference is given to those applicants who have been accepted to present at the conference and/or have never attended the Hawaii TESOL conference before.

Amount: A roundtrip inter-island airplane ticket (or \$100).

Criteria: Applicants are evaluated according to (a) reasons for wanting to attend the conference, (b) evidence of commitment to teaching English as Second Language, and (c) the benefit that attending the conference will bring to you and other teachers in your community.

General Guidelines: (a) Travel Grants are for Hawaii TESOL members only. Nonmembers wishing to apply may do so by applying for membership by January 1, 2003; (b) recipients will be asked/required to write a short article for *The Word*, the newsletter of Hawaii TESOL. They will also be invited to share what they learned at the conference at a Hawaii TESOL event, for the benefit of other Hawaii TESOL members; and (c) recipients of a HITESOL travel grant are not eligible for the same award twice within a two year period.

To Apply: Send two copies of your personal statement detailing (a) your name, address, telephone number, and email address; (b) your reasons for attending the conference; (c) your TESOL experience, including (1) years, (2) locations, and (3) your responsibilities in this work; and (d) ways you and others will benefit from your experience at the conference. Also include a 50-word biodata summary. Applications that lack any required documentation or information will not be considered.

Due Date: Applications must be received on or before January 15, 2003.

Applications should be sent to: Hawai'i TESOL
BYUH #1940
55-220 Kulanui St.
Laie, HI 96762

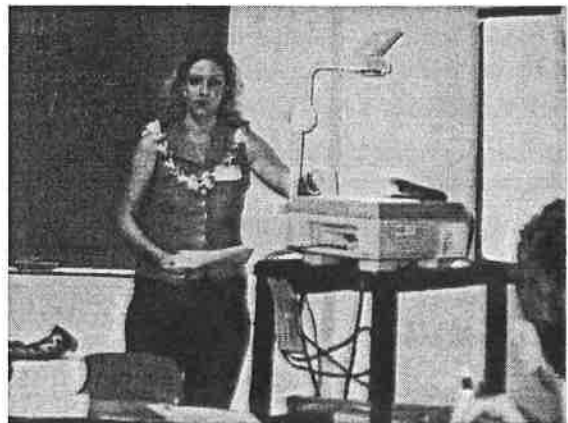
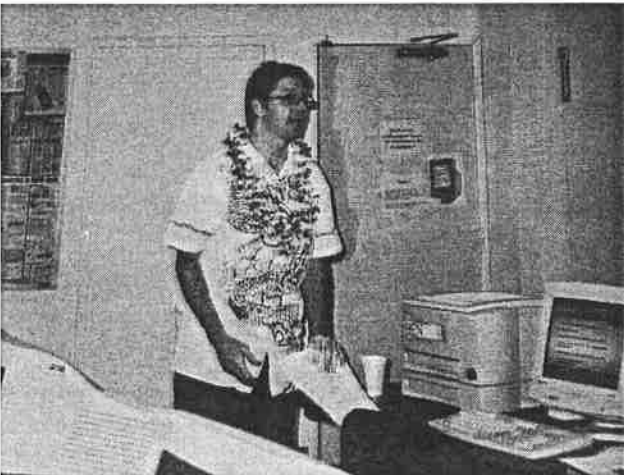
Hawaii TESOL 2001-2002: The Year in Pictures



Hawaii TESOL members eating, socializing and working at the Opening Social on September 27th at Hawaii Tokai International College.



Hildre Herrera, Steve Jacques, Shawn Ford, and Priscilla Faucette presenting at the Multimedia Workshop on November 28th at TransPacific Hawaii College.





Over 150 participants - a record-breaking turnout - came together on the scenic campus of Windward Community College on March 2nd for an enlightening array of presentations and workshops, speeches and panels at the 2002 Hawaii TESOL Conference. Dr. Sandra McKay, professor of English and Applied Linguistics at San Francisco State University, delivered the opening plenary and conducted an afternoon workshop. Dr. Deane Neubauer, Interim Chancellor and Interim Vice President for Academic Affairs for the University of Hawai'i, Manoa, and Director of the Globalization Research Center, gave the keynote speech at lunchtime. Mahalo to all presenters and participants for making the 2002 TESOL Conference an outstanding event. Sister Affiliates!



Patty Reiss and Nina Naumenko signed the Partnership Agreement between Hawaii TESOL and TESOL Ukraine in Salt Lake City on April 12, 2002. Members from both affiliates joined in a celebratory dinner.

A few of the board members celebrating the end of another great year for Hawaii TESOL at the Language Experience on May 20th at Ala Wai Elementary School.



See you next year!

Hawai'i TESOL 2003 Information and Application

Aloha,

The new school year is upon us. This means it's time to think about your professional activities. We hope that you'll make HITESOL one of them. Our membership drive will begin with the Fall Social. New members who sign up in September will have a "bonus" three months of membership. The regular membership year runs Jan. 1st to Dec. 31st, 2003. The 2003 membership directory will be distributed at the Annual Conference in February. Those wishing to have their name included in the directory need to join or renew at least 3 weeks before the Annual Conference.

Another change is in membership dues. Regular membership has risen slightly to \$20. Students and retired persons are still \$10. There is also a new category for Outer Island members, \$5.

Finally, we are excited to announce that Hawai'i TESOL will be providing travel grants that will help members attend conferences, either our own, TESOL International, or some other conference. Look for more details in *The WORD* or online.

Sincerely,

The HITESOL Executive Board

2002-2003 Board Officers

Jennifer Wharton - President

jwharton@transpacific.org

Yoneko Narita - Vice President

ynarita@transpacific.org

Michelle Bell & Chia-Hsien Chu - Co-Program Chairs

hola_2u@hotmail.com emchu918@yahoo.com.tw

Perry Christensen - Membership Secretary

Christep@byuh.edu

Tamzen Whelan - Treasurer

tic.tac@verizon.net

Kenton Harsch - Employment & Socio-Political Concerns

kenton@hawaii.edu

Elise Fader & Joe Stokes - Co-Editors of *The Word*

fadere@byuh.edu stokesj@byuh.edu

Sally La Luzerne-Oi - HITESOL/TESOL Ukraine Liaison

slaluzerneoi@hpu.edu

Christina Widjaja - Member at large

sutrisna_@hotmail.com

Carol Eyal - Member at large

carolfoye@yahoo.com

Garth Johnson - Member at large

johnsong@byuh.edu

What is Hawai'i TESOL?

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 and seeks the involvement of all its members.

Hawai'i TESOL is on the Web. Go to HawaiiTESOL.org to get the latest information about upcoming activities and events. Also learn about Hawai'i TESOL's board of directors and how you can become more involved.

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.

Membership Benefits

THE WORD- The newsletter written and edited by Hawai'i TESOL. Articles submitted from members discuss language learning and teaching, describe practical classroom techniques, and summarize relevant state and legislative activities. The Word is passed out at meetings and is available on the web, HawaiiTESOL.org.

MEETINGS-four to five times per year, Hawai'i TESOL has meetings open to the entire membership. 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 Hawai'i TESOL Conference, and will have the opportunity to give presentations or workshops.

DISCOUNTS--Membership in Hawai'i TESOL also provides discounts to the Annual Hawai'i TESOL Conference.

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

Hawaii TESOL Application/Renewal Form 2003

(Please print legibly)

New Member _____ Renewal _____

(Check One)

Last Name: _____

First Name: _____

Email*: _____

(Announcements and reminders will be sent primarily through email)

Work Phone: _____

Alternate Phone: _____

Title / Position: _____

Institution: _____

Location: (Check One)

Oahu _____ Big Is. _____

Maui _____ Other _____

*Mailing Address if you don't have email:

Membership Dues

(Jan 1st to Dec. 31st, 2003)

Regular Membership \$20 _____

Outer Island Membership \$5 _____

Student/Retired Membership \$10 _____

Contribution _____

Total: (Your check is your receipt) _____

Make check payable to **Hawai'i TESOL** and mail to:

Hawai'i TESOL
BYUH #1940
55-220 Kulanui St.
Laie, HI 96762

Questions: Contact *Perry Christensen* at christep@byuh.edu

Newsletter of Hawai'i TESOL



BYUH # 1940 55-220 Kulanui St.
Laie, Hawaii 96762

Wer'e on the web
HawaiiTESOL.org

Calendar of Events

Opening Social:

Thurs, September 19, 5:30-8:30 p.m.
McCoy Pavilion, Ala Moana Park

Practical Workshops for ESL Teachers:

Wed, November 20, 4:00-7:30 pm
TransPacific Hawaii College, Aina Haina

Joint HITESOL/HALT Conference:

University of Hawaii, Manoa
Date and Location TBA

NOTE: International TESOL March 25-29, 2003

North Shore BBO and Business Meeting:

Sat, April 12, 11:00am-2:00pm (tentatively), Brigham Young University-Hawaii, Laie

Language Experience:

Wed, May 21, 6:00-8:00 p.m.
Location TBA

From the Keen Mind and Memory of Bill Potter:

A Recollection of the Early Days

My recollection of the initial ESL Caucus meeting is that it happened in a meeting room at Kaumakapili Church, but it may have been at



one of the other churches there. I think Rick Raker was working for the Kaliha-Palama Immigrant Services Center, sponsored by Kaumakapili, St. Elizabeth's and other churches in the area, and he arranged for the meeting space. I have a definite recollection of Richard

Day being there, along with Richard Schmidt, I think, and urging our group (mostly made up of UH MA/ESL alums) to take the lead in forming an organization that would empower classroom teachers to take an active role in moving our profession forward in Hawai'i.

I also remember a mass meeting (probably the April 6 meeting) where there was passionate discussion about the relationship with HCTE. Some spoke with gratitude of the support they felt they had gotten from HCTE in the past, and others felt that the current arrange-

ment did not support what ESL teachers needed to do for our profession in this state. While the meeting was stormy at times, I think we did end up with a consensus that working within HCTE was the best way to start.

A comment about names: The Christine Yatsushiro listed as a member of the first executive is our current Chris Guro.

Bill Potter, Dean
Center for English Language Programs,
Hawai'i Pacific University