



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

THE WORD - VOLUME 14, ISSUE 2

SPECIAL ISSUE: TESOL UKRAINE

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Orange Revolution in Ukraine

By: *Svitlana Radziyevska, TESOL-Ukraine Vice-President*



The symbolic orange flag

Teachers play a significant role in shaping a society. They give the next generation the tools they need to lead the country to a more prosperous future.

appearances by political leaders, professors, rectors and endless orange symbolism.

Students were chanting "Together there are many of us! We cannot be defeated!" and other songs which were recorded to energize the protestors and became the unofficial anthem of the revolution. They were fighting for days and nights in the center of Kyiv and proved that such qualities as strength, courage, determination and spirit were an essential part of their characters.

The main lesson from this, I think, is that no student or teacher can remain indifferent. The Revolution touched a nerve in one and all. It is now more important than ever that the spirit of the Orange Revolution live on to create a new culture of grassroots activism.

After communicating with students, I arrived at the conclusion that the former were defending not Yushchenko, but their abused rights, their democratic choice. They will never forget the mystical-looking *Ukrainians Maidan* (Central Square), covered with snow, freezing, but unvanquished. They will remember these painfully expectant but marvelous days witnessing the brightest manifestation of our national development.

I think that people in a new prosperous, democratic, and prestigious Ukraine will treat the Orange Revolution with respect. It's my hope that students in that other Ukraine will wonder how we could have lived other than free.

The Orange Revolution was not an exception. Many university professors and school teachers from all over Ukraine inspired their students to come to the capital to defend their right to freedom and their right to elect their own government.

Kyiv students made up the backbone of the revolution in the very beginning and were supported by students from all over the country. Some Ukrainian students which study overseas returned to Kyiv and set up tents on Khreschatyk Street, the main street of Kyiv, determined to stay in the capital "until the end" - when Yushchenko becomes president. There were also students from the U.S.A., Canada, the U.K., France, Poland and other countries. "What is happening now in Ukraine will determine whether its citizens have their democratic state or not," one of the students from Poland said.

The tents self-governing system was amazingly efficient. Teachers were coordinating groups of students. Unarmed guards secured the perimeter; cooks provided the food; unoccupied students slept or cleaned the territory. Thanks to the efforts of medical students, special first-aid tents were set up in the tent city. The typical protest tent on Khreschatyk Street became the main symbol of our revolution, a revolution of smiles and joy, with non-stop concerts, frequent public



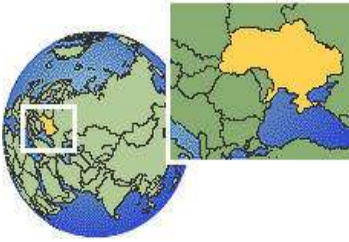
Orange tent filled with students & teachers

The end of the year found members of our sister affiliate swept up in politics. Many of the universities closed as students took to the streets to support Yushchenko's call for new elections which did take place on Dec. 26. Just a few weeks ago (at the end of January) Yushchenko was declared the winner of those elections. Former colleagues at Vinnytsia Pedagogical University wrote that their holiday vacation had been cancelled because they had to make up the classes missed when the university closed down!

Sally La Luzerne-Oi, HITESOL/ TESOL Ukraine Liaison

Glimpses of Modern History of Ukraine

By: *ESL Teachers of Business Foreign Languages Department, Khmelnytsky National University, Ukraine*



Tanya Brushko, ESL Teacher, TESOL-Ukraine Newsletter Editor

Dear Friends,

Happy New Year! May new and wonderful events happen in your lives and bring only joy and peace in your hearts! Such new and really terrific events have been happening in the lives of Ukrainians these few months. What are these events? Why have they been happening? The ESL Teachers of Business Foreign Languages Department, Khmelnytsky National University will share with you some of the moments of modern Ukrainian history and their experience.

Vadim Martsynyuk, ESL Teacher, an interpreter for OSCE observes:

It was early morning, December 27th 2004. Gerard Lenowski and I were walking on the plaza of the Podillia Hotel in downtown Khmelnytsky, only hours after the polls closed and while some ballots were still being counted. I had a great opportunity to work with different groups of international observers in Khmelnytsky region during the presidential election in Ukraine. We were tired after sleepless night at one of the TEC but still were full of impressions. We were having a conversation and I took a note of the words Gerard said. They seemed to me to be of historic importance. He said:

“Look at the bright, clear day around us. A warm sun came up this morning (the morning after the repeat second round presidential election). For me it signals an historic New Day, one that I, and a lot of my fellow countrymen/women in Canada, along with countless others throughout the OSCE Member countries in particular, are hoping for Ukraine following this important democratic exercise. Whatever the final outcome, so many like myself – and I know you, and millions in Ukraine like you, likewise - see your country as being on the threshold of improved times, and a much better future for all Ukrainians.”

From the press reports, it appeared that Yanukovich had been getting a negative response from the Supreme Court. It meant that Ukraine would have a new President,

but before that there were two long and not so easy rounds of election. I remember all those different agitations and advertisements we had for months. I remember the tension in our society and even between the members of the same families. It was like everyone was really concerned and moved with what was going on. You would hear people talking about politics every time and everywhere. Strange thing, but only a few years ago people were completely different. And now the change is so obvious that it could be seen with a



OSCE representatives
(Vadim Martsynyuk in middle)

naked eye. Why and how did it happen? I would say that the protest that later became “the Orange Revolution” was growing slowly. First people got tired of numerous advertisements in favor of only one candidate, and he was the government candidate. The second thing which I think drove people crazy was that they were under pressure and forced to vote for

Victor Yanukovich. I remember a Yanukovich visit to a small town where I came from. People from different villages of that region were made to come there for that kind of meeting. People were waiting for that candidate to show up for more than two hours. They couldn’t leave that meeting because police didn’t let them out. And the other thing is that when Victor Yushchenko came to the same town he wasn’t even allowed to talk to people, he was just cut off. I remember when people during those rounds of election approached international

observers and talked to them. They were trying to share their feelings with them. They wanted the whole world to know what was going on in Ukraine. There was a guy who told us that his father was just fired only because he and his son were political activists and were devoting a great deal of their time and efforts to the election campaign. Their employer’s argument was that they wanted a clerk, not an activist. I remember when one lady explained to us that it took her much time and effort to come to her polling station and vote. But she did it every time because she wanted to prove to the authorities that they had to consider and take into account what people thought. People wanted the elections to be free and fair. This is the main idea. I met quite a lot of people who actually voted against the

candidate because they were against all those frauds and violations. And I guess that people of my country proved themselves and the rest of the world that they are a real nation and that they want to have better future for themselves and their children. Let us hope that their aspirations for Ukraine will be realized.

Alla Boyko, an ESL Teacher observes:

The twenty-third of November, 8a.m. I began my first lesson with third-year students. They declared: «We are going to be leaving, we want to defend our candidate, we want to live in free country.” I couldn’t find any arguments and I didn’t really want to stop them, because the government’s pressure was so cynical and obvious that only few if any could tolerate it. So, after the first lesson almost all of our teachers together with their students went to the central square of Khmelnytsky City and took part in the protest meeting. “Yuschenko is our president”, “Freedom”, “Free Ukraine”, “Long live Ukraine” – we were shouting out. There were mixed feelings. Warmth and support of all people, students and teachers, workers and engineers, housewives and businessmen—we stood together and believed in the free and democratic future of our country.

Myroslav Gontaryuk, ESL Teacher, Ed.M, an interpreter for OSCE observes.:

As an eyewitness to events here in Khmelnytsky, I want to share my comments with other people. The Orange Revolution is a historic event with great consequences not only for Ukraine but for freedom and democracy in Belarus, Russia and for the rest of the world.

During the whole campaign, almost all media was bashing the oppositional candidate Victor Yushchenko. Lies after lies were being thrown at the public. The only independent channel that was not being censored was blocked in Eastern Regions and almost closed all-over, if it had been for the people who took to the streets to defend it. Students of some educational institutions and workers at state factories and companies were agitated and sometimes threatened to vote specifically for the government’s candidate.

Most Ukrainians, including me, thought of ourselves as incapable of uniting and fighting for our freedom. Most of us thought that our people were too tired to fight, to say NO and would tolerate any further violations of their rights. But hundreds of thousands said NO, and now millions have joined them. This is unprecedented in Ukraine. It has united us, a country of two religions Orthodox Christian and Catholic Christian, a country of two languages Ukrainian and Russian into one NATION that disregards ethnicities and languages with only one aim, - new, democratic, free, prosperous Ukraine based on European standards that were always in hearts and souls of Ukrainians but not in heads of its rulers.

Why did people win? Because a new generation has grown up. The generation that is too young to remember hypocrisy and double standards of Soviet regime. The generation that is too free to be scared. Did I mention the people’s most important weapon? Their hearts! The collective heart of the nation and the individual heart of the individual protester, driven to stand, unarmed, against an overwhelming authoritarian regime. We now know that bullets were issued to the regime’s interior troops. A slaughter of the protesters was only barely averted. Yet they stood. They stood brave. They stood true. I have no doubt that these few weeks will go down in history as one of Ukraine’s finest moments.

Nataliya Nikitiuk, ESL Teacher, an interpreter for OSCE observes:

That was the most patriotic action in my life. That was an unforgettable feeling of my importance in the political life of my country. Standing together with my students and colleagues and people of different professions and backgrounds, I felt united with all Ukrainians and conscious of my participating in a really vital political event for my native land.

It was surprising to watch patient and calm, sometimes even indifferent, Ukrainians being so decisive, active and enthusiastic, and most important was that those people were fully aware of what they were doing and why.

We all realized what we wanted and went straight to our goals, and thank God we won the victory!

Sergey Sokolovsky, ESL Teacher, an interpreter for OSCE observes:

It was a turning point in the newest history of Ukraine. My country was fighting for its freedom. For more than thirteen years we’ve been independent but not free. Maydan (Square) has drawn all progressive forces of my country. It was the place that accumulated all our hopes and dreams for the better future for Ukraine as a country with self-dignity and self-respect. It was the place that once and forever changed “Hohlov”(a nickname for Ukrainians used with a kind of negative meaning) into “the Ukrainians”. I’m happy that young people played the most important role in this fighting. They’re not burdened with prejudices of the past when Ukraine used to be “the younger brother” of the Great Russian Empire. We’re free now, and it gives the sense to my life.

Ukraine Hotlinks

TESOL Ukraine's website: <http://www.tesol-ua.org>

Map of Ukraine: <http://travel.kyiv.org/map/>

The English Teaching Resource Center at the English Department of Kyiv-Mohyla Academy: http://www.usembassy.kiev.ua/relo_etrc_eng.html

TIME Magazine's article on "Orange Revolution": <http://www.time.com/time/europe/magazine/article/0,13005,901041206-832153,00.html>

Kyiv Post Newspaper: <http://www.kyivpost.com>



Spotlight on the DOE: Hawai'i's ESLL Resource Teachers

by Yoneko Narita

ESLL teachers working in Hawai'i's public schools are an underrepresented sector in Hawai'i TESOL's membership. In an effort to publicize our organization and encourage participation, I attended two state ESLL meetings in 2004 where I was able to introduce Hawai'i TESOL and describe our annual events and other benefits of membership. Whether or not my enthusiastic campaign had any impact remains to be seen, but there were unexpected benefits for me. At these meetings, I was able to meet some of the ESLL Resource Teachers (RTs) working on Oahu and the neighbor islands and learn more about the RT system itself.

Currently, there are 18 Resource Teachers working in the state of Hawai'i. RTs are allocated to a district (Honolulu, Leeward, Central, Windward, Kauai, Maui, East or West Hawai'i) according to the number of identified ESLL students in that district. Presumably, the more students there are, the more

school-level teacher positions there are.

The duties of the RT are varied and demanding. They support the schools by providing staff development for the ESLL faculty as well as for regular ed teachers. They assist schools in providing training in test administration and scoring of the program's required tests, help schools to input and then analyze data in order to make informed decisions regarding instruction, and monitor for compliance to the requirements of the program (requirements are outlined by the Identification, Assessment, and Programming System, or IAPS, which RTs are well-versed in). Resource Teachers also team with other program RTs to review school plans. They regularly schedule meetings and staff trainings for their district's ESLL staff. In addition, RTs often supervise the work of School-Home Assistants, who are the native language link between an ESL student's school and home.

My modest hope is that RTs may also

serve as a link between Hawai'i TESOL and the ESLL teachers who work for the Department of Education. Resource Teachers can disseminate information about our organization to the teachers in their districts. More importantly, perhaps, RTs can communicate to us issues that are of interest to DOE teachers, and share ideas as to how Hawai'i TESOL can better serve the public schools. This is one of our goals for 2005.

To learn more about the Hawaii Department of Education ESLL Program, visit their website at:

<http://doe.k12.hi.us/programs/esll.htm>

If you're interested in or have ideas about how DOE Resource Teachers can become more involved in HITESOL or how HITESOL can be more connected with RTs, please contact Yoneko Narita:

yonekonarita@TransPacific.org

The 2004 Practical Workshops for ESL Professionals

For the second year in a row, Kapiolani Community College (KCC) hosted Hawai'i TESOL's Practical Workshops for ESL Professionals on November 10, 2004. Seven Hawai'i TESOL members offered five different workshops on a variety of topics. Here's a brief look at the evening's presentations:

Maggie Bills of Intercultural Communications College presented "Cultivating a Desire to Read in ESL Students." She focused on the text *Tuesdays with Morrie* (by Mitch Albom) and discussed how she used this book in her own classes to motivate students to read extensively. She also discussed how teachers can guide students in selecting appropriate extensive reading materials, and other methods for increasing student interest in reading outside the classroom. Ms. Bills prepared a detailed handout that included lesson plans, activities and materials she designed to accompany *Tuesdays with Morrie*.

The title of Hawai'i Pacific University graduate students Stephen Mendenhall and Masaki Seo's presentation was "Hybridity Breeds High Productivity - Utilizing Technology in the Language Classroom." In this workshop, the speakers discussed the advantages of hybrid (combined online and face-to-face) courses and allowed participants to experience firsthand a course on WebCT. Ironically, Mr. Mendenhall and Mr. Seo had to overcome a few AV-related obstacles when setting up their PowerPoint presentation about the benefits of technology in the classroom, but in the end they prevailed, and the presentation was a success.

In Jody Yamamoto's (KCC) workshop, "Group Work for the Study of Academic Text," participants took on the roles of students and worked in small groups on an actual reading task. Acting as leader, recorder, reporter, or timekeeper, group members prepared an outline of a written passage from an authentic text. Later they compared their work to some outlines prepared by

Ms. Yamamoto's students. Through this exercise, attendees were able to see how students can cooperate, get involved in a text, and develop academic and language skills in a focused classroom task.

Caron Ferguson described a project she and a colleague carried out at a college in Virginia in her workshop, "Setting Up a Student-Led Web Project." Under the guidance of Ms. Ferguson, ESL students researched their own community and gathered useful information about various aspects of civic life: transportation, healthcare, employment, local eateries, etc. Students and teachers then worked together to develop a website where all of this information could be posted and made available to other international students and immigrants. This project generated a high level of student involvement and interest as they applied their language skills in a meaningful, practical way.

The final workshop of the evening, "Using a Videotaped Case Study to Introduce Proofreading," was conducted by Sally La Luzerne-Oi and Jean Kirschenmann of Hawai'i Pacific University. The presenters began by discussing the rationale for proofreading, along with several proofreading strategies. They then showed a videotape of pairs of students using these same strategies in a real classroom setting. Workshop attendees then had a chance to put themselves in the students' shoes and try the strategies themselves, using the same paragraph as a student who appeared on a second videotaped proofreading session.

This impressive roster of presentations, along with the outstanding facilities at KCC and the delicious dinner catered by The Greek Corner, attracted 50 participants to this year's HITESOL Practical Workshops. Thank you to all the workshop leaders, attendees, and our hosts at KCC, for ending 2004 on such a productive, positive note.



HITESOL Fall Social: Off to a Great Start by: Jennifer Wharton



Yoneko starts the meeting



Teachers mingle at dinner



Taking a quiz on vocabulary



HITESOL student members chat

Hawaii TESOL's 2004-2005 season got under way on September 23 at the scenic beach location of McCoy Pavilion. Approximately 80 individuals joined the event. After checking in at the registration desk, participants enjoyed the plentiful pupus and took the opportunity to catch up with old friends and colleagues from around the island; once again, various institutions from around Oahu (including Brigham Young University- Hawaii, Hawaii Pacific University, Intercultural Communications College, Kapiolani Community College, the New Intensive College English Program at the University of Hawaii, and TransPacific Hawaii College) displayed posters about their ESL programs and invited participants to ask questions and learn more about each institution. Over 100 raffle tickets were sold to support the Hawaii TESOL travel grant fund. One hundred twenty seven dollars were raised, and seven great prizes were awarded to the lucky members whose names were drawn at the end of the evening. Sally La Luzerne-Oi circulated throughout the room and recorded messages from members to send to our sister affiliate, TESOL Ukraine.

After a relaxing dinner, the recently elected President of Hawaii TESOL, Yoneko Narita, welcomed everyone to a new year, introduced the other board members, and reviewed the calendar of events for the upcoming year. The board members explained recent developments to the website, the 2005 conference program, the organization's newsletter, and our sister affiliate. Participants then met in small groups and shared interesting/innovating ideas and projects taking place at their various institutions. Afterwards, the groups tested their collaborative vocabulary knowledge by attempting to answer the questions on a vocabulary exercise developed by Paul Nation. The test generated lively discussions throughout the room and got everyone excited for Paul Nation's plenary address at the 2005 Hawaii TESOL conference. The discussions and socializing continued over dessert, and the evening drew to a close around 8:30pm. Overall, the social was a fun night and a great start for 2004-2005.



Students and teachers meet for discussion groups



Hawai'i TESOL, the local affiliate of TESOL (Teachers of English to Speakers of Other Languages, Inc.), is a nonprofit organization dedicated to building a community of professionals teaching English as a Second Language (ESL) in the state of Hawai'i.

Destination San Antonio for TESOL 2005: Teaching Learning, Learning Teaching By: Elise Fader



Since Norman Evans is the Associate Chair for TESOL 2005, we decided to take advantage of his insider information to get a rare behind-the-scenes peek at what is involved with the planning of TESOL 2005. I had the pleasant experience of spending about one hour talking to him about the conference.

Elise: What is the theme of this year's convention?

Norm: The theme of this year's convention is a double theme. It is *Teaching Learning, Learning Teaching and A Nexus in Texas*.

Elise: How did you and the other members of the committee come to decide upon that theme?

Norm: This theme was chosen because the planning committee feels that teaching learning and learning teaching play off of each other; one cannot be without the other. In addition, the planning committee wanted the theme to be applicable to what we do.

In order to choose the theme, each of the committee members came up with suggestions. During our second meeting, the committee discussed and negotiated the suggestions until we chose the theme. Once the theme was chosen, it was refined through email interactions, and then it went to the Central TESOL office to get the posters and other such items made.

Elise: What major topics of interest at TESOL would you recommend to our HITESOL members?

Norm: Having been in on the planning, I would approach this conference a little different than I would otherwise. Those who attend the conference should look at the plenary sessions and the spotlight sessions. These speakers are big names in the profession who have a lot of experience in a particular field. In addition, there will be the usual range of presentation topics which have been chosen by the various interest sections.

Elise: What are some of the trends that you have noticed in terms of presentations for TESOL 2005?

Norm: The [Generation] 1.5 topic is a current area of concern. This topic refers to those who have transitioned to the U.S. as teenagers and the challenges they face learning the language. They are torn between two cultures and two languages. Also, the status of the profession continues to be a topic of interest, as well as professional development and recognition, vocabulary development and corpus linguistics.

Elise: What has been your most interesting experience as Associate Chair for TESOL?

Norm: The most pleasant part of my experience as Associate Chair has been working with the local (Texas) core planners. They are very connected and very on top of things. The sponsoring affiliate, TEXTESOL 2, has done a good job of synergy. For example, TEXTESOL 2 together with the other Texas affiliates decided not to have any state conventions in 2005 so that the affiliate members would not need to choose between attending the state convention or TESOL 2005. In addition, MEXTESOL members were offered a discount in order to be able to attend TESOL 2005.

Elise: Is there anything unique about this year's conference? Are there any innovations or new elements to this particular conference?

Norm: There are several innovations which will make this conference unique as compared to past TESOL international conferences.

Hot Topic Panel Sessions are panel discussions that will take place throughout the conference. Many people were emailed and asked to identify topics that are of interest to them. In addition, the team leaders thought of possible topics. As a result, fourteen topics, such as raising the status of the ESL profession and the assessment movement, were chosen. Note: For additional information about these hot topics, go to <http://www.tesol.org/> or to page nineteen of the advance program booklet that was mailed to TESOL members.

There are approximately 35 poster sessions each day of the conference. A new element of the poster presentations is that each day between five to ten of the best posters will be chosen and exhibited for an additional 24 hours in the networking mall.

Traditionally, there have been two plenary speakers during the conference. This year for the first time, there will be two plenary speakers each day.

When potential presenters were notified that their proposals were accepted, they were also invited to participate in a follow-up discussion of their presentation. The follow-up discussion (called the Postpresentation Discussions) is a new development. These discussions will take place in the networking mall 24 hours after the initial presentation.

Elise: Is there anything else that you think we should know?

Norm: The planning committee has tried to make the conference more responsive and accessible to the needs and interests of the members. They have tried to reach out more to K-12 and research interests while continuing to represent higher education.

After having talked to Norm, I was even more certain that this year's TESOL convention will be of interest and value to all of us who are able to attend.

About the Author:

Elise Fader is a Senior Lecturer in the English as an International Language Department at Brigham Young University-Hawaii. She has taught ESL courses in academic reading, writing and listening/speaking there since 1992. She previously taught at the University of Michigan and Washtenaw Community College.

Dr. Norman Evans is the department chair for the English Language Teaching and Learning department at BYU-Hawaii. His research interests include the scholarship of teaching and learning specifically the impact cultural differences have on teaching and learning, writing in a second language, and ESL program administration.

National & HI TESOL Announcements: New Position Statement and Other News

Draft Position Statement on Highly Qualified Teachers under No Child Left Behind (NCLB)

TESOL has drafted a position statement on 'highly qualified teachers' under the No Child Left Behind Act of 2001. The draft will go before the Board for approval in February, 2005. Part of the position statement reads:

"Under the No Child Left Behind Act of 2001 (NCLB), a new set of guidelines for teachers preparedness have been established to ensure that a "highly qualified" teacher is in every classroom in the United States. With its primary emphasis on core subjects and content-area mastery, the definition of a highly qualified teacher under NCLB does not readily recognize those specialists who have received training to address the instructional needs of English language learners, such as English as a second language (ESL) or bilingual educators. ...TESOL recommends that the definition of "highly qualified" under NCLB be broadened to recognize those bilingual and ESL educators who have met the qualifications and are fully certified by their state."

TESOL Announces Reduced Rates for Student Members

TESOL has significantly reduced fees for students to attend its 2005 convention and become TESOL members. Student members can attend the 39th Annual Convention in San Antonio for just \$75, which is 67% off the regular member convention rate and 81% off the nonmember rate. In addition, student membership dues have been reduced to just \$30 per year. Both of these changes were effective December 1, 2004, and neither is

effective retroactively. To read the NCLB position statement in its entirety (following Board approval), and for details about new student rates, visit the TESOL website, and click on "News" http://www.tesol.org/s_tesol/index.asp. To see previously-released Position Statements, click on "Position Statements and Papers" at <http://www.tesol.org/>.

Did You Know That Your TESOL Membership Benefits Hawaii TESOL?

Under the TESOL Affiliate Rebate Program, TESOL rewards affiliates with a rebate of \$2.00 for every renewed dual member (member of both TESOL and Hawaii TESOL) and \$4.00 for every new dual member. Hawaii TESOL participated in this program in 2004 and received a rebate of \$82.00 toward our 2005 affiliate dues. Mahalo, dual members! Your pursuit of professional excellence benefits our local organization and all its members.

Three Hawaii TESOL Members Receive Complimentary TESOL Memberships

TESOL affiliates in good standing may nominate three members for complimentary one-year memberships to TESOL. Nominees must be first-time members of TESOL. Hawaii TESOL is happy to announce that in 2004, 3 individuals were nominated and subsequently awarded complimentary TESOL memberships: Nicole Ernst, Lorraine Lucrecio, and Angell Siu. Congratulations to Ms. Ernst, Ms. Lucrecio, and Ms. Siu, and thank you for your ongoing service to the organization.

Article Submission Guidelines for *The Word*

Guidelines for submission

Topics

We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaii. There are any number of possible ideas. Here are **just a few**: recommended internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, reports from workshops or conferences attended, a recent lesson plan/activity, DOE news/concerns, K-12 news, outer island news...This list is by no means exhaustive. Please feel free to send us any articles about these topics or others that you consider interesting to ESL educators in Hawaii. **(You do not have to be a member of HITESOL to submit an article).**

Format & Style

In general, articles should be no more than 4 pages. single-spaced, Times font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). Smaller "blurbs" of announcements, news, appreciation, and so forth are welcome. Regular columns are also strongly encouraged. *In general* articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or just contact the editors if you have a question or an article idea.

Mark your calendars! While it's never too early to submit an article or article idea, please submit articles, article ideas and questions as soon as you can. Deadline to submit articles for our next issue is: Friday, April 22, 2005. Please submit articles (as well as questions and suggestions) by email to both: Elise Fader at Fadere@byuh.edu AND Priscilla Faucette faucette@hawaii.edu

We look forward to receiving your submission! *Elise Fader & Priscilla Faucette, Co-editors; Michelle Bell layout designer*



Hawai'i TESOL Calendar of Events 2004-2005

March International TESOL 2005, Mar 30-Apr 2, San Antonio TX

April **Business Meeting & Barbecue**
Saturday, April 16, 2005, 11:00 am – 2:00 pm
Location: Kapiolani Park

The annual business meeting serves multiple purposes: to hear reports from members who attended the International TESOL Convention, to reflect on Hawai'i TESOL's year of events with reports from the board members, and finally to elect new officers to serve on the board. Have you been thinking about getting more involved in Hawai'i TESOL? This is your opportunity to step up and join the 2005-2006 executive board! We'll also take advantage of the outdoor setting in Kapiolani Park to enjoy a lunchtime barbecue.

May **Language Experience**
Monday, May 23, 2005, 6:00 – 8:00 pm
Location: TBA

Don't miss our final event of the year – it's always a crowd pleaser! The language experience introduces a lesser-known language through a "mini" lesson by a native or fluent speaker, allowing participants to sample a new language and culture. Audience members have fun attempting an unfamiliar tongue and are reminded what it's like to be the student instead of the teacher. Recent target languages have included Ukrainian, Indonesian, and Vietnamese. The target language for 2005? Stay tuned!

Fall **Annual Social**
Tentative: September, 2005

The name says it all! This is the kick-off event of the HITESOL (and academic) year. A great chance to enjoy a relaxing dinner with colleagues and get to know other ESL professionals from around the state. See Jennifer Wharton's piece in this issue about last year's fun event. Join us at the next one!

Other Events of Interest

The 19th Annual HALT (Hawaii Association of Language Teachers) Conference

Theme: "Celebrating the Year of Languages"
Saturday, February 26, 8:00 am - 2:00 pm
Leeward Community College
<http://halthome.org/index.html>

NAFSA: Association of International Educators Local Spring Conference

Friday, April 29th, Tokai University, Honolulu
Contact Judy Ensing, ensing@hawaii.edu

NAFSA: Association of International Educators 57th Annual Conference

Theme: "Opening Minds to the Global Community"
May 29th- June 3rd
Seattle, Washington
<http://www.nafsa.org/>

Mahalo Nui Loa to our Sponsors!

On behalf of Hawaii TESOL, we would like to thank the following local businesses for their donations to the Hawaii TESOL travel grant raffle at the annual social in September 2004. Due in large part to their generosity, we will once again be able to award two Hawaii TESOL members a \$500 grant to assist with their plans to attend the 2005 TESOL conference in San Antonio, Texas. Thank you for your support of the language teaching community in Hawaii.

- *Cold Stone Creamery
- *Dave and Buster's Honolulu
- *Hawaii Opera Theatre
- *The University of Michigan Press



The 39th Annual TESOL Convention and Exhibit will be held March 30-April 2, 2005 at the Henry B. González Convention Center in San Antonio, Texas.

For more information, visit TESOL's website <http://www.tesol.org>

Travel Grant Winner Announced

HI TESOL is happy to announce the winner of the 2005 Hawaii TESOL Travel Grant:

*Ms. Catherine Allegretti,
Hawaii Community College in Hilo*

She has been awarded a travel grant to attend the Hawaii TESOL annual conference on February 19.