Hawai'i Teachers of English to speakers of other languages

The Word - Volume 15, Issue 1

Inside this issue:

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

For the latest information about HITESOL events throughout the year, please check our website:

www.hawaii tesol.org

Just-in-Time Teaching (JiTT) By: Jennifer Edwards and Jeff Mehring

Incorporating methods in our syllabi which include the students' needs and interests on an ongoing basis is a challenge for many teachers. JiTT (Just-in-Time Teaching) meets many of these challenges as its purpose is to allow the teacher a venue for collecting information on the students' immediate needs and interests before the lesson is taught. When this information is collected electronically through WebCT or Blogs, it can also be an effective way of helping students to communicate and collaborate with each other outside of class in English. Furthermore, students are not confined to in-class participation and have the freedom to choose where and when they want to work outside of class. By placing emphasis on the learners both inside and outside of the class, the teacher is able to facilitate and monitor the direction and interaction of the students from the sidelines. Below we explain what JiTT is, how to set it up using a Weblog, or Blog, how a teacher can do student analysis from the information received, and where we feel a teacher could advantageously utilize JiTT, using a Weblog and Podcasting, in the future.

As stated by Novak (n.d.), "JiTT is a teaching and learning strategy based on the interaction between web-based study assignments and an active learner classroom" (p. 3). Students respond through the web to assignments the teacher has posted. These are due by a

HITESOL Plans 2006 Conference

HITESOL will hold next year's annual conference on Saturday, February 18 at Kapi'olani Community College. The organization is pleased to announce that the plenary speaker will be Dr. Lourdes Ortega, an Assistant Professor in the Department of Second Language Studies at University of Hawaii at Manoa.

Lourdes specializes in second language acquisition and has long-standing interests in foreign language education, second language writing, and research methods in applied linguistics, particularly research synthesis and meta-analysis. She teaches graduate courses in these areas in the M.A. in ESL and Ph.D. in SLA programs. Her work has appeared in edited books and in various refereed journals, including Applied Linguistics (2003), Language Learning (2000), Studies in Second Language Acquisition (1999), and The Modern Language Journal (1998). She is a member of the editorial boards of Applied Linguistics, Language Learning & Technology, The Modern Language Journal, and TESOL Quarterly. She was co-recipient in 2001 of the TESOL Distinguished Research and the MLJ/ACTFL Paul Pimsleur awards.

Her current projects include a John Benjamins volume on meta-analysis, co-edited with John Norris, and a synthesis of longitudinal research on second language and literacy development, funded by a NAE/Spencer Postdoctoral Fellowship. She is also guest editing a special issue of the Modern Language Journal entitled "Reconceptualizing research on L2 learning across education contexts," scheduled to appear in 2005.

(Interested in presenting at the conference? Refer to "Call for Participants" on Pg. 12.)
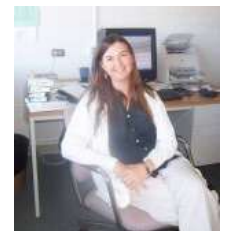
Message from the President

Aloha ka-kou, and welcome to a brand new year of fellowship and professional development with Hawai'i TESOL. As we kick off the 2005-2006 season at the opening social on September 22, we invite new and returning members to join us for what promises to be an exciting year of TESOL-related activity.

At this time last year, Hawai'i TESOL set several goals for itself; 12 months later, we have made significant progress towards fulfilling those goals. In the fall of 2004 we launched a strong recruitment drive among ESL teachers working for the Department of Education. Our efforts in that direction have indeed paid off – the number of dues-paying members of Hawai'i TESOL has increased from 125 to 162, with the majority of those new members coming from the DOE on Oahu and neighbor islands. We extend a special welcome to our newest members, and invite you to become active in the organization so that we can better serve the needs of our public school colleagues.

Last year we also continued to seek ways of strengthening ties with our sister affiliate, TESOL Ukraine. This year, we are delighted to announce the arrival of Dr. Marina Tsehelska, a regional coordinator for TESOL Ukraine who will be spending nine months in Hawai'i as a Fulbright researcher (see Dr. Tsehelska's profile in this issue). Dr. Tsehelska has already expressed her interest in participating in Hawai'i

TESOL events, including the November workshops and the 2006 conference. Through Dr. Tsehelska we can expect to learn much more about our associates in the Ukraine, and generate proposals for future networking and exchange.

The 2004-2005 season was a year of steady growth for our organization, culminating with the February 2005 conference at Brigham Young University-Hawai'i in Laie, where we hosted over 200 attendees, our largest event ever. While we couldn't be happier about the consistently strong turnout, with growth comes one drawback: increased expenses. By now you've undoubtedly noticed the increase in membership fees this year, from $20 to $25 ($15 for students and retirees). The increase reflects our wish to maintain the high level of quality of Hawai'i TESOL's five annual events, even as the costs for food, facilities, and other basic commodities escalate in the state of Hawai'i. Your $25 a year grants you entrance to four professional events (which include dinner), reduced registration for the annual conference, and an opportunity to apply for travel grants to Oahu or the mainland. Compared to other TESOL affiliates and other comparable professional organizations in Hawai'i, our dues are still among the lowest, and we hope the organization remains accessible to our core members – students and teachers.

In 2005-2006, Hawai'i TESOL will seek ways to strengthen our financial reserves through fundraising. A couple of ideas are already in development,

and we will be launching a fundraising project this fall. As in previous years, we will be conducting the travel grant raffle at events. For just a few dollars, members can purchase raffle tickets to win one of many generous prizes, donated by local businesses and organizations. All proceeds from the raffles go directly into the Hawai'i TESOL travel grant fund, with which we will once again sponsor two neighbor island members to attend the annual conference on Oahu in February, and one member to attend the TESOL Convention in Tampa, FL. Please support Hawai'i TESOL by participating in these worthy fundraising efforts.

Finally, don't forget to mark your calendars with the dates of our 2005-2006 events: the Practical Workshops in November, the Conference in February, the Business Meeting in April, and the Language Experience in May (see calendar in this issue for specific dates and locations). The 2006 Conference will be hosted at Kapi'olani Community College, and we are very pleased to welcome Dr. Lourdes Ortega as our plenary speaker. We look forward to working with Dr. Ortega and the faculty of KCC to launch another successful conference. We look forward, too, to seeing all of you at the conference and at the other Hawai'i TESOL events. As always, we encourage your active participation in the organization, your ideas, your expertise, and your energy!

Mahalo nui loa,

Yoneko Kanaoka
President, Hawai'i TESOL
ykanaoka@transpacific.org

Pidgin Language Experience - Da Bomb

The Language Experience event this past May featured Hawaii's own Pidgin. About 43 HITESOL members gathered at HPU downtown to hear Pidgin expert Kent Sakoda talk about various features of the language. Participants of this workshop first received a brief background on Pidgin and its status in Hawai'i and then engaged in several Pidgin language learning exercises. Special guest, local Pidgin poet Lee Tonouchi performed a few of his poems illustrating to the audience the sounds and feelings behind the language. Reflecting on the event's success, HITESOL president Yoneko Narita said, "I thought the partnership of Kent Sakoda and Lee Tonouchi worked very well. The audience was transfixed during Lee's recitations. I really enjoyed hearing the language in use; it was different from any of the other Language Experiences I've been to."

Missed the language experience? You can hear Kent speak Pidgin online at: http://www.une.edu.au/langnet/hcesound.htm

Kent Sakoda

Who's Who on the HITESOL 2005-2006 Board

Ever wonder who are the people working behind the scenes at HITESOL events? Want to know who to contact for information about membership or about posting information on our website? Here's a quick guide for new and returning members to help you "put names to faces" for this year's board.

Yoneko Kanaoka
President
TransPacific Hawai'i
College
(with husband Tomoki)

Randi Perlman
Vice President
MATESL Student
HPU

Nicole Ernst
Membership
Secretary
TransPacific Hawaii
College

Brent Green
Treasurer
BYUH

Angell Siu
Program
Committee Chair
Child and Family
Services

Abigail Brown
Employment/Socio-
Political Chair
TransPacific
Hawai'i College

Mark James
Conference Chair
BYUH

Sally La Luzerne-Oi
Hawai'i TESOL/
TESOL Ukraine
Liaison
HPU

Priscilla Faucette
Member-at-Large
ELI, UH Manoa

Carol Foye
Member-at-Large
TransPacific
Hawai'i College

Elise Fader
Co-Editor,
The WORD
BYUH

Masaki Seo
Co-Editor,
The WORD
UH

Michelle Bell
Layout Editor,
The WORD
HELP, UH Manoa

Perry Christensen
Webmaster
BYUH

Jennifer Wharton
Past President
TransPacific
Hawai'i College
(with Emma)

Not pictured: Lorraine Lucrecio, Program Committee Member

Just-in-Time Teaching (JiTT) (Cont.)

predetermined date before the next class. Rhem (2005) states, "Teachers review the student replies before class and make the understanding, partial understandings and complete misunderstandings the focus of the class meeting"(p. 2). Novak believed, "The heart of JiTT is in the 'feedback loop' formed by the student's outside-of-class preparation that fundamentally affects what happens during the subsequent in-class time together" (p. 3). JiTT's main objectives are to:

- Use the classroom time more efficiently and take advantage of the valuable teacher-student time together.
- Help the student structure his out-of-class time to maximize his learning.
- Make learning a group effort. Students and teacher are working towards the same goal, that students learn and retain as much knowledge from the course as possible.

Even without face-to-face contact the students are able to work with one another outside of class and communicate their needs and interests to the teacher which leads to a more efficient in-class learning experience. This type of learning was described by Hanna (2000) as asynchronous learning (p. xvii). A student is allowed to reflect on what he has learned and process the information before having to post a response. Giving students the time to process what they have learned or want to say should increase their output. Students are active learners and come to class with an investment in understanding. This could have numerous benefits for Japan since many college classes meet only once a week and it can be difficult to promote active participation in class with quieter students. JiTT requires equal participation amongst students without the pressure of having to perform on the spot in class. This is done by having the students relay to their teacher and fellow classmates their preparation and understanding of the material before the class in which the material is to be taught. In this way motivation can be increased. Increased motivation can be accomplished in three ways. First, students can ask questions ahead of class time to let the teacher know where they are having trouble. Second, students have time to look up more information on the topic to clarify the material for themselves. Third, by posting their comments on the blog, students can learn from their classmates; such as different perspectives, mutual understanding or lack of understanding. This type of interaction with the materials outside of class has the potential to help students gradually own their learning which is an important aspect of student-centered learning and learner autonomy.

To gain a better understanding of JiTT we set up a Weblog, or Blog. We chose to use a blog over WebCT because blogs are free and easy to set up. A blog can become the community voice outside the classroom where students can post ideas or responses and others can comment on those posts. If you would like to read more about what a blog is, you can visit http://www.jbv.com/blog-definition. You may also like to take a look at our blog at http://www.jitthpu.blogspot.com. Blogging helps to accomplish two of JiTT's objectives: maximize out-of-class learning and make learning a group effort. To begin with we went to http://www.blogger.com and set up the blog. Similarly, http://groups.yahoo.com could be used. After setting up a blog, the teacher would invite the students to join. This would best be done in class so that the concept of blogs could be introduced as a group. The teacher would also be able to check that each student had successfully logged into the blog. Ideally, this would be conducted in a computer lab. The teacher would post an assignment on the blog, for example, linking students to a website to read an article after which they

What is a BLOG?

A blog (or weblog) is like an online diary entry that people post and others can respond to online. Some blogs are of personal nature, while others are political, business, or classroom related.

Definitions

http://www.jbv.com/blog-definition

http://en.wikipedia.org/wiki/Blog

Blog Sites

http://www.blogger.com

http://groups.yahoo.com

http://www.blogwise.com/

About The Authors

Jennifer Edwards is a MA in TESL student at Hawai'i Pacific University. She has lived in Japan for 20 years teaching English. She opened a conversation school 14 years ago and has taught at Nagoya Junior College for the past 10 years. She is interested in early childhood English education. She plans to graduate in January '06 and return to Japan. (jenhpu05@yahoo.com)

Jeff Mehring is a MATESL student at Hawai'i Pacific University. He spent five years teaching English in Japan to both high school students and adults. He also spent a few months teaching English in the Middle East. He plans to teach on the Big Island and in Japan. (jnseals@hotmail.com)

"Podcasting. The Next Generation of Radio."—www.apple.com/podcasting/

would respond to the article by posting a comment, or the students might be required to post a comment about something that took place in class. The teacher would assign a deadline, possibly a day before the next class is to meet, when all students would have to have posted to the blog. The teacher could also require that students comment on one or two of their classmate's postings. This is where collaborative intermental learning occurs among students and their teacher alike. After the deadline for postings, the teacher can then read the student's responses to assess the student's needs and adjust the lesson plan for the next class to better suit those needs. Simkins (2005), as stated in Rhem, says "This approach lets us get into students minds. It helps make their thinking visible. The comments we are responding to are 'their stuff' not my stuff from lectures or stuff from the book; so there's a different kind of involvement and a different level of involvement" (p. 1).

We are concerned with ongoing needs analysis and classroom involvement in all four of the skills: reading, writing, speaking and listening. JiTT inherently requires intensive reading and writing, and as was mentioned above, we anticipate that participation in class (speaking) will improve due to the interactive nature of the assignments outside of class which guide the in-class lessons. Listening activities can also be included in blogs. This can be done through *Podcasting*; the newest way for students to listen to a reading, the teacher's comments, or a complete lesson. "The term podcast is a portmanteau of the words *iPod* and *broadcast*" (Diem, 2005, p. 45). Podcasting allows a student to copy an audio lesson onto their *iPod* or MP3 device and take it with them to listen to over and over. Because commuting is such a big part of many students' lives, they can spend that time constructively listening to activities through *podcasting* while they commute. This type of listening is authentic and yet geared directly towards our students either in the form of the teacher's lecture or an authentic listening on a particular topic related to the class material. The students should gain a better understanding of the material as they have the opportunity to listen to it multiple times. Thus students are using out-of-class time to maximize their learning experience of the material which should lead to more active participation in class. This intensive listening will help them in class since they will be able to understand more of the material and the teacher's lecture.

If a student does not own an *iPod,* they can still listen to the lesson using their computer. For lower level English learners, the teacher could post the text and have students follow along as the speaker reads the article. There are numerous activities a teacher could assign beforehand such as vocabulary and background information to prepare the students for the podcast. Using blogs as the base would allow the students to post on what they had heard and comment amongst their fellow classmates. This would give the teacher an abundant, knowledgeable supply of the students' needs. The students can also create their own podcasts. As students progress, making their own podcasts would allow classmates to comment on what has been said. A few websites which are set up for EFL/ESL learners and podcasting are http://www.breakingnewsenglish.com, http://www.englishcaster.com http://www.podcastingnews.com and http://www.ipodder.com

A follow-up study is planned for fall 2005. That study will examine the efficacy and benefits of JiTT using WebCT and Podcasting for ESL students enrolled in a listening class with a content-thread of environmental issues interwoven in the course in the English Foundations Program at Hawai'i Pacific University.

Becoming comfortable using JiTT through blogs and podcasting may be intimidating at first. However, we hope that the benefits will far outweigh any learning curve difficulties we encounter. This is a very new area in ESL/EFL teaching and learning,...bright and expansive [or something like that] as we work to keep our students actively learning and to keep our classes productive and enjoyable. Keeping our students actively learning will help make class time more productive and enjoyable.

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Theme: Just-in-time teaching (JiTT). (n.d.). Retrieved July 26, 2005, from http://www.usc.edu/isd/locations/cst/tlsnew/emergingthemes/jitt.html

Just Do JiTT! By: Randi Perlman, Sheryl Dunn & Stephen

Just in Time Teaching (JiTT) may be a potentially important and promising teaching strategy for EFL/ESL. JiTT operates by utilizing teaching materials posted on a web interface to provide content, input, clarification, and organization. However, JiTT differs from distance learning and computer aided learning, in that practically all instruction occurs in a conventional face-to-face classroom setting with real instructors. Although computer technology plays a pivotal role, the over-arching premise of the JiTT model is that collaborative engagement with relevant content materials will enable students to learn from each other and thus increase the extent of their learning considerably more than by individual study. It can therefore be argued that JiTT offers an effective learner-centered teaching strategy for ongoing needs analysis and materials development for content subjects in ESL/EFL.

How does JiTT change classroom routines, teaching practice, teacher-student interactions, student preparation for class, learning outcomes? JiTT pedagogy builds on the synergies between traditional classroom instruction and internet technology through a feedback loop linking in-class and out-of- class instruction and learning. JiTT pedagogy takes into account student reactions and cognitive abilities gleaned from posts as the basis of an ongoing needs analysis. Before each class meeting, the instructor accesses and reviews students' assignments to gain insight, analyzes student needs and applies that information to adjust classroom instruction and address specific issues brought into focus. From the instructor's perspective this method obviously requires considerable flexibility and some training in JiTT as instructional needs will constantly require adjustment according to the emergence and evolution of students learning needs during the course. The unmistakable benefits, however, clearly justify this additional effort by the teacher.

It is well known that internet access is not yet widely available in many parts of the world where ESL/EFL are taught. For that reason, we thought it would be a valuable exercise to study the efficacy of using JiTT with Action Logs

instead of a computer interface. To this end, a 5- day pilot project using JiTT with Action Logs and video as the course material was carried out on a group of 13 intermediate-level learners from Korea, Japan, Thailand, Taiwan and Brazil. The learners were enrolled in an 3-4-week intensive EFL program at Hawai'i Pacific University's English Foundations Program.

JiTT doesn't have to involve computers, writing in Action Logs may be used instead

During class, 10-15 minute segments of a video were viewed over a 5-day period. After each viewing, students responded in writing to the guided question prompts in their individual Action Logs. After that, students shared their Action Logs with many classmates and were encouraged to write their comments on at least two when time permitted. The following guided question prompts were used for each journal entry: What did you understand about the story? What didn't you understand? What do you think will happen next? At the end of each class, all Action Logs were collected and scrutinized by the instructor. The instructor then utilized the students' written input to adjust and scaffold the next lesson.

After reading students' individual Action Log entries we were able to determine how much of the previous video segment had been understood, and to identify which students had understood the main ideas or not. Several students did comprehend the main ideas and many supporting details. Others were unsure due to their inability to understand all of the dialogue within the video. However, we can assume that many

made good use of the visual clues within the video based upon their assumptions. Several of the male students were not very interested in the storyline, probably because this genre normally has very little violence and stimulation. However, over the first few days, especially after scaffolding the opening scenes based on needs revealed in the students' Action Logs, the majority of the students seemed to become more interested in the video.

JiTT with Action Logs was carried out as follows. After scrutinizing the Action Logs from the first day's video segment, and every day thereafter, the instructor prepared scaffolding activities to help stimulate discussion for review of the previous day's segment. To scaffold peer-learning within the ZPD, the instructor formed 5 pre-selected groups of 3 to 4 mixed ability students, ensuring that each group had at least one member who had presented a better understanding of the previous day's segment based on their Action Log entry. On the second day of class, activities for the first review included a summary sheet of key points in question format, along with an answer sheet cut into individual strips. Students were asked to form groups and match the answers with the appropriate questions. After completion of this activity, group discussion occurred to help further clarify the key points of the opening scenes. At the third class meeting students were given the main ideas in a strip story format to help them reconstruct the previous segment of the video. Students were engaged and helping each other during this activity.

Afterwards, class discussion followed which opened the door to discuss traits of the main character compared to real life and getting a job. Due to the unanticipated outcome of this discussion, there was only a little time to watch the video with no time to complete the Action Logs. The video was stopped at a "cliffhanger" and students groaned. This was a good sign that the material had engaged the students' attention because they wanted to see what would happen next. On the fourth day, students were given 5 main questions to ask classmates. If they could answer these 5 questions, it was felt that they would

have a good understanding of what happened in the previous day's segment. Although many students tried to seek answers, only a few could give details because they were not able to clearly understand some of the open dialogue between characters within the video. Even so, the questions did stimulate related discussion about single parents and teen pregnancy. Students did have time for writing in their Action Logs, although several students wrote extensively which, in turn, limited their exchange with other students.

Vocabulary was not a formal focus in this pilot project; however, several words were questioned by students and discussed with the group. Some were vocabulary items used in the video; others were introduced as concepts related to the open discussion in class. For example: cliffhanger, skipped town, veterinarian, ranch, etc. It was unclear as to how much guidance to give the students prior to each viewing, if a vocabulary list should be distributed, whether or not to encourage note taking while viewing the segments, for example. This would be something to be considered in the future.

The efficacy of JiTT using in-class action logging remains an open question. For instance, it was found that using the Action Log format meant sacrificing nearly 30 minutes of class time. This is contrary to the JiTT premise which aims to optimize the efficiency of face to face class time with the instructor. Note that we were under the constraint of not assigning homework in this test group, thus, action logs had to be done at the end of class. When these can be done at home and turned into the instructor before class, they have shown themselves to be an efficient form of JiTT (see Murphey 1993 for such data, albeit without using the term JiTT). However, other important parameters associated with JiTT were met by the Action Log approach. Interaction with the Action Log entries and follow-up discussions in small groups appeared to increase students' understanding of the material and provided more opportunities for oral practice. From the instructor's perspective, the Action Logs not only enabled adjustment of the next day's instruction, but also helped in the creation of specific in-class scaffolds.

Implementation of a follow-up qualitative study is planned for fall 2005. That study will examine the efficacy of JiTT and WebCT for ESL students enrolled in content-based reading and/or writing courses in the English Foundations Program at Hawai'i Pacific University.

How and why might we want to use JiTT in ESL/EFL? In thinking about potential applications of JiTT, Novak & Patterson (n.d.) mention its effectiveness in developing concepts and vocabulary. For example, Novak & Patterson (2000) have reported significantly higher retention rates and cognitive growth as a result of using JiTT pedagogy. With respect to

fuller student participation, a clear case in point can be found in a recent JiTT class where Chotikul mentions, "I feel more comfortable to write my posting rather than sharing my idea in class. Besides, I'm not a person who likes to speak up in the class. Then, WebCT helps me express my idea easily."(DF, August 26).

Since its inception, JiTT has been adopted in over thirty disciplines, ranging from the sciences to business management. As the convenience of technology expands traditional classroom boundaries, teachers should grasp onto and apply JiTT to better learning outcomes. Rather than fear change, teachers would be well advised to embrace with the new and expanding use of JiTT that offers not only better learning for students, but great professional development opportunities. Following is a short list of how JiTT can enrich learning:

1. Maximize classroom efficacy by addressing individual student needs.
2. More efficient use of class time with the instructor
3. Controlled learning outside of class further benefits learning
4. Students and teachers build rapport and collaborate to achieve their common objective of passing the course with the maximum amount of retainable knowledge.
5. Increase student-material engagement by a system of preparation that keeps students accountable for their own learning.
6. Fuller student participation by adding the low risk venue of on-line postings for sharing interpretations and ideas.
7. Sustained collaborative spirit by giving students the opportunity to have their contributions steer classroom learning.
8. Encourage students to take charge of their own learning by keeping them actively involved at many levels.
9. Increased interaction among students and teacher rather than a teacher-fronted format.
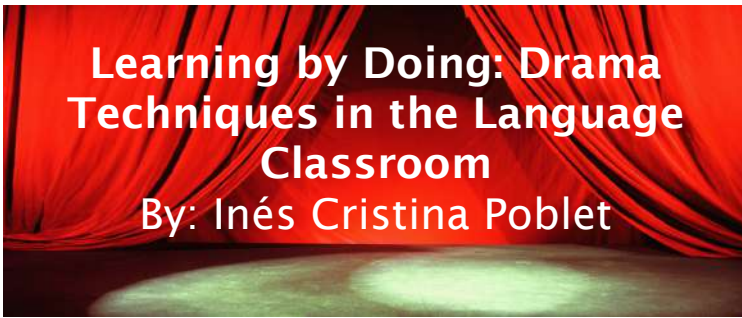10. Greater attention to student needs by addressing issues that come up before every class meeting.

Adapted from: http://www.usc.edu/isd/locations/cst/tlsnew/emergingthemes/jitt.html

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DF citation." DF, August 26.

About The Authors

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Learning by Doing: Drama Techniques in the Language Classroom
By: Inés Cristina Poblet

The traditional concept of language learning follows a rather limited and formulaic structure in which *Vocabulary + Essential Structures = Language*. Teachers and students, however, are aware of the fact that language is more than an intellectual matter; it is also a physical one since our minds are indeed connected with our bodies (Maley & Duff, 1996). By definition, drama is the act of conveying emotions that would be otherwise inexpressible. Thus, using drama techniques in the language classroom teaches "adaptability (i.e. the ability to match one's speech to the person one is talking to), speed of reaction, sensitivity to tone, insight, anticipation, in short, appropriateness" (Maley & Duff, 1996, p.7). Since drama is the interaction between and complementation of words and feelings, students learning a foreign or second language such as English will gain valuable experiences through its use in the classroom.

Following this idea or philosophy of learning by doing, Professor Rassias, director of language outreach education at Dartmouth College, uses the maxim of the Chinese philosopher Confucius to explain why he views drama as essential in language education: "If I hear something, I forget it; if you show me something, I remember it, but if you make me do something, I will never forget it because I will understand it." (Bacon et al., 1993, p.46). It is not enough to merely talk about language; students need to feel the power of words, gestures and phrases. When it comes to language, Rassias expresses: "Nothing is real unless it touches something in me and I am aware of it" (Bacon et al., 1993, p.43). It should be the language teacher's goal to make language real. It is not possible to do so with a textbook alone; language needs to be taught as a living experience that belongs to each student.

Of course teaching language in this way requires the meaningful use of the said language. Creating the appropriate context is a way of ensuring that the focus of a language lesson is on meaning and structure. Promoters of drama techniques as a way of teaching language effectively stress that it is important to not confuse meaning and structure. Meaning must come first if the goal is to bring language to life in the classroom. Maley and Duff (1996) write the following:

A situation is a totality, and by extracting the verbal content to study it in isolation we risk losing or deforming the meaning. Drama can help us to restore this totality by reversing the learning process; that is, by beginning with meaning and moving to language from there. (p.12).

Using drama in the classroom makes communication a key ingredient (Bacon et al., 1993). This approach can include a variety of techniques in the ESL/EFL classroom: for example, a skit or role-play, or something more complex like creating or having students invent their own dramatic scene or improvisation. Drama involves and engages the learner, making inhibitions and mistakes a thing of the past. This is a very useful thing to teach language learners since they will do better if they are able to let go of personal inhibitions. As Maley and Duff (1996) state, "Meaning slips from one structure to another in a most elusive way." Drama requires creativity, ingenuity and the ability to connect language with a particular situation. These things should be a part of language learners' everyday speaking and listening experience. Utilizing drama in the classroom encourages students to use the new language in the real world outside of the classroom, an enabling objective that is often overlooked by language researchers and teachers. Isolated pieces of dialogue are not likely to be recycled in a student's language use outside of the classroom. Teachers need to supply students with the linguistics tools necessary for communication both outside and inside the classroom context. Drama activities make this possible.

Since drama techniques can encourage active use of the second or foreign language, they can also predict increased motivation and engagement from the learners. Maley and Duff (1996) explain: "there is little doubt that these techniques are an extremely powerful motivational factor since they help the student feel a sense of belonging (through peer group acceptance) and allow the student to express his or her own personality through a given learning experience" (p.13). Drama techniques rely on small group work and sharing which can bring many benefits to both the teacher and students. In a traditional teacher-fronted classroom setting a teacher can be engaged in dialogue with only one person at a time, making the other listeners in the classroom engaged only indirectly. In a classroom of thirty students, the teacher is only aware of what is going on in the mind of one student at a time. This situation furthers the cycle of passive learning, one of diffidence and boredom (Maley & Duff, 1996, p.13). Through the use of drama, motivation does not need to be created or pushed onto the learners because it is already an integral part of the activity. A class of thirty students is engaged and active all at the same time and in relation to one another. Rather than trying to motivate interest from one student at a time, the teacher is able to concentrate on small groups and guide them in the learning process.

Learners who have experienced the use of drama activities in the language classroom often remark that their attitude towards the approach at the beginning of the course was quite different from their attitude at the end of the course. This may be due to personal apprehensions initially triggered by the idea of having to perform in front of a group of peers. If the teacher uses drama in a low-pressure setting, students soon discover that acting is not an intimidating situation. The instructor should try to ease the tensions students may feel at having to "perform" by giving them opportunities to work in small low pressure groups. Drama activities are for the student's language development. For this reason, the focus is not on a teacher's or

Learning by Doing (cont.)

(Continued from page 8)

peer's evaluation or criticism of a student's performances since an effective language-learning environment is anything but this. The idea is to help students see that risk taking in language is a good thing and that all learners need to make mistakes in order to progress in their learning. In a student questionnaire, 24 respondents were asked to evaluate an ESL/EFL course based on the use of drama activities for language-learning (Stern, 1993). They were given different potential areas of usefulness to rate according to how they perceived it as students. These students were asked to answer whether a particular item was (1) not useful, (2) a little useful, (3) somewhat useful, (4) quite useful, or (5) very useful. The students were not told that the scores would be used for an assessment of how drama overall is perceived by language learners. Students indicated that the most useful areas were those that helped them become less inhibited or less embarrassed when speaking in front of a group, gain self-confidence, improve pronunciation and improve intonation and expression (Stern, 1993, p.77). The activities were based on scenes from plays and improvisations. In addition to this, students were asked an open-ended question that asked whether or not they felt plays and improvisations had helped them communicate more effectively in any other way. To this question, five students commented either that drama had helped them learn to respond "off the top of their heads" or that it had helped them respond more quickly to unexpected questions and/or situations (Stern, 1993, p.79). The research done in this particular study showed that drama positively affects second language learning because it encourages the operation of certain psychological factors that facilitate oral communication. Stern (1993) lists these specific factors: "heightened self-esteem, motivation, and spontaneity; increased capacity for empathy; lowered sensitivity to rejection" (p.81). Clearly, activities that engage learners in meaningful communication and encourage the above effects are ones that are more likely to produce meaningful language learning.

In terms of more practical concerns, a well-balanced course should be flexible enough to include various approaches to learning. Most techniques cover three major phases: presentation, practice and reinforcement (Maley & Duff, 1996). Though drama can be a part of the first two phases, it is more prominent in the third because it offers students the chance to move from controlled to free expression, and to say something they really want to say. (Maley & Duff, 1982, p.16) Teaching language through drama techniques is meant to be an experience of progressive steps. Students are not asked to dive into a high-pressure language situation nor are they expected to work up to a degree of such intensity unassisted and unguided. A syllabus of this kind would begin transition in a planned order: structured situations, short dialogues, drama and role-playing and error analysis, planned practice and finally recycling the language learned (Rodriques & White, 1993, pp.65-66). The essential key in such a syllabus is the scaffolding technique; an effective way of building upon previously learned concepts.

There are other issues to consider carefully when incorporating drama techniques in the language classroom. Maley & Duff (1996) provide a thorough list of aspects to bear in mind:

- Before trying out a new activity ask the students to suspend judgment until it is over;
- Give precise and unambiguous instructions for each activity; make sure students know who their partners are, which group they are working in and what they are expected to do;
- If materials (such as pictures, objects) are needed, make sure they are provided; keep close control over the time; avoid the temptation of letting an activity outgrow its own limitations: the

saying that one should always leave the table feeling one could eat more is relevant here as well – it is better to stop too early than too late;
- Decide what your own role is going to be; how much you are going to intervene (if at all) (p.19)

Interestingly, the above guidelines and precautions seem to indicate that drama techniques are just as, if not more, organized and precise as other language techniques. The particular challenge lies in orchestrating drama based activities and sustaining the feeling of a free form activity.

There are many supporters of drama techniques in the field of language education. Researchers and instructors strongly advocate the approach in the English as a second or foreign language curriculum. Perhaps a way of furthering the positive effects of drama is by applying it to other contexts, other types of classrooms. Influenced by such theorists as Piaget and Vygotsky, teachers in the British educational system have focused more on how drama, and a variety of other approaches, can help educate the learner through their relation with others, developing learners as whole human beings. Stern (1993) explains that American instructors have historically used drama with very specific goals in mind, focused on the development of language skills and communicative skills in a language rather than on a holistic view that might include other subjects of study. Perhaps with the increased use of drama techniques in the language classroom instructors of other subjects might be influenced to include it in their own teaching syllabus. The opportunity for transition from the language classroom to other classrooms in American education is an important possibility.

In general terms, language teaching concerns the human being and the ability to communicate effectively and appropriately with others. As can be seen, creating meaningful language involves expressing a feeling, a reaction, or passionate dialogue, in which the learner and the language intertwine in a dance that cannot be merely explained by a teacher or copied from a textbook. The most attractive aspect of the drama approach is its transformation of the tra-

Learning by Doing (cont.)

ditional roles of learners and instructors. Learners are no longer "passengers carried forward in the learning experience by the teacher" (Nunan, 1999, p.75). Instead, they are thoughtful thinkers who are able and eager to convey organic, meaningful and authentic communication in their new language. For this reason and others that have yet to be explored, the use of drama techniques in any given classroom is a vital part of a quality education.

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About the Author
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TESOL NEWS:
Grants/Awards Available for Teachers

The TESOL organization is now offering several awards and grants for teachers. Please consider nominating a colleague for one of the awards listed below.

The TESOL Thomson Heinle Award for Excellence in Teaching
This award honors ESL/EFL teachers who are considered by their colleagues to be excellent teachers. The recipient will be awarded US $1000, which is donated by Thomson Heinle Publishers. Who's Eligible: Any TESOL member with at least five years of ESL/EFL classroom experience can be nominated. Due Date: Nominations must be received on or before November 1, 2005.

The TESOL/Houghton Mifflin Award for Dedication to Community College ESL Teaching
This award will be given to an outstanding community college instructor to facilitate his/her attendance at the TESOL annual convention. The recipient will receive US$1000, which is donated by Houghton Mifflin Company. Who is Eligible: Any instructor who is a TESOL member with at least three years of ESL community college classroom experience is eligible. Due Date: Nominations must be received on or before November 1, 2005.

The TESOL/College Board Award for Teacher as Classroom Re-searcher
This award recognizes excellence in action research on language teaching and learning in an ESL/EFL classroom. It is given to facilitate attendance and disseminate research findings at the TESOL annual convention. The recipient will receive US$1,000, which is donated by the Collage Board. Who is Eligible: Any instructor who is a TESOL member, who has at least five years of ESL/EFL classroom teaching experience, and who has completed a classroom action research project of significant value to the profession is eligible to apply. Due Date: Nominations must be received on or before November 1, 2005.

For more information about these awards, please go to the TESOL Awards & Grants Web page at http://www.tesol.org/awards

Hawai'i TESOL Welcomes Sister Affiliate Member

Dr. Maryna Tsehelska, a regional coordinator for TESOL Ukraine, the sister affiliate of Hawai'i TESOL, will be at Hawai'i Pacific University from September 2005 to May 2006 on a Fulbright Research Award. Maryna is the chairperson of the English Language and Methodology Department at Kryvyi Rih State Pedagogical University, in Kryvyi Rih, Ukraine.

Her research project will focus on studying English language change in the U.S., especially political correctness. She plans on turning her research into an English language textbook that will help her students learn English through the content of language history.

Maryna is the author of a number of articles and books in Ukrainian and English. If you would like to contact Maryna, she can be reached at mtsehelska4@yahoo.com.

Spotlight on an Affiliate Program

The Ukrainian-American Liberal Arts Institute "Wisconsin International University (USA) Ukraine" (WIUU), established in 1997, offers a joint Ukrainian–American Program leading students to American Degrees (Bachelor and Master of Business Administration) and Ukrainian Degrees (Bachelor and Master of International Management). WIUU is open for students from different cultural and social backgrounds as well as students from outside Ukraine.

Hawai'i TESOL Travel Grants

Hawai'i TESOL is excited to announce it will offer three Travel Grants for the 2005-2006 season: one travel grant for a TESOL conference outside of Hawai'i and two neighbor island travel grants for the Hawai'i TESOL Conference. The travel grants are funded entirely by membership fees, member donations, and proceeds from fundraising events, like the Travel Grant Raffle.

	Hawai'i TESOL Travel Grant for TESOL Conferences Outside of Hawai'i	Hawai'i TESOL Travel Grants for the Hawai'i TESOL Conference
Purpose	To support ESL professionals in attending a TESOL conference outside of Hawai'i.	To support neighbor island ESL professionals in attending the Hawai'i TESOL conference on Oahu.
Who's Eligible	Hawai'i TESOL members who are currently practicing ESL teachers or administrators, or students earning a degree in an ESL-related field. Preference is given to those applicants who have been accepted to present at a conference and/or have never attended a TESOL convention before.	Neighbor island Hawai'i TESOL members who are currently practicing ESL teachers, teacher-trainers, or supervisors. Preference is given to those applicants who have been accepted to present at the conference and/or have never attended the Hawai'i TESOL conference before.
Amount	One grant of $500 will be awarded.	Two grants of a roundtrip inter-island airplane ticket (or $100) will be awarded.
Criteria	Applicants are evaluated according to (a) reasons for wanting to attend the conference, (b) evidence of commitment to teaching English as a Second Language, and (c) the benefit that attending the conference will bring to you and other teachers in your community.	Applicants are evaluated according to (a) reasons for wanting to attend the conference, (b) evidence of commitment to teaching English as a Second Language, and (c) the benefit that attending the conference will bring to you and other teachers in your community.
General Guidelines	(a) **Travel grants are for Hawai'i TESOL members only.** Non-members wishing to apply may do so by applying for membership by September 1, 2005; (b) recipients will be required to write a short article for *The Word*, the newsletter of Hawai'i TESOL. They will also be invited to share what they learned at the conference at a Hawai'i TESOL event, for the benefit of other Hawai'i TESOL members; and (c) recipients of a Hawai'i TESOL travel grant are not eligible for the same award twice within a two year period.	(a) **Travel grants are for Hawai'i TESOL members only.** Non-members wishing to apply may do so by applying for membership by September 1, 2005; (b) recipients will be required to write a short article for *The Word*, the newsletter of Hawai'i TESOL. They will also be invited to share what they learned at the conference at a Hawai'i TESOL sponsored event, for the benefit of other members; and (c) recipients of a Hawai'i TESOL travel grant are not eligible for the same award twice within a two year period.
To Apply	Send three copies of your personal statement detailing (a) your name, address, telephone number, and email address; (b) the conference you wish to attend and your reasons for attending; (c) your TESOL experience, including (1) years, (2) locations, and (3) your responsibilities in this work; and (d) ways you and others will benefit from your experience at the conference. With your application, please enclose one sealed letter of recommendation written by an ESL professional who can (a) describe and evaluate your work in ESL, and (b) attest to your commitment to teaching English as a Second Language. Also include a 50-word biodata summary. If you have been accepted to present at the conference, attach a copy of your abstract to the application letter. Applications that lack any required documentation or information will not be considered.	Send three copies of your personal statement detailing (a) your name, address, telephone number, and email address; (b) your reasons for attending the conference; (c) your TESOL experience, including (1) years, (2) locations, and (3) your responsibilities in this work; and (d) ways you and others will benefit from your experience at the conference. Also include a 50-word biodata summary. Applications that lack any required documentation or information will not be considered.
Due Date	Applications must be received on or before December 31, 2005.	Applications must be received on or before December 31, 2005.

ALL Travel Grant Applications should be sent to:

Hawai'i TESOL
Attn: Yoneko Kanaoka
TransPacific Hawai'i College
5257 Kalaianaole Hwy.
Honolulu, HI 96821

Hawai'i TESOL Calendar of Events 2005-2006

November   <u>Practical Workshops for ESL Teachers</u>
Wednesday, November 9, 5:30 - 8:30 pm
Location: TBA

February   <u>Hawai'i TESOL Conference</u>
Saturday, February 18, 2006, 8:30 am - 3:30 pm
Plenary Speaker: Dr. Lourdes Ortega
Location: Kapi'olani Community College

> *October 30, 2005—Early proposal deadline*
> *December 30, 2005—General proposal deadline*

March   <u>40th Annual TESOL Convention, March 15-19, 2006, Tampa Bay, Florida</u>

April   <u>Business Meeting & Highlights from TESOL</u>
Thursday, April 6, 2006, 6:00—8:00 pm
Location: TBA

May   <u>Language Experience: Learn Samoan</u>
Monday, May 15, 2006, 6:00 – 8:00 pm

Article Submission Guidelines:*The Word*

Topics
We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawai'i. Possible article topics include: 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. 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
Articles should be <u>no more than 4 pages</u>. double-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). 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 contact the editors with questions.

Submission Deadlines
Deadline to submit articles for our next issue in February will be Friday, January 27, 2006. Please submit articles (as well as questions and suggestions) by email to both: Elise Fader at Fadere@byuh.edu AND Masaki Seo at mseo@hawaii.edu.

We look forward to receiving your submissions!
Elise Fader and Masaki Seo Co-editors,
Michelle Bell layout & design editor of <u>The Word</u>

Hawai'i TESOL Annual Conference
Saturday, February 18, 2006
8:30 a.m. – 3:30 p.m.
Kapi'olani Community College

** CALL FOR PARTICIPATION **

Hawai'i TESOL is pleased to announce the Call for Participation for its upcoming winter conference. Hawai'i TESOL is a non-profit organization committed to English as a Second Language professionals and welcomes conference proposals on any aspect of teaching and learning English. There are 6 ways to actively participate:

1. **Paper:** A presentation of a paper on any practical or theoretical aspect of language teaching or research. (40 mins.)
2. **Workshop**: A hands-on demonstration of any practical aspect of language teaching. (40 or 80 mins.)
3. **Panel Discussion**: A panel to discuss a current teaching, political or research issue in the field of ESL/EFL. (40 or 80 mins.)
4. **Poster Session**: A poster presentation of a teaching practice or research finding to informally share with participants at a designated time. (1 hr)
5. **Student Poster Session:** A poster presentation of a teaching practice or research finding to informally share with participants at a designated time. (1 hr). This is specifically for undergraduate and graduate students to present and mingle (1 hour)
6. **Publishers' Session:** Demonstrate how a textbook or other teaching materials can be applied in the classroom (for publisher representatives only).

<u>Your proposal should include the following information (in order):</u>

- Your contact information: last name, first name, department, affiliation, address, phone, e-mail
- Co-presenter(s) contact information (if applicable): last name, first name, department, affiliation, mailing address, phone, and e-mail
- Title of the presentation (maximum ten words)
- Presentation category: paper, workshop, panel discussion, poster session, student poster session, publishers' session
- Equipment needs: overhead or LCD projector, VCR/TV, DVD player, computer lab, Internet access
- 50-word (maximum) summary of the presentation (to appear in the conference program)
- 250-word (maximum) abstract, including a brief background description of the topic and a synopsis of the presentation, explaining its: 1) purpose, 2) benefit to participants, 3) intended target audience, and 4) methodology.
- 40-word (maximum) biographical note (to be used by the session chair who introduces you)

<u>PROPOSAL DEADLINES:</u>
October 30, 2005 - Early deadline (for those people outside of Hawaii who may need additional time to secure funding, but open to anyone wishing to send their proposal in early). Notification given by November 11th.
December 30, 2005 - General proposal deadline for any and all who wish to submit. Notification given by January 12th.

<u>Either mail or email (preferred) your proposal to:</u>
Mark James, Hawai'i TESOL Conference Chair
Email: jamesm@byuh.edu
BYUH # 194055-220 Kulanui St.
Laie, HI 96762 USA