



HAWAII TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

THE WORD - VOLUME 14, ISSUE 3

Inside this issue:

Next Generation TOEFL Update	1 - 2
ESL Prewriting Strategies	1 - 4
Using Place-Based Methods in the ESL Classroom	4 - 5
Projects from A to Z	6 - 8
Get Funding for Your Program or Research	8
Cultural and Political Implications of Teaching ESL/EFL	9
Hawaii TESOL Conference 2005	10
Hawaii TESOL Holds 2005 Business Meeting	11
Spotlight on an Institution	12
Submission Guidelines	12



“For reluctant writers, teachers must think aloud and verbally demonstrate their thought processes, what is going on in their minds as they consider what they might write about.”

Next Generation TOEFL Update *By: Maureen Andrade*

The next generation TOEFL, also known as the iBT or internet-based TOEFL, will be introduced in the United States in September, 2005. It will be introduced worldwide in phases beginning with Canada, Germany, Italy, and France in October, 2005. The test will be delivered over the internet to various test centers and administered on specific dates as was the paper-based TOEFL but with as many as 30-40 test dates per year. The current computer-based (CBT) and paper-based (PBT) tests will continue until the iBT is available in all locations.

Test Content

The iBT includes four sections: reading, listening, writing, and speaking. Structure is no longer a separate section but is tested through questions in other sections. The reading and listening sections have a variety of question types including multiple choice with one correct answer, multiple choice with more than one answer, categorizing information into a chart or completing a summary, ordering steps in a process, inserting a sentence into a reading passage, and recognizing accurately paraphrased sentences

from a reading.

One of the most significant changes to the test is that it emphasizes communicative competence and more closely reflects authentic language use in academic contexts than did previous versions of the TOEFL. As such, test takers are required to write and speak in response to information they obtain through reading and listening. The writing and speaking sections consist of both independent and integrated tasks. The independent tasks involve writing and speaking about general knowledge and/or academic topics



whereas the integrated tasks involve writing and speaking about information derived from reading and speaking passages. The integrated writing task, for instance, requires test takers to answer an essay question based on the content of an academic reading passage and lecture excerpt. The two integrated speaking tasks require test takers to respond to a reading and listening passage and to summarize a

(Continued on page 2)

ESL Prewriting Strategies *By: Sheryl L. Dunn*

Although the prewriting stage is often overlooked in the writing process, it is very meaningful and necessary in order to help stimulate thinking and reduce anxiety. For students who are frustrated and feel they have nothing to write about, prewriting activities help guide their thought processes through exploration and development of ideas and content. According to Proett and Gill (1986), as a result of prewriting activities, “the paper will virtually

write itself” (p. 5). The reasons may vary as to why the prewriting stage is sometimes neglected during the writing process; however, one strong deterrent may be the lack of ideas. This doesn’t have to be the case. In the literature I reviewed, there is a vast amount of ideas available to the ESL teacher. The intent of this paper will be to share a sampling of those strategies, in particular: direct strategy instruction, graphic organizers,

specific writing tasks, and direct experience.

Direct Strategy Instruction

It’s not unusual for teachers to give a quick talk about a topic and then tell students to start writing. Students are encouraged not to worry about their spelling or grammar, just write. Even so, the results are frustrating to both the students and the teacher. Blank pages as well as blank looks abound in the classroom. Writer’s

block takes over the brain and students seem oblivious as to what they are to do. Holmes’ (2003) solution to this dilemma was found through modeling or direct strategy instruction. For reluctant writers, teachers must think aloud and verbally demonstrate their thought processes, what is going on in their minds as they consider what they might write about. Instead of just telling the student what to do, the

(Continued on page 2)

Next Generation TOEFL Update (cont.)

(Continued from page 1)

listening passage or give an opinion about a problem presented in a listening passage.

The conversations and lectures in the listening section are longer than formerly, about 3-5 minutes, but test takers are allowed to take notes. Also, British and Australian accents may be included for some of the listening tasks. Reading passages are also longer than in previous iterations of the test, about 700 words. A glossary is available for some special purpose words.

The iBT takes close to four hours to complete, and test takers are required to take all sections of the test.

Scoring

Instead of the 6-point rubric currently used to score the essay portion of the CBT and the Test of Written English (TWE), the scale has been revised and has only 5 points. The speaking rubric is a 4-point scale. Writing and speaking tasks are scored by human evaluators. The scores from the 5-point writing rubric and the 4-point speaking rubric are converted into scaled scores from 0-30. In all, four subscores are reported – listening, reading, speaking, and writing, with each subscore out of a total of 30 points. Total scores are from 0-120.

Scores will be available to test takers

online 15 business days after the test. Academic institutions will be able to review scores online beginning in 2006. Until then they will receive scores through the current delivery method.

Institutional TOEFL

The new institutional TOEFL testing program (ITP) is expected to be introduced late in 2006 and will consist of retired forms of the iBT with four sections including the writing and speaking sections. The test will be internet-based and proctored by institutional staff. The writing section will be scored by e-rater. ETS has not yet determined how the speaking samples will be scored but is considering an electronic rating system or human raters. The latter would increase the cost of the test. Another feature being considered by ETS is providing institutions with access to an item bank that would allow the creation of a variety of different tests targeted to the institution's own learners and assessment purposes.

Costs

The iBT is priced at \$140 for 2005; costs for the new institutional TOEFL program (ITP) have not yet been announced.

Standards-Setting

ETS is encouraging institutions to partici-

pate in standards-setting procedures to determine the minimal subscores on the various sections of the iBT at which students may begin introductory level university courses. A standards-setting kit is available from ETS for this purpose. Procedures include gathering 15-20 faculty and admissions staff for a two-day workshop to review speaking and writing samples and test questions, and determine cut scores for admission. These scores may vary by academic program.

For Further Information

For score comparison tables for the iBT, CBT, and PBT, English language competency descriptors, scoring rubrics, sample test questions, test preparation materials, technical information and research reports, and for information on how to become a test center or order a standards-setting kit, visit www.ets.org/toefl/nextgen.

About the Author

Maureen Andrade is the coordinator of the English as an International Language Program at BYU-Hawaii. Her professional interests include teaching English for academic purposes, content-based language instruction, assessment, and adjustment and retention issues for international students in the United States.

ESL Prewriting Strategies (cont.)

(Continued from page 1)

teacher is showing them through his own verbalized frustrations and successes. Students can see that it is even difficult for their teachers to select a topic and organize their ideas. As a result, they are also willing to take a risk. As they become more familiar with the think-aloud process, they can model their thinking with others either in pairs, in small groups, or as a class (Holmes, 2003).

Graphic Organizers

At times, teachers have tried to approach writing through outlining. However, not all students think linearly. Graphic organizers are very effective tools for teaching prewriting to those students who need alternative approaches to stimulating creative thinking. They tap into the right hemisphere of the brain and

can be fun for all ages. Several mentioned in the literature that are worth review are semantic mapping, the bubble map method, data-retrieval charts, and Venn diagrams.

1) Semantic Maps

Webster (1998) used semantic maps with her secondary English learners to help them overcome frustration and anxiety when asked to write a summary or a descriptive paragraph. Although students had a high level of oral fluency, their exposure to writing had been limited to writing only brief answers to fill-in-the-blank or short-answer questions. Webster used semantic maps to describe the characters from a biography students had been reading. The character's name was written in the center of the map on the board. A word or phrase about the character was contributed by each student. The

teacher demonstrated how sentences could be produced from these phrases by connecting them with a verb or pronoun or to another phrase on the map. Students were then expected to write two sentences of their own, and then volunteers would share them orally with the class. As an extension of this activity, students create their own semantic maps based upon people or events familiar to them similar to those from the story. From there, the class worked on writing sentences and paragraphs based upon the semantic maps with excellent results. The author gives a variety of other ideas for using semantic maps, such as mapping events in history or science topics such as ocean life (Webster, 1998).

2) Bubble Maps

A second graphic organizer is bubble maps. Although similar to

semantic maps, they are somewhat different in that parts of speech are color coded. After the topic or theme is chosen and written in the center of the map, ideas are written around it. Then students find those words which are related such as nouns, adjectives, verbs, etc. and circle each group in a particular color. For example, all verbs would be circled in red, and all nouns in green. After all words are circled, students connect the sub-groups with a line of the same color. As a final task, the class develops a cohesive paragraph based upon the descriptive words on the bubble map (Maculaitis & Scheraga, 1992). An option to bubbles would be creating shapes such as triangles or squares.

3) Data-Retrieval Charts

A third graphic organizer shared by Proett and Gill (1986),

(Continued on page 3)

ESL Prewriting Strategies (cont.)

(Continued from page 2)

is the data retrieval chart. Although normally used as an instructional tool for presenting new information, the authors share how a chart can be used to collect data and then later be used for “analysis and interpretation” (p. 10). Consider their example below.

Explorer	Country	Motive	Area explored	Results
Columbus				
Cabot				
Magellan				

The model gives students a visual tool to help them in gathering and organizing information. Inferences and conclusions can more readily be made as well. After analyzing the information, students can then determine similarities and differences in preparation for writing essays such as a comparison and contrast essay.

4) Venn Diagrams

Another excellent prewriting technique for visualizing comparisons and contrasts is the use of Venn diagrams. Basically whatever is being compared is written within at least two different circles. The similarities between the two entities are written in the center where the two circles overlap. Their differences are written separately in the appropriate circle. Proett and Gill (1986) share a sample Venn diagram based upon two characters from a book whereby each is described according to their individual differences as well as similarities.

Writing Activities

Up to this point, the prewriting activities suggested have all had some type of visual aid. Although this works well for many students, other learning styles can be effectively addressed by introducing other types of strategies. Kroll (1991) encourages teachers to expose students to a variety of composing strategies where the students can determine which works best for them. Some of the prewriting activities shared in the literature also include specific writing tasks as a strategy. Some very simple ideas discussed for example, are listing, free writing, and brainwriting.

1) Listing

Although listing can be done as a group activity, it can also be done independently. Kroll (1991) describes listing as students producing a list about a particular topic as lengthy as possible. Bello (1997) also supports writing lists because they help generate vocabulary. He shares a few ideas such as writing lists about favorite places, foods, or activities. Later lists are used as the basis for a larger product. The main advantage to this

technique is that students generate thoughts quickly without worrying about correct grammar or sentence structure (Kroll, 1991). Spack (1984) also encourages students to write down ideas quickly. He asserts that students can learn to write their ideas down in “raw form” without trying to write a “polished” essay. When students are worried about a perfect essay from the start, they slow down (p. 656).

2) Free Writing

Also known as “wet ink” and “quick writing”, free writing is where students write about whatever comes to mind for a certain period of time. They don’t stop writing, don’t correct or erase, don’t look back, and are allowed to write “I can’t think what to say” when they’re stuck (Kroll, 1991, p. 252). Since students aren’t worried about writing correctly, they can usually create a good amount of prose which provides them with needed material to use for the writing task at hand. Providing students with an opening statement to help them get started is also suggested. For example, if students are to write about their philosophy of life, a sentence starter could be “Life is difficult, but it is also worthwhile” (Kroll, 1991, p. 253).

3) Brainwriting

This technique is an alternative to brainstorming. The method involves dividing students into small groups. After given a topic, each student in the group writes down three or four ideas related to the topic. Then each student trades papers with another member in the group. After reading what the previous student wrote, the following student adds additional ideas underneath. Students continue this process until time is up. The ideas from each member of the group can be combined for a group paper, or the ideas can be shared with other students in the class (Proett & Gill, 1986).

Direct Experience

Proett and Gill (1986) describe a number of prewriting techniques as seen throughout this review. An additional area that they term as “direct experience” is also worthy to consider in the prewriting stage of the writing process (p. 6). These types of experiences are based upon student involvement in a wide range of activities such as interviews, demonstrations, field trips, or surveys. As a result of these personal experiences, students have stimulus and information to share orally with their peers. Background knowledge is activated and students have some-

thing to write about independently or as a group language experience approach (LEA) activity. For example, Smith (1999) has her students use cooperative learning activities to share personal, direct experiences involving their grandparents such as the “think-pair-share” and the “three-step-interview” (pp. 6-7).



1) Think-Pair-Share

Using a grandparent theme unit, Smith (1999) describes using the “think-pair-share” cooperative learning method as a follow up prewriting activity to previous brainstorming sessions. Students are to recount previous visits with their grandparents by first answering a variety of “wh” questions on a worksheet. When finished, students interview their partner and record his responses in a journal. Later they continue the activity by planning a letter about their grandparents. Portions of the letter are written together such as the introduction and closing. Individually they describe their own visit to their grandparents in their journal. The letter is written to an assigned classmate. This is done as part of the prewriting stage. Other cooperative activities follow to continue with the writing process (Smith, 1999).

2) Three-Step-Interview

For additional writing practice, students perform a three-step-interview about their grandparents. In the first step, students independently write down more information about their grandmother, for example, on a fact sheet. In the second step, they are to interview Grandma through a telephone call or personal visit. The information is recorded on a fact sheet. Each student then interviews two other students in their group about their grandmothers. This is the third step. Students have collected a large amount of information which now can be used jointly to make comparisons about their grandmother’s lives and their own. Smith believes that using cooperative learning activities as a prewriting technique “helps ensure success and builds both individual confidence and group responsibility and trust” (Smith, 1999, p. 8).

Conclusion

Prewriting activities are a vital component in the writing process. The teacher acts as a facilitator providing various techniques and strategies to assist students in acquiring language skills. In the process of using various techniques as mentioned throughout this paper, students are engaged in a variety of language tasks including speaking and listen-

(Continued on page 4)

ESL Prewriting Strategies

(Continued from page 3)

ing as well as writing. While participating in the writing process, students are thinking and interacting, being equipped to move forward with the writing task at hand (Go, 1994).

References

Bello, T. (1997). Improving ESL learners' writing skills. Retrieved October 24, 2004, from <http://www.cal.org/ncl/DIGESTS/Writing.htm>.

Go, A. (1994). Prewriting activities: Focus on the process of writing. (ERIC Document Reproduction Service ED 369257).

Holmes, K. (2003, May 1). Show, don't tell the importance of explicit prewriting instruction. *Clearing House*, 0009-8655, 76. Retrieved October 25, 2004, from EBSCO host research databases.

Kroll, B. (1991). Teaching writing in the ESL context. In M. Celce-Murcia, (Ed.), *Teaching English as a second language or foreign language* (2nd ed., pp. 245-263). New York, NY: Newbury House.

Maculaitis, J. & Scheraga, M. (1992). *The complete ESL/EFL resource book*. Illinois: National Textbook Company.

Proett, J. & Gill, K. (1986). *The writing process in action: A handbook for teachers*. Illinois: National Council of Teachers of English.

Smith, A. (1999). Generating ideas cooperatively in writing class: Prewriting activities for junior college students. (ERIC Document Reproduction Service ED 437850).

Spack, R. (1984). Invention strategies and the ESL composition student. *TESOL Quarterly*, 18, 649-669.

Webster, J. (1998). Semantic maps. *TESOL Journal*, 7(5), 42-43.

About the Author

Sheryl Dunn is an MATESL student at Hawai'i Pacific University. She taught EFL in South Korea last summer. Prior to attending HPU, she taught locally at Molokai Mission School for two years.

Using Place-Based Methods in the ESL Classroom

By: Catherine Allegretti

Summary

Encouraging students to be aware of personal thoughts and actions in their lives assists them through periods of transition. As they become comfortable with their new environment, learning is facilitated.

Background

Cultural learning is inseparable from language learning. Studies have shown that cultural gaps between the teacher and the student may create barriers to successful learning. In an article written by Mingshing Li, she states, "culture of the classroom learning... involves both teachers' and learners' cultural values, beliefs, roles, expectations and conceptions of teaching and learning." Students come to Hawaii because they want to experience the culture. Many teachers in the ESL classroom are not Hawaiian, but we each contribute our own unique histories and background of where we are from.

ESL learners are faced with a multitude of new cultural activities, living in a foreign land and dealing with changes and concerns of all college-age students. The language barrier can be overwhelming. Students and teachers have to find common ground in order to positively influence learning in the classroom. Li's article points out that culture "influences people's perceptions, cognition, value systems and ways of communication." Like it or not, we do not teach only language but we teach culture. I feel it is our duty as teachers to be sensitive to the needs of students, to understand what they must face on an emotional level, and to empathize and share with them this experience of being in a new place. I have created activities that can be used during everyday lessons to assist students with decision-making, creative thinking, and personal growth.

Place-based Education

The following is a synopsis of place-based education, according to Janice L. Woodhouse and Clifford E. Knapp:

- ◆ It emerges from the particular attributes of a place. The content is specific to the geography, ecology, sociology, politics, and other dynamics of that place. This fundamental characteristic establishes the foundation of the concept.
- ◆ It is inherently multidisciplinary.
- ◆ It connects place with self and community. Because of the ecological lens through which place-based curricula are envisioned, these connections are pervasive. These curricula include multigenerational

and multicultural dimensions as they interface with community resources.

Place-based education is a way to experience the culture of an area but, more importantly, it is a way to connect to the place. It is more than knowledge or history of a place, it is the development of a deep connection and respect for the culture, the people, the history and the 'aina. As we teach ESL, integrating Hawaiian culture into the existing curriculum is easy. Helping students through transitions is easy.

Transitions

Another important concept to understand, before enhancing lesson plans, is the idea of transition. Transition is not only overcoming culture shock; it is a conscious effort to help students through the transitions in their lives—facing maturity, relationships, identity, ethnicity and culture. William Bridges writes, "Change is not the same as transition. Change is situational: the new site, the new boss, the new team roles, the new policy. *Transition* is the psychological process people go through to come to terms with the new situation. Change is external, transition is internal." According to Bridges, there is a psychological "Neutral Zone" that is necessary to successfully make it through transition – blending the old reality with the new. "It is the limbo between the old sense of identity and the new. It is a time when the old way is gone and the new doesn't feel comfortable yet (p. 5)." How many of our students can identify with this feeling? It is this "limbo" our students are faced with on a daily basis.

Connecting the Ideas

As we better understand the cultural and emotional aspects of language learning, we can become better teachers. We are more 'in tune' with the students and students are able to learn more efficiently.

Classroom Activities

Listing: Ask students to list ideas

- ◆ 5 things you want to do in the future
- ◆ 5 classes you would take if your English was perfect
- ◆ 5 skills that would be fun to have
- ◆ 5 things you will do when you are old
- ◆ 1 dream or passion

(Continued on page 5)

Using Place-Based Methods in the ESL Classroom (cont.)

(Continued from page 4)

Questioning: Ask students to question their ideas

- ◆ Why should I?
- ◆ What role will they play in their life?
- ◆ How do they see their future?
- ◆ What one change do you wish to make?
- ◆ What part of your identity is essential to keep?

Becoming Aware: Teach students to really see what is around them

- ◆ Sit under a tree and write a description.
- ◆ Close your eyes and try to remember what the person next to you is wearing.
- ◆ Look at maps – have students take a different way home.
- ◆ Use the internet: <<http://www.creativethinking.net/WP1Home.htm>> (Michael Michalko has many activities and games to heighten perception.)

Planning: Focus on the future, not on the past

- ◆ What dreams do you have for...a house, a career, a spouse, travel?
- ◆ What aspects of culture would you like to have in the far future?
- ◆ Visualize the dreams and find pictures to make them reality.

Recognizing assumptions: The mind is malleable when assumptions are deflated.

- ◆ Cathy's Can/No Can game: Find four empty food cans. Cover the existing labels with decorative pictures. Have students guess what is in each can.
- ◆ As you reveal the hidden label, you may question their thought processes. Better yet, they will begin to question themselves!

Connecting Cultures: What do we have in common?

- ◆ Encourage students to find similarities between Hawaii and where they are from.
- ◆ Share these ideas with the class by writing a comparison/contrast essay, making a speech, or taping a song or dance.

Effects

Listing fosters creativity by allowing the

mind to think freely. Questioning develops meta-cognition, or helps us to think about our thinking. When we reflect on our thoughts and look at objectivity and subjectivity, consequences and options, we use the whole brain. Becoming aware of place and self within that place is a key to understanding perspective and working through transitions. Planning creates a comfort zone. It helps students to focus on the aspects of culture they will always treasure and to be OK with the aspects they were happy to leave behind. Recognizing assumptions is helpful to perceive the positive things in a new culture. Shedding old assumptions and recognizing old belief patterns causes the need to change these patterns and makes way for liberated thinking. Finding connections between cultures helps students to connect with the community, it is a practical language learning skill, it is holistic and transformative – it breaks down barriers between cultures and thus helps to disseminate prejudice. As a result, students feel connected to place, they ask for volunteer positions, they become involved in clubs and civic groups that interest them and are prepared for adulthood—finding their own sense of responsibility in the world at large. It gives them an opportunity to explore who they are and their relationship to a new place.



“Help the students find something to love about Hawaii”

Comfort Zones

As students become more comfortable with who they are, encourage them to experience *where* they are. Encourage a respect for Hawaii and the culture here. Challenge students to write about current events. Tell stories about myths and legends. Help the students find something to love about Hawaii – hula, nature & natural resources, paddling, politics, spirituality, art, sports. Have them get involved in a local issue at your school or in your community. Being outside of the classroom makes students feel as if they are getting a broad experience. When my Reading class sits outside on a sunny day, the students say “this is a great way to learn. Japanese like nature.” A place-based pedagogy helps students to read about the place (pre-learning), visit the place (hands-on, critical

thinking), write about the place (language learning), and talk and respond to ideas of place. These conversations often lead to other interests based on Hawaiian culture. Community members always seem happy to come and chat, and Kupuna love to teach. These folks share their stories and experiences with our students, generating questions and respect for Hawaii.

To Conclude

Education, at all levels can be transformative. ESL learners are at a point in life where they need sensitive teachers and positive role models to encourage them to explore future goals and become comfortable in the new culture. Having a focus and an awareness of the need to assist students through transitions, cultural barriers break down and learning is facilitated.

References

Bridges, William: “Managing Transitions.” William Bridges & Associates, Inc. Massachusetts; 1991

Li, Mingshing “Discourse and Culture of Learning – Communication Challenges” Paper was presented at the Joint AARE-NZARE 1999 conference in Melbourne and reprinted in the 2004 TESOL Journal

Woodhouse, Janice L. & Knapp, Clifford E. “Place-Based Curriculum and Instruction: Outdoor and Environmental Education Approaches.” ERIC Digest 2000 Identifier # ED448012 < <http://www.ericdigests.org/2001-3/place.htm>>

<http://peopleseducation.org/resource/bibliography.htm> A bibliography of books that cover ideas in this article.

For more in depth information on these ideas: Pewewardy, Cornel, Hammer, Patricia Cahape: “Culturally Responsive Teaching for American Indian Students.” ERIC Digest. 2003 (Identifier #: ED482325) <<http://www.ericdigests.org/2005-1/teaching.htm>>

About the Author

Catherine Allegretti teaches with the IEP at Hawai'i Community College on the Big Island. Her experience includes teaching ESL for academic purposes and for the workplace, helping women in transition, and helping people learn life skills in alternative programs.

Projects from A to Z By: Maryna Tsehelska

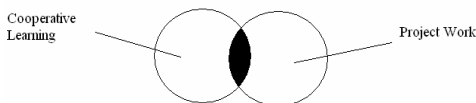
A Foreword. Project approach in learning foreign languages is becoming more and more popular today, though many teachers lack theoretical knowledge of the subject. This article aims to give some ideas of how to write projects and how a teacher has to prepare for this kind of activity. The structure of the article – from A to Z is rather symbolic and based on the voluntary choice of the form. This article is actually a popular interpretation of two well-known works on the subject – S. Haines’ “Projects for ELT Classroom: Resource Material for Teachers” and K. Sheppard’s “Guidelines for the Integration of Student Projects into ESP Classrooms”. This article may be used for both individual study and for discussion with colleagues. While discussing it and doing tasks, many teachers express ideas and share their experience, which is invaluable for those who are only starting to work with projects.

B What is project approach? Project work is a learner-centered activity that employs a variety of instructional approaches including learning by doing, independent study, co-operative learning, brainstorming, role-playing, discovery learning, discussion and team teaching. Students work together in and outside the classroom to achieve a common purpose, a common outcome like a brochure, an article, a written report, a presentation, etc.

C What is the difference between project work and cooperative learning activities?

Cooperative learning is a group activity that requires students to learn the material in groups. Students work together in the classroom, and the groups usually vary. The teacher should select the groups to promote cross-cultural, cross-racial and cross-gender communication.

Task 1. Compare the definitions of project work and cooperative learning and complete the Venn diagram.

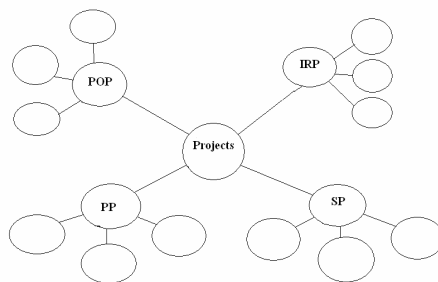


D What are the main types of projects? Haines (1989) identifies four types of projects:
 IRP – information and research projects;
 SP – survey projects;

PP – production projects;
 POP – performance/organizational projects.

Each of these types has a particular end product: *written paper, tables and diagrams, booklets, newspaper, photo album with comments, crosswords, presentation, talk-show, round table discussion, written report, wall-display, or interviews.*

Task 2. Complete the mind map with the main types of projects and their end product



(More than one answer is possible).

E What are the main stages of project work?

There are 3 main stages:
 Stage 1 – Pre-project work
 Stage 2 – Doing a project
 Stage 3 – Presentation and evaluation

F What are the steps of project work? All together there are 8 steps in project work:

- Step 1: Define a theme.
- Step 2: Determine the final outcome.
- Step 3: Structure the project.
- Step 4: Identify language skills and strategies.
- Step 5: Gather information.
- Step 6: Compile and analyze information.
- Step 7: Present the final product.
- Step 8. Evaluate the project.

Task 3. Divide the steps into three main stages.

G Step 1: Define a theme. Theme identification will amplify students’ understanding of an aspect of their future work and provide relevant language practice.

H Step 2: Determine a final outcome. It’s important for students to understand what kind of end product they are going to make. Give them different types of end product listed in point D and let them decide about the final outcome of project work.

I Step 3. Structure the project. After the end product is defined, determine some important ideas about the project:
 –Is this individual or group work?
 –What time is necessary to complete the task?
 –What authentic materials are you going to use?

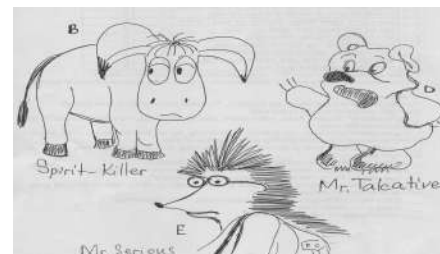
J Put the students into working groups. If you decided upon the group project, you may need some activities to put students in working groups.

Even if you use project work, often it’s better not to allow your students to work with the same group. Here are some useful techniques to put them into groups:

1. Show the students many cards colored differently; ask them to choose the card they like. Group students by the same color, by opposite colors, by color match.
2. Give them the roles and responsibilities of group members and ask them to choose a role for themselves.
3. Use points K and L.

K Possible roles and responsibilities.

Group leader – divides the duties and the roles in the group, helps others to facilitate the work on the project.
Group manager – makes a prospective plan, keeps an eye on the time and task accomplishment.
Materials collector – collects materials for the project from all members of the group.
Reporter – reports for the group.
Checker – makes sure that the group gathers the right materials.



(Continued on page 7)

(Continued from page 6)

L Use these questions to define possible roles in the group.

I create models of what I'm learning	A	B
It helps me understand if I discuss things with other people	A	B
It's easier for me to do written tests than oral tests	A	B
I have a lot of friends in class, and they help me when I need it	A	B
I plan my work ahead (for a month, for a year)	A	B
I use a lot of body language when talking	A	B
I usually use a mind map before writing an essay	A	B
I like telling jokes, and I can remember them well	A	B
I make lots of notes when I read or listen to a lecture	A	B
I make notes, but they are a bit of a mess	A	B

If in your answers you have more "A's", choose the roles of group manager or checker. If in your answers you have more "B's", choose the roles of group leader, material collector or reporter.

M Give your students a possibility to discuss psychological types you may meet in any classroom and roles that may be given to these people.

- ___ a "possessive" member. Rather active, tries to show his knowledge, but often is reluctant to let other people use his/her own.
- ___ a good natured participant, who is always ready to help, but has little knowledge of the subject. Usually knows more about his hobby than about the subject of study.
- ___ is unselfish, helpful, good at noticing and understanding what is happening, what people are thinking or feeling.
- ___ is trainer-dependant, lacks confidence and needs teacher's directions.
- ___ a pessimistic participant, who is more than sure that the task won't be done properly or in time.
- ___ a good adviser - knows what to do but speaks only when spoken to.
- ___ is only interested in hearing himself speak and never listens to others, tends to dominate group activities at the expense of shyer members.
- ___ finds a way out of the most difficult situations because of his original ideas.
- ___ always doubts teacher's explanations.
- ___ a serious participant with no sense of fun.

N What are the potential problems of working in groups?

- Multilevel groups
- Speaking in the native language
- Different levels of participation in project work
- Personality problems (dominant/ shy students)

O What are the possible solutions to these problems?

- Match up students "correctly" in terms of level and personality.
- Give clear directions and model examples of activities - students should ask questions and make presentations in English.
- Ask the group to distribute roles and act accordingly.
- Be sure that in project work students sometimes change roles - shy students have a chance to become managers or leaders and dominant students follow their directions.

P Ask the students to plan their work.

If your students are doing a group project you may ask them to make a prospective plan of their work. Here is a sample of the prospective plan of the project on computer companies for ESP classes:

Name	Task	Time
Jane	Collect information about the IBM company	Friday
Peter	Collect information about the TOSHIBA company	Friday
Jack	Compile the information into one grid	Monday

Q Ask each group of students to make a check card to assess their project work.

Group
Members
Type of project
Final product
Roles and responsibilities
Stages of project/ Person in charge
Stage 1
Stage 2
Stage 3
Materials for the project

R Step 4: Identify language skills and strategies.

You need to identify clearly language skills necessary for gathering information for this project.

Students have to understand what language skills (reading, writing, speaking or listening) they will need for their work. If they have to write letters, they should be familiar with the type of letter appropriate for this purpose. If they are going to interview native speakers, they need to practice questions and key words, etc.

Determine skills necessary for interpretation of collected materials. Students may need skills of reading each other's notes and different visual materials - grids, diagrams, and charts.

S Step 5: Gather information.

Make your students understand that gathering information is a very important integral part of project work. The students have to design instruments for data collection. The most useful instruments are: questionnaires, surveys, interview questions and grids.

(Continued on page 8)

Projects from A to Z (cont.)

(Continued from page 7)

T Step 6: Compile and analyze information.

Working in groups or as whole class students compile information they have gathered, compare their findings and decide how to organize them for efficient presentation. Ask your students to use the following techniques for this step:

Proofreading – finding and correcting mistakes in each other’s findings;

Cross-reference – checking the usage of the same facts and ideas;

Verification of facts and negotiation— with each other for the final variant.

U Step 7: Present final product.

Presentation is a culminating activity of project work. The manner of presentation much depends upon the final form of the product. It may involve the screening of a video, the staging of a debate, the submission of an article to the school newspaper or a written report to a headmaster, or the presentation of a brochure.

V Step 8. Evaluate the project.

Evaluation usually includes three steps - the teacher asks the students to reflect on:

- the steps taken to accomplish their objectives;
 - the language;
 - communicative skills the students have acquired in the process.
- After reflection the students can also identify aspects of the project that could be improved in future attempts at project work.

W Give each student a card for project assessment and ask him or her to evaluate the project.

1. Which part of this project is the most interesting or relevant? Why?
2. Which part of this project did you find the least interesting? Why?
3. What have you learned from this project?
4. Who has been the most active member of your team?
5. Who has been the least active in your team?

X Assess your role as a teacher in the project work.

Has project work given your students practice with the information and content presented? Has it increased students’ awareness of global, cross-cultural and international concerns?

Y Use this checklist to assess your work.

A Checklist for the Teacher	Yes	No
I was clear about the purpose and value of this activity		
I explained the rules/ purpose/ specific end product clearly		
I have visualized likely the ways the projects may develop		
Resources were available as required		
I helped to form the groups according to students’ interests		
I helped (if it was really necessary) to distribute the roles		
I used a way to monitor the process without interfering		
I answered all questions about the final product		
I helped to make and assess presentations		

Z Bibliography:

Haines, S. 1989. Projects for ELT Classroom: Resource material for teachers. Walton-on-Thames Surrey, UK: Nelson.

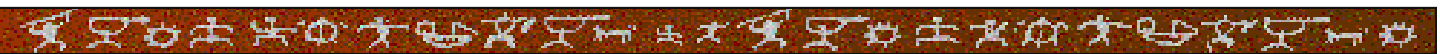
Sheppard, K. Guidelines for the Integration of Student project into ESP Classrooms // Forum. Volume 33.- N 2. - April 1995.

About the Author

Maryna Tsehelska is the Chair of the English Language and Methodology Department, Kryvyi Rih State Pedagogical University, Ukraine.



TESOL in Kyiv



Get Funding for Your Program or Research! By: Joel Weaver

As Chair of NAFSA Hawaii Pacific District this year, I want to bring this opportunity to the attention of the Hawaii TESOL membership. Our Hawaii Pacific District is part of Region XII of the national NAFSA organization. Region XII has a little known and underutilized mini-grant and mini-loan program for NAFSA members who need \$500-\$1000 to fund some innovative educational project in their class, program, or campus. The application process is open year-round as long as the allocated funds last, and the money has not been used up in any year of this program.

This is not a travel grant program, nor can it be used for food and

beverages. Projects could be materials development, unusual research, special events, or anything else which advances NAFSA’s mission of promoting international education learning and scholarship, building respect among different peoples, and enhancing constructive leadership in the global community.

Creativity is encouraged, and the sole requirement is the applicant be a NAFSA member. For more information, see: <http://www.region12.nafsa.org/r12minigrant.htm> or email jweaver@icchawaii.edu.

Cultural and Political Implications of Teaching ESL/EFL By: *Inés Cristina Poblet*

The cultural and political implications of teaching English as a second or foreign language make for a pressing issue in today's language teaching profession. As Bolinger writes: "Language matters enormously – it is a loaded weapon, the way we "think of language and position ourselves in respect to it is has important consequences for our work-a-day lives as well as for the world we live in." (Rajagopalan, 2000, p.6) As an international language, reaching nations and cultures that differ vastly from that of America, English has come to symbolize a powerful and influential force in the world. It is imperative, therefore, that professionals in the field of ESL/EFL seek to advance their knowledge and awareness of this pressing matter that affects the culture and languages of our world. Research specific to the cultural and political implications of teaching English as a second/foreign language has revealed interesting findings for deeper study and dialogue.

The bilingual system of Irish language schools is an appropriate example that demonstrates the value of respecting and maintaining students' native language. Research proves that in a variety of language teaching situations: culture and language can be positive or negative depending on the attitude and culture of the learner, teacher and community (Shannon, 1999). If a learning community makes a conscious effort to respect and preserve the native language(s) of a region, as in the case of Irish language schools, the students are better prepared to adapt to both language backgrounds rather than feel as if they have to choose one over the other. Studies in bilingual education are a valuable resource for language teachers who are bilingual or even trilingual by trade. Though it need not mean incorporating the same style of education in the American School System, the example set by such programs is one that promotes awareness of the other and openness to diversity, two valuable components of a high-quality education.

Other findings on the subject of culture and education are somewhat broader in scope. Considering the ideological, political and philosophical implications in language teaching is indeed needed. Students come to the classroom with backgrounds and experiences that will influence their perception of what and how they will learn, and the same is true of teachers. Heiman (1997) asserts that: "Independence, progress, capitalism, democracy, or liberation from religious or social oppression, are values of Western culture, not objective truths" (p.4). She adds to this in saying: "We need to be aware that some of these values go in direct opposition to those of the cultures in which we teach" (p.4). Sensitivity to different ways of thinking, then, is a key part of a positive language-learning environment. Teachers should be conscious of the fact that their students may be coming from political and cultural heritages that clash with the surrounding dominant culture.

Essentially, English teachers stand at the core of a global issue. In the present day however, some professionals have not yet come to terms with this reality. Pennycook (2003) writes: "English teachers can cooperate in their own marginalization by seeing themselves as "language teachers" with no connection to such social and political issues. Or [sic] accept their role as persons who socialize students into a world view that, given its power here and abroad, must be looked at critically, comparatively, and with a constant sense of the possibilities for change" (p. 479). This interpretation of the role of the language teacher is quite strong. Here, the teacher is viewed as a promoter of progressive change. "Like it or not, English teachers stand at the very heart of the most crucial educational, cultural, and political issues of our time" (Pennycook, 2003, p.479).

Surprisingly, though the issue is both pressing and relevant to the English language teacher, literature in the field does not seem to address the subject.

Heiman (1997) notes: "Very little ESOL literature... indicates an awareness of the ethical implications of presenting or imposing modern Western values on non-Western peoples under the guise of language introduction." (p.4). Often, the textbooks used in ESL/EFL classrooms do not seem to consider the possible effects of a given subject or topic as a part of the English language curriculum. As instructors, professionals, and researchers, the issue can seem intimidating or larger than life at first glance. It is a relatively new concept that has, until now, gone unexplored. Nevertheless, there is a need for dialogue on this sensitive issue.

Debate, discussion and analysis of the issue will help find a common ground in which teachers can begin to feel comfortable with their role as cultural and political representatives of the English language. The most immediate response an ESL/EFL teacher can take is to show respect for and understanding of the issue itself. TESOL professionals can bring about change in more concrete ways by:

- Accepting that language cannot be taught without teaching culture.
- Being aware of which parts of Western culture we are presenting and how.
- Discussing and treating aspects of culture as a point of view rather than as an assumed norm or truth.
- Examining the instructional materials and methods we use in our classrooms as well as our own attitude.
- Making responsible and well-informed choices about what we teach to our non-Western students. (Heiman, 1994).

The cultural and political implications of teaching English as a Second Language are numerous. Rajagopalan (2000) expresses the hope that the English language classroom be a space in which students and teachers can "voice their worries on issues concerning the role for English in the world at large and their own roles in the propagation of

it" (p.5). As teachers of English both abroad and in the United States begin to regard these steps as an important, if not vital, part of effective language teaching, it will become possible to teach the English language without imposing upon other languages, cultures and heritages in our world.

References

Heiman, J.D. (1994, Spring). Western culture in EFL language instruction. *TESOL Journal*, 3(3), 4-7. Retrieved November 6, 2004, from EBSCO ERIC database (EJ488066).

Pennycook, A. (1994) *The cultural politics of English as an international language*. Harlow, England: Longman.

Rajagopalan, K. (2000, Winter) Critical pedagogy and linguistic imperialism in the EFL context [Electronic version]. *TESOL Journal*, 9(4), 5-6.

Shannon, S.M. (1999, Autumn) Language rights or language privileges? *TESOL Journal*, 8(3), 23-28.

About the Author

Inés Poblet is a graduate student of the MATESL program at HPU. She is originally from Buenos Aires, Argentina and has lived half of her life in Los Angeles, California. She is bilingual (English and Spanish). Her research interests include the role/place of culture in today's ESL and EFL programs. She is also interested in reading and the development of materials that relate to reading skills. She presented a professional poster at the HITESOL conference on Cultural Imperialism and TESL this year and looks forward to delving deeper into this subject.



Hawaii TESOL Conference 2005 By: Yoneko Kanaoka and Mark



Plenary Address



Publisher Displays



Poster Sessions

Much to the relief of the Board, another annual Hawaii TESOL conference has come and gone without serious injury—and plans for Vegas are in the works!

OK, more seriously, most would agree that there was enough food for thought at this year's conference to satisfy all. After a beautiful morning's drive along the Windward or North Shore coasts of Oahu, over 200 attendees were set to hear Professor Paul Nation discuss matters of vocabulary, thanks to the generous monetary support of TESOL's Affiliate Speaker Office.

Professor Nation (School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand) had taught in a number of countries including the U.S., but had never been to Hawaii before, adding to the "mystique." Those who missed the conference or who want to learn more about the role of vocabulary in second language learning are referred to his latest book, *Learning Vocabulary in Another Language*, published by Cambridge University Press (2001). He also said that he is rewriting his 1990 classic, *Teaching and Learning Vocabulary* (Newbury House).

After Professor Nation's treatise on developing a vocabulary program, attendees scattered in a number of directions. Publishers were there in force, as were a number of poster presenters. Thanks to the work of Sally LaLuzerne-Oi and Amanda Peeni, we saw our first ever Student Poster Session—a feature that we hope will continue to grow and develop into a premier attraction at future conferences. We hope our

"future colleagues" in Hawaii's TESOL teacher education programs find poster sessions one of the best ways to jump into the professional arena, so-to-speak.

With seven choices each hour, there was something for everyone. Among the many highlights included several presenters from overseas and having Joy Reid (Educational Testing Services) tell us all about the Next Generation TOEFL Test which comes on-line, literally, this Fall.

Thanks to Angell Siu and Lorraine Lucrecio, Hawaii TESOL Program Chairs, we were kept well-fed throughout the entire conference, making up for a very early (and sometimes non-existent) breakfast. A delicious hot lunch was provided by BYU-Hawaii Catering. At the end of the day, raffle and door prizes amply rewarded many who stayed the afternoon. Mahalo to BYUH President Eric Shumway and the university's faculty, staff, and students for the excellent facilities. Finally, many thanks to all of you who came out to take part in this successful event.



Plenary Speaker Paul Nation

Thanks for Your Conference Feedback

Congratulations on the success of the TESOL Conference. I'd like to thank you once again for making it possible for our teachers to attend. It was a rewarding experience for them and for the school. The conference provided many insights on vocabulary programs, professional development, and radio and computer use in teaching ESL. Ideas from the various presentations were shared at a recent faculty meeting and have already made an impact on us all. We could have asked for nothing more!

Sincerely,

Jackie Kunning
Director
Pacific International Language School



Mahalo Nui Loa to our Sponsors!

On behalf of Hawaii TESOL, we would like to thank the following local businesses for their donation to the Hawaii TESOL travel grant raffle at the annual conference in February. Thank you for your support of the language teaching community in Hawaii.

- ◆ The Plantation Café at Ala Moana Hotel
- ◆ Dukes Restaurant
- ◆ Diamond Head Theatre
- ◆ Great Harvest Bread Company
- ◆ Paul Brown
- ◆ Manoa Valley Theatre

Hawai'i TESOL Holds 2005 Business Meeting *By: Yoneko Kanaoka*

On Saturday, April 9, 2005, a small group of dedicated Hawai'i TESOL officers and members gathered in Kapiolani Park for the annual business meeting. Breaking with tradition, the day was warm and sunny, with nary a rain cloud in sight. Attendees bonded via a collaborative effort to pitch the enormous pavilion generously provided by Treasurer Brent Green (BYUH). Later everyone relaxed under the pavilion and enjoyed a picnic lunch and conversation with colleagues, friends, and family.

During the business portion of the meeting, board members reported on the organization's activities in 2004 and early 2005. Highlights include the success of our first three events: the fall social, the practical workshops, and the annual conference in February. Thanks to the great turnout at the conference, Hawai'i TESOL's financial resources have been replenished as we head into the 2005-2006 season. Our membership roster has increased to 162 members, with new members coming primarily from the DOE (26 new members) and the neighbor islands (37 new members). Hawai'i TESOL will look for ways to welcome and recognize our new members in the coming year.

At the end of the business meeting, elections were held for the 2005-2006 executive board. We are very pleased to welcome Randi Perlman (HPU) as our new Vice-President. Congratulations Randi! Priscilla Faucette (UH) changed positions from co-editor of the *Word* to member-at-large – thank you for continuing to serve on the board, Priscilla! Due to her relocation to the mainland, Beth Edwards stepped down from her position as member-at-large. Thank you, Beth, for your years of hard work and dedication to the TESOL community in Hawai'i. All other officers remain the same (see complete listing below). Hawai'i TESOL owes much of its success to the consistency and experience of its executive board. *Mahalo* to all the volunteers for their outstanding service to the organization.

Hawai'i TESOL will finish the year with our final event on May 23: the Language Experience, featuring Hawaiian Creole English. Have a wonderful summer, everyone, and see you at the opening social in September!

About the Author

Yoneko Kanaoka is an ESL instructor and the Listening/Speaking Coordinator at TransPacific Hawaii College. She has served on the Hawaii TESOL board since 2000 and is the current president.

2005-2006 Board Members

Yoneko Kanaoka	President
Randi Perlman	Vice President
Nicole Ernst	Membership Secretary
Mark James	Conference Chair
Brent Green	Treasurer
Angell Siu	Program Committee Chair
Lorraine Lucrecio	Program Committee
Abigail Brown	Socio-Political Action Chair
Elise Fader	<i>The Word</i> co-editor
Masaki Seo	<i>The Word</i> co-editor
Michelle Bell	<i>The Word</i> layout and design
Carol Foye	Member-at-large
Priscilla Faucette	Member-at-large
Perry Christensen	Webmaster
Sally La Luzerne-Oi	HITESOL/TESOL Ukraine Liaison



Brent Green and Mark James start setting up the tents



Break time already?



Christine Guro steps in to help



Carol Foye and Nicole Ernst work hard to enjoy the tent's shade



Meeting and socializing at the picnic are a success!

Spotlight on an Institution

Intercultural Communications College Now Offering CELTA Course! *By Joel Weaver*

ICC is well known in Honolulu for 15 years of providing high quality ESL courses. Several years ago we began getting increasing inquiries from people teaching locally or heading overseas (e.g. to the JET or EPIK programs) about doing a short teacher-training certificate program. These were not people inclined to spend several years and lots of money getting a Master's degree; they just wanted to get some training so as not to enter a classroom totally lost.

After researching the options, ICC decided to offer an internationally recognized course for this population. After a long approval process with the Cambridge ESOL syndicate and our accrediting commission, ICC was approved last year to begin offering the Certificate in English Language Teaching for Adults (CELTA) course.

As most readers of *The Word* are probably aware, the CELTA is the most widely recognized TEFL/TESL qualification in the world. ICC is one of only 10 centers in the U.S. approved to offer this course. This extremely intense four week, 160 hour program, gives participants a grounding in the basics of how to handle an ESL classroom.

Of course, the CELTA is only an initial qualification, and a degree in ESL/applied linguistics is necessary for anyone wanting to make a career in teaching ESL. Here in Honolulu there are two distinct and estimable graduate programs at UH-Manoa and at HPU, as well as the excellent undergraduate degree at BYUH. The Director and Assistant Director of ICC as well as many of our staff are graduates of these programs and we are aware that nothing can take the place of a rigorous graduate program for those who intend to spend their professional careers in the field.

However, not everyone is so inclined or ready to make such a commitment; they may just want a course which quickly gives them confidence in the

foundations of how to approach the teaching of English and a basic grounding in where to get more information when needed. The CELTA is such a program, and while it may lead participants to seek further education/degrees after some experience in the field, it is designed to be self-contained. It is certainly a more comprehensive and professional approach to the field than the unfortunate common notion that any native speaker can teach the language. Because it includes many hours of observed practicum and extensive feedback, we have also found that it is an excellent refresher for practicing ESL teachers who want to polish their craft.

ICC offers the CELTA course four times each year. For more details about the CELTA program, please visit our website at: <http://www.icchawaii.edu/programs/CELTA/CELTA.htm>. Full-time students at a university in Hawaii interested in adding this qualification to their professional résumé should contact us because we may be able to provide some scholarship assistance.

About the Author

Joel Weaver has taught ESL at all levels in Africa, Micronesia, California, and Hawaii. Since 1996, he has been Director of Intercultural Communications College, which has grown under his tenure into the largest independent English school in Hawaii. Mr. Weaver is also an adjunct Instructor for the University of Hawaii and teaches professional development courses in English as a Second Language to public school teachers throughout Hawaii and the Pacific. He serves on a number of professional boards and is active in promoting quality education and the welfare of international students before and after their arrival in the U.S. Joel holds an M.A. in ESL from the University of Hawaii. Feel free to contact him at jweaver@icchawaii.edu

We would like to openly invite other institutions to submit articles for future "Spotlight on an Institution" columns!

Article Submission Guidelines for *The Word*

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 3-4 pages. **single-spaced**, Times New Roman 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 September issue is: August 19, 2005. Please submit articles (as well as questions and suggestions) by email to both: Elise Fader at Fadere@byuh.edu AND Masaki Seo at project.masaki@verizon.net

We look forward to receiving your submission!

*Elise and Masaki Co-editors,
Michelle Bell layout & design
of The Word*



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.