



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Hawai'i TESOL, the local affiliate of TESOL (Teachers of English to Speakers of Other Languages, Inc.), is a non-profit 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.hawaiitesol.org

Innovative Teaching Methods for the Village Teachers of English Language

By Kateryna Uryvalkina



Everyone will agree that much in teaching a foreign language depends on a teacher and his/her professional level and skills. Not only town pupils but also

pupils who live in villages need teachers of foreign languages who are skilled and well-informed about up-to-date methodology, who both successfully use effective ways of teaching a foreign language and appropriate new teaching materials, and techniques. But what to do if a teacher lives in a village far from the region or district town and has no opportunity to attend Resource Center in Kyiv and to choose a necessary book on methodology or visit seminars deliv-

ered by native speakers? What if a teacher of Mathematics or Biology teaches English, and he/she has to do it because of the lack of a specialist at school? Such problems exist for village English teachers of Nizhyn District Chernigiv Region. There are 32 village schools in Nizhyn District, and 41 teachers teach the English language to 3110 pupils. They are enthusiastic and excellent teachers, but it's a pity that fourteen of them are not specialists in English.

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Success or Failure? Conducting the First Introductory Class With a New Group

By Marianna Zhuk

Most ESL teachers would agree that conducting the very first introductory class with a new group presents a kind of uneasy though challenging experience even for the best methodologist. The first introductory class is of great importance as it lays the basis for your future successful cooperation with the students. The difficulties the teacher faces can be explained by the variety of goals to achieve, that is, to break the ice; to get acquainted with the students; to find out for yourself their basic knowledge of the language so that it can be your starting point; to make the students understand your way of conducting classes,

your demands and criteria of evaluation, altogether establishing the contact for teacher-students fruitful collaboration. Naturally, the atmosphere at the first class may seem a bit strained. This is especially true for freshmen who have only the slightest idea of what to expect from a new teacher as well as from their group mates. *Most* of them are strangers to each other, and *all* of them are new faces to the teacher who is burdened with the task of turning his students into a friendly team ready to collaborate, encourage each other to make individual contributions and ideas accepted by the team which might be then incor-

porated in different activities, aimed at increasing the students' foreign language command. The teacher must do his best to make students feel comfortable and highly-motivated, so that they shouldn't be afraid or ashamed of participating in the classroom activities, learning from mistakes and developing their potential. The first class gives a very strong impetus for future work; it may encourage or discourage, bring the student up to heights or down to earth, get him interested and motivated or completely disappointed; therefore, it requires careful planning on the teacher's part.

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Message from the President of Hawai'i TESOL

Aloha kakou,

It is a great pleasure to welcome returning, new and prospective members into our midst as Hawai'i TESOL embarks on a brand new year of fresh and contagiously exciting professional development activities. With the school year now upon us, it is a good time to turn our thoughts to professional development and outreach.

Now in its 29th year of affiliation with TESOL International, Hawai'i TESOL is a nonprofit organization dedicated to enriching our profession by bringing together practitioners in the field of teaching English to speakers of other languages. To that end, Hawai'i TESOL is committed to building a welcoming, vibrant and inclusive community of ESL professionals through membership and active member participation. Through our five annual professional development events, our newsletter *The Word* available in print and online at our colorful website (www.hawaiitesol.org) Hawai'i TESOL offers various avenues to fellowship, connect and affect. As we launch the 2006-2007 season at the opening Social on September 26, all new and returning members are encouraged to contribute, create and participate in Hawai'i TESOL events and outreaches throughout the year. Hawai'i TESOL takes pride in its ability to consistently produce and deliver high-caliber professionally and personally rewarding professional development activities for our members. That said, the success of our activities is entirely reliant on the valued collaboration, inspiration, creativity, energy and dedication of our membership.

Last year's events highlighted new perspectives on the challenges impacting our profession, as well as demonstrated a number of innovative and practical solutions to address them. The enjoyable evening of Practical Workshops held last November at TransPacific Hawaii College, had a distinctly international and exotic flavor, particularly owing to the participation of visiting Fulbright scholar, Dr. Marina Tsehelska of our sister affiliate, TESOL Ukraine. Not to mention the delicious culinary accompaniments which always make our activities even more enjoyable and rewarding. No doubt the brightest star in the constellation of Hawaii TESOL events was our annual conference at Kapiolani Community College, which set a new attendance record of over 250 attendees. The sheer success of this event was the combined result of the professional dedication and successful collaboration of Mark James, Yoneko Kanaoka, Shawn Ford, Sally LaLuzerne-Oi and Amanda Peeni, matched by the outstanding support from our members, too numerous to individually name here. At the Business Meeting in April, those who attended were treated to a genuinely interactive and fun experience of video conferencing. Our year concluded on May 15, with the always popular Language Experience, featuring the Samoan Language. To read more about last year's events and discover which ones might inspire your contribution, visit our website.

The year 2006-2007 promises to be another exciting year of activities. We look forward to nurturing new ties with the Department of Second Language Studies at UH-Manoa, and to strengthening our finances through fundraising efforts used fund our Travel Grants. Further information on Hawai'i TESOL Travel Grants is available online and in the current issue of *The Word*. This November, members are cordially invited to our always popular Practical Workshops; starring you! Be sure to mark your calendars for our annual conference to be held at UH-Manoa on Presidents Day, Saturday, February 17, 2007 with Andrew Cohen as the plenary speaker. Please check our website frequently for updates on upcoming events and activities. As always, we welcome you to express your talents, creativity and energy through active involvement in the organization.

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Mahalo nui loa,

Randi Perlman

President, Hawaii TESOL

Training Language for Special Purpose Teacher in Uzbekistan

By Botir Djuraev

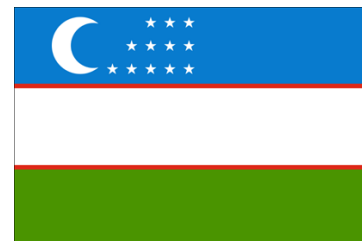
Nowadays one of the characteristic features of life in Uzbekistan is an unprecedented surge in the study of foreign languages-chiefly English. The growth in political, scientific, economic, cultural and educational contracts with different countries has set the stage for a renewed interest in foreign language studies. Language teachers will have to work very hard in order to satisfy this interest: they must change drastically their inadequate and outdated teaching methods and produce new, effective methods.

In order to perform all these tasks, which may look humble but are in fact extremely difficult and complex many questions have to be settled; the most urgent of these is: how to teach teachers? In other words, a new approach to foreign language teaching should begin with a new approach to training and

educating language teachers.

In Uzbekistan this problem is especially urgent because, oddly enough, the profession which is in greatest demand nowadays-that of teacher of foreign languages is a specialty in four Language Universities in Uzbekistan (the chosen few, the experts in languages and literature) and for schoolteachers of foreign languages. The former know too much and the latter too little to be good teachers of foreign languages for non-philologists, that is, for those legions of specialists in all branches of knowledge for whom a foreign language is not the subject of their research but just a tool of their trade. This last statement may seem paradoxical and is, obviously, an exaggeration, but it gives, in a nutshell, some idea of the problem.

(Continued on Page 3)





TEACHING CIVIC CULTURE THROUGH AMERICAN FOLK SONGS

By Maryna Pervova

The challenge in today's world is not only to bring up worthy citizens of their society by means of familiarizing them with cultural heritage of the country they live in but at the same time to know, respect and appreciate a set of rules and cultural studies of another society; to wit, the USA. Organized in 1998, my club of American Folk Songs enables students of the 9th, 10th, and 11th grades to dip into the world of American culture, to improvise songs in various skits and furthermore – to perform them on the stage. It's song that unites and mobilizes people; it's song that makes people more friendly, benevolent, impartial, and open to new ideas.

Adding variety and enjoyment to language learning, creating a friendly and cooperative atmosphere, revealing a rich cultural background and a social and historical context, songs offer the opportunity to demonstrate a new language material, as well as the opportunity to practice some difficult areas of intonation and rhythm, particular vocabulary fields and grammar structures. Besides singing a song might cause creative thinking and arouse wild imagination.

Songs are a good remedy for getting rid of stuttering or stammering and boredom on the whole. Folk songs are the authentic voice of a people as they work and play, rejoice and sorrow, love and hate. They provide a living picture of the past; it's history viewed from eye-level and in the thick of the crowd.

I. Song "She'll Be Coming Round the Mountain"

This is a song about anticipating the good times thus making the workaday world seem bearable. It resembles our native country, which is on the alert for a better future it's sure to deserve.

Procedure

1. Cloze listening activity;
2. Filling in key words while listening to the song;
3. Having students practice some of the words and phrases and put them into longer phrases and sentences;
4. Getting students to create their own short dialogues and bits of conversation using words and expressions from the song;
5. Based upon the song, students draw pictures of future times and how they see it.

II. Song "Billy Boy"

- A. finding five questions and five answers in the song; writing them down on sheets of paper;
- B. girls' singing the mother's part and boys' – father's consequently;
- C. dealing with each couplet separately:
 - 1) Rearrange the words
1 couplet
To seek, I, a wife, have, she's, been, my, life, of, joy, the.
2 couplet
Asked, to come, me, she, in, chin, dimple, there, a, is, her.
 - 2) Make out the words which are rhymed
3 couplet
She can make a cherry pie, quick as you can twist an eye.
4 couplet
She can make a leather bed while a-standing on her hat.
 - 3) What numerals are they
5 couplet
She is 11 x 60, twenty... and ... seven.
- D. singing in groups /mother and Billy/;
- E. holding a competition /2 teams – mother and Billy/
Mother asks Billy a question from the song. Billy must give a long answer, using a subject and full verb;
- F. making up more questions and answers /use your imagination/;
- G. making up a skit about Billy going to visit his prospective bride; the girl's mother can be involved as well.

III. Song "Oh, Susana" which is "theme song" of the California Gold Rush/

Procedure

1. Eliciting incongruities such as "It rained all night the day I left. The weather was so dry";
2. A slotted dictation can stimulate curiosity and help students to focus their attention on what they are hearing;
3. Creating a portrait of Susanna with a buckwheat cake in her mouth and a tear in her eye and her fiance with a banjo on his knees;
4. A 'small talk' question-response like commenting on the weather.

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Training Language for Special Purpose Teacher in Uzbekistan (Cont.)

Teachers of foreign languages for non-philologists should, then be specially trained along the following lines:

1. They must learn the variety of language for special purposes that they are going to teach, its peculiarities in all aspects-whether grammar, vocabulary, syntax or style.
2. They must have a general idea of the subject their students are specializing in. This seems to be a highly revolutionary point, usually provoking protests and panic among those foreign language teachers who are accustomed to teaching economists or chemists the foreign language skills they require for their professional communication without themselves having the slightest idea about economics or chemistry.
3. They must be taught to cater to their students' needs. This is a difficult psychological requirement, but there is no doubt that foreign language teaching must be learner-oriented. Language teachers must resist the temptation of revealing their vast,

profound knowledge of the subject to the students and think only about their actual needs.

4. Finally they must enthuse their students. Teaching foreign language to university students of non-philological subjects is complicated by the fact that for these students a foreign language is not part of their special, professional education: hence their lack of motivation. Foreign language teachers must, therefore, think of ways of creating interest in their subjects and of finding new means of increasing their students' motivation.

Biography

Botir Djuraev is a Senior English Teacher at Tashkent State Institute of Culture in Uzbekistan. His teaching and research areas include Teaching English in Higher Education, Language for Special Purpose, and the Language of Advertising Texts.
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Democratizing Learning: Learner-Centeredness in ESL/EFL Classes

By Stephen Mendenhall

Rather than teacher-fronted dictatorships, teachers should attend to the varying needs of students through learner-centered democracies. Democratizing classes will help students develop into more sophisticated learners which will in turn afford teachers the opportunity to focus their energies on playing more meaningful roles.

Curriculums of learner-centered democracies differ from traditional, mandated curriculums in that the learning process becomes a collaborative effort between the teacher and the learners. This collaboration actively involves the learners in decision-making responsibilities regarding both content and style so that a meaningful variety of linguistic items and learning styles are covered during the life span of a class (Nunan, 1992).

To ensure a healthy relationship of acceptance among groups of students with varying preconceptions, ideas, and values, it is important that both social and procedural norms be discussed and agreed upon from the very outset of a class term. This democratic process can be validated by negotiating a learning contract between both the teacher and students to settle upon what will and will not be acceptable norms for the duration of the class (Murphey, 2003).

We can now move to identify existing interests, goals, and learning styles of our students by conducting learner surveys. The following survey is a condensed example of one format that teachers could use to identify learner interests and goals:

Circle the number that shows your feeling. ☉ [1 2 3 4 5] ☉

Using English for travel ☉ [1 2 3 4 5] ☉

Using English for the Internet ☉ [1 2 3 4 5] ☉

Using English for my job ☉ [1 2 3 4 5] ☉

Watching news in English on television ☉ [1 2 3 4 5] ☉

(Adapted from Carruthers, Mendenhall, Tobin, 2005)

The next sample survey helps to identify and categorize individual learning styles:

Put a checkmark [✓] in the box next to the statements that you agree with

How do you like to learn?

Type 1:

I like to learn by watching and listening to native speakers. []

I like to learn by talking to friend in English. []

Type 2:

I like the teacher to explain everything to us. []

I want to write everything in my notebook. []

Type 3:

In class, I like to learn by games. []

In class, I like to learn by looking at pictures, films, and video. []

Type 4:

I like to study grammar. []

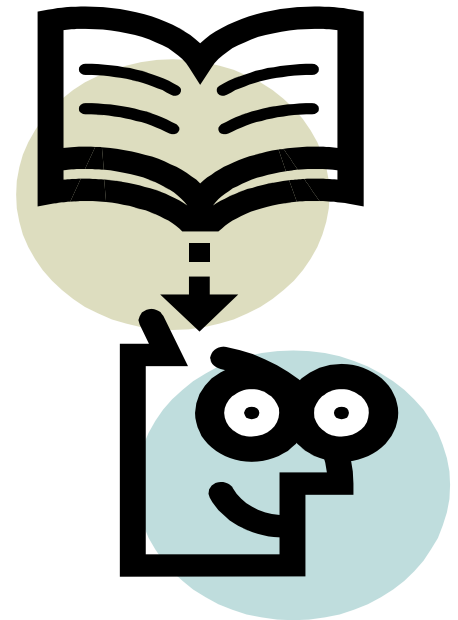
At home, I like to learn by studying English books. []

(Adapted from Nunan, 1995)

With individual characteristics identified, we can now direct our energies toward developing and modifying instruction to make the best use of inherent student motivation. As the semester progresses, students should be allowed graduated levels of autonomy. Eventually we will steer students toward taking charge of their own learning by adapting or even creating their own learning tasks to be shared with others. The negotiation process, combined with autonomous learning, create a curriculum of language elements already deemed urgent by the learners themselves. Students will now more readily surrender their time and attention allowing for a more effective use of class time and teacher energy (Nunan, 1992). As autonomy increases, students can eventually play significant roles in teaching their own classmates fostering enhanced learning opportunities through Near-Peer-Role-Modeling (NPRM). Dörnyei and Murphey encourage the use of these NPRM's who are peers close to the learners' social, professional and/or age level, and whom the learners may respect and admire (Dörnyei & Murphey, 2003).

One viable option that allows teachers to conveniently adjust their curriculum based on discovery and evolving learner needs is Just in Time Teaching (JiTT). JiTT pedagogy takes into account student reaction to what they have learned by having learners respond to classes through the communication of thoughts, questions, and concerns to the teacher on an on-going basis. Upon evaluating these learner reactions, the teacher then adjusts their next class to address issues that students have communicated (Novak, n.d.).

One possible venue for facilitating JiTT is the computer-based system of WebCT. By using a WebCT discussion board, students can post their reactions to classroom activities or reading assignments for teachers as well as classmates to see. These reflective postings can then be read and responded to by anyone in the class which leads to an increased frequency of both communicative reading and writing and a greater cultivation of vocabulary. The extensive reading involved in keeping up with the expanding discussion board expose readers to multiple patterns of language based on topics that are relevant to their own background knowledge. These elements are important scaffolding tools to help weaker students prepare their own writings (Spangenberg-Urbschat & Pritchard, 1998). A greater variety of learning styles are also addressed when using WebCT as students who may tend to be passive or quiet in traditional face-to-face meetings now have the additional opportunity to participate by crafting and posting their thoughts in a lower-risk environment (Mendenhall & Seo, 2004).



Democratizing Learning: Learner-Centeredness in ESL/EFL Classes (Cont.)

Lacking the familiarity or access to technology does not necessarily eliminate our ability to implement JiTT. It can still be utilized through Action Logs that are made with traditional paper notebooks. A simple notebook can be used in place of a WebCT discussion board. Just as in WebCT, students write their reactions to various aspects of the class and the teacher can then respond to it. Additionally, teachers can create class newsletters regarding topics that came up in action logs so that learners have the opportunity to read about what their peers are writing (Murphey, 1993).

The use of JiTT and learner-centered classrooms go hand in hand. Not only do teachers maximize classroom efficacy but are able to use class time more efficiently. Students are held accountable for their own learning through the reflective processes built into the task of posting their own written reactions. JiTT's attention toward accommodating various learning styles increases learner interaction and participation while encouraging a collaborative spirit by giving students multiple opportunities to contribute toward the direction of the course.

Although learner-centered curriculums are democracies, that does not mean they are a free for all. Here are some examples of effective formats that teachers can offer as ways to assess learning in a learner-centered classroom:

- Portfolio- Students do reflective writing about their learning as well as gather polished samples of their work to be organized in a final compilation.
- Project- Students plan and implement a specific goal-oriented project in an area of their interest over an extended period of time. Learners must display their organization skills, ability to use resources, and linguistic knowledge to present their project results in writing.
- Case Studies- Students are assigned an authentic situation to analyze and respond to using knowledge and skills that they have learned.
- Comprehensive Exam- Students complete an essay test that includes a choice of questions from which they are to write responses that demonstrate their ability to recall and organize concepts and facts that they have learned about during their course of study.

Learning is not rote memorization; it is individual growth and development. Learner-centered assessment options focus on providing opportunities for students to display their individual abilities by applying discipline-based knowledge and general skills to solve real-life issues so that students can become more sophisticated in their reading, thinking, writing, and problem-solving skills (Huba & Freed, 2000).

Unfortunately many Asian ESL/EFL students grow up conditioned to taking a completely passive role in teacher-fronted classes. Because of this, we need to be aware that a sudden change in teaching approach may lead to varying levels of apprehension and student discomfort (Kinsella, 1996). Just as there is a high likelihood of initial confusion when having the security blanket of a dictatorship removed from a suppressed society, there will most likely be confusion among students who are abruptly presented with learner-centeredness and its accompanying autonomy. Initial class meetings can be emotionally loaded and may feel unorganized or even chaotic to a student new to the democratic procedures of a learner-centered class. Teachers who want to adopt learner-centered strategies should be understanding toward students may react negatively or feel anxious when initially entering the foreign territory of a learner-centered classroom. Teachers need to be sensitive and work towards building learner confidence if we are to be successful. (Nunan, 1992). Be assured, research shows that learners who are gradually made accustomed to making choices about their own learning eventually will not want to revert to classes where they sit passively, or where the teacher controls everything (Nunan, 1995).

Gradually and thoughtfully implemented, learner-centered classes will facilitate a more effective use of both teacher and learner time. The democratic processes of learner-centered curriculums will open the doors to more meaningful learning opportunities. Learners will take greater charge of their own learning, which will sharpen both cognitive and meta-cognitive skills through on-going reflection. Teachers will be able to refocus, concentrating their energies on facilitating and supplementing the varying needs of an emerging group of more sophisticated learners, now better prepared to utilize their own strengths towards enhancing life-long learning that stretches far beyond the span of any single class.

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Innovative Teaching Methods for the Village Teachers of English Language (Cont.)

After having attended dozens of professional seminars at the English Teaching Resource Center at the English Department of National University "Kyiv-Mohyla Academy", delivered at first by Ann McAllen and then by John Silver, I decided to help my colleagues. The first talk was about how to improve the professional level of village English teachers I, as a PAS TOT-2003 course graduate, given by Patricia Sullivan, Regional English Language Officer PAS U.S. Embassy and Lilia Shylo, Cultural Affairs Assistant in 2004. Thanks to them the first seminar, delivered by Senior English Language Fellow John R. Silver, was conducted for English teachers from the town schools of Nizhyn and teachers from the village schools of Nizhyn District in February 2005. All the participants were impressed by the friendly and warm spirit of the workshops delivered by John R. Silver and Kateryna Uryvalkina. After the workshops the teachers expressed their great desire and need to meet the presenters once more. Having met and discussed the results of the first seminar with Lilia Shylo, it was decided to organize one more training workshop only for the English teachers of village schools.

The second teacher-training seminar was held in October 2005. It wasn't an easy task to organize and coordinate all the questions or even to gather all the teachers because some of them live more than 50 km from Nizhyn, and they have some problems with transportation. Nevertheless, everything was settled, and almost all the English teachers gathered at the Methodic Department of Nizhyn District State Administration. All of them were glad to meet John Silver again. That time he came not alone but with Lilia Shylo, who brought many books, textbooks, records, posters and other teaching materials for teaching English. Now the English teachers of Nizhyn District have their own Resource Center at the Methodic Department of Nizhyn District State Administration.

During the seminar, the teachers were divided into two groups and actively participated in two workshops, delivered by John Silver and the author of the article. The handouts, given to all the participants of the seminar, were of great help to everyone, since it's easy to remember what you have done and what problems were discussed at the seminar. At the end of the seminar Lilia Shylo and Larysa Poprytkina, the Head of the Methodic Department of Nizhyn District talked about how the Public Affairs Section U.S. Embassy could help the village English teachers. They came to the agreement that the next seminar would be held in 2006.

Being present at one of the seminars, held by Lisa Harshbarger, Regional English Language Officer PAS U.S. Embassy, at the beginning of 2006, I had a conversation with her about the problems of village teachers of English, and she promised to help. Lisa Harshbarger suggested visiting Nizhyn, as she has heard about the famous "Nizhyn cucumbers", to deliver a seminar for the English teachers of Nizhyn District.

Lisa Harshbarger offered more than 10 topics for teachers to choose. Together with Larysa Poprytkina, the Head of the Methodic Department of Nizhyn District, we decided to choose "Best Practices in Teaching Writing", as the most vital question for English teachers of the district. As for me, I was lucky to attend Carolyn Graham's workshops in Kyiv 2004 and to participate in her seminars at Teacher's House. So, inspired by Graham's teacher-training seminars, I made up my

mind to present "Songs, Rhymes and Poems in Teaching Vocabulary" and to demonstrate some fragments of her workshops. The teachers were divided into two groups. They were attentive, understanding and active though it wasn't easy for some of them to overcome feelings of awkwardness and shyness in talking. After the presentations, the teachers came to us and asked different questions, mostly about the methodology of teaching English. The participants came to the conclusion that such training seminars which allow them to exchange their ideas and opinions, methods and techniques in teaching English, are very effective, useful and necessary. The teachers expressed their gratitude to Lisa Harshbarger as they do not have a frequent chance to communicate with native speakers, and especially those who are as well-disposed and competent as Lisa Harshbarger is. At the end the teachers and the leaders of the Methodic Department of Nizhyn District State Administration expressed their great desire to continue this program in the next school year.

Why do English teachers of village schools need such seminars? Here are some explanations from teachers: "Our students expect us to function well, and they have a right to expect it. That's why we need such seminars."; "We teach several classes every day. During each of those lessons we want to inspire and to create a mood for learning. But, as we all know, there are days... and days. On some days we are inspired; on some days we are just tired – too tired to plan a good lesson. That's why we need such workshops."; "Such seminars have helped us grow as professionals and enjoy our teaching in a more relaxed way. We hope that activities presented at the seminars, will help us free some time for the things that are really important for us."

I feel proud of my possibility to help other teachers, and I am very grateful to Lisa Harshbarger, John R. Silver, Lilia Shylo, Alyona Sukhinina and all the staff of the PAS U.S. Embassy, who did and are doing a lot for Ukrainian teachers of English language.

Summing up, I do hope that more and more workshops will be organized for village English teachers of Nizhyn District in the future and more and more teachers will benefit from them.

Kateryna Uryvalkina, English Language Teacher of Nizhyn Agrotechnical Institute, course graduate "TOT-2003" program, Course graduate "American Studies Summer Institute -2006" Program.



Daniel S. Janik and Joel Weaver have recently published a book entitled Key Questions to Ask About Studying ESL in the United States.

For information, contact Joel at

www.icchwaii.edu.

Success or Failure? Conducting the First Introductory Class With a New Group (Cont.)

Here are some tips how to make the first class successful. The choice of the activities for the first class usually depends on the time allowed and the number of students in the group, but the final result will largely depend on teacher-students cooperation.

Ukrainian students have some prejudice as to the first class because, recollecting school experience, they expect to be asked tell-me-about-yourself questions, which is indeed the annual school routine in Ukrainian schools. No wonder they are fed up with introducing themselves and repeating simple trivial phrases. The question arises: how to get acquainted with your new students in some different exciting way? A good idea is the so-called "Getting to know you" activity, but in order to perform it, initially I sometimes re-group my students. The fact is that students usually tend to sit at the same desk with or in the chair next to their friends, and there is little chance they can benefit from the following activity, as most probably, being on good terms, they have already learned plenty things about each other (the exception is a newly-formed group). Therefore, the task of the teacher is to reunite them in different pairs for the following pair work. The activity "Broken sentences" suits well for this purpose. Everybody gets either the beginning or the end of a sentence and has to move around the classroom in order to find his other missing part. Then those who managed to match two parts of a broken sentence form a pair and get ready to work together. As a rule, I use sentences with prepositions for this activity as this complex area of English requires constant revision and helps the teacher to get at least some idea of the groups' level. After the students formed the pairs and checked completed sentences, they get the questionnaire, containing getting-to-know-you questions. But the essence is that they do not have to fill in the information about themselves, but take turns and interview their partners, afterwards writing down the information they have just learned. This activity allows students to talk a bit, to carry the dialogue and, naturally, to learn more about each other. When filling in the details, they often have a habit of peeping into each others' notes for editing minor mistakes (if there are any), as everybody wants to be the best. Having completed the interview and the written task, the students should orally introduce the person, whom they have interviewed to the rest of the group, elucidating the key points about his personality. The teacher may emphasize that his first opinion and impression about the person will largely depend on this presentation; therefore, the students should do their best and show their mates in the most favorable light. Presentations should not be too long or boring, as they can evoke a spate of questions from other students who get interested in some details or facts. Hence, this activity may sometimes arouse heated discussions. The teacher can act at his own discretion and either go on with it or get down to something new.

At the next stage, the teacher can ask his students to think of the factors which contribute to their success in English classes. The answers may be very versatile, but in order to get down to a new activity, the teacher should stress the importance of following his instructions as his task is to direct the students in the right way. Most of the time, when you ask if students can follow instructions well, you get a positive answer, but the next activity can easily prove the opposite. Actually, it is performed more for fun though helping to ease the tension. The students receive handouts with different instructions to be followed, but the time limit of 5 minutes set for this activity usually baffles them and gets off the right way. The trick is that they should simply read through the questions according to the first instruction and put down their name below, according to the last one. Nothing else has to be done! Just reading through and writing the name! But working in haste, students do not bother reading through the questions and quickly get down to following funny instructions which simply have to be read through. Finally, the teacher explains the trick and encourages the group to be more at-

tentive and diligent during the next classes.

I always tell my students that the success of any deal depends on joint efforts of those involved. Therefore, both sides, namely the teacher and the students, should do their utmost for fruitful collaboration. Any collaboration has some legal base in the form of an agreement or contract; hence, the teacher may suggest that the students should sign a special contract for student (in which some students' rules and obligations are laid down in a humorous way) and also make up a corresponding contract for the teacher, where they can express their ideas of how the teacher should behave and do his work. The essence is that the teacher agrees to sign it only on condition there are no mistakes in it – then the students try their best to do the task thoroughly. With the help of this activity the teacher can not only learn about his students' expectations from English classes, but also get the idea of students' spelling, grammar and general level of English revealed in this writing task.

The activities described above can be developed further depending on the teacher's creativity and imagination. Anyway, it is worth bearing in mind that it is not the quantity which matters, but the quality. Therefore, every teacher should go to great lengths to get his students inspired and make the first class with a new group hilarious, memorable and highly - motivating.

Appendix

Ideas for activities 1-3 are borrowed from "Grammar games and activities" by Peter Watcyn-Jones, published by Penguin Books in 1995. The idea of the contract comes from an unknown source.

Broken sentences. The teacher can make the sentences of his own or use those suggested by the author. For example:

1. She wasn't *satisfied with* her exam results. 2. *We were shocked at* the news. 3. He was *rude to* his grandmother. 4. I was *suspicious of* his intentions. 5. She was worried *about* the exam. 6. She was *ashamed of* her parents.

2. Getting to know you. The teacher can make his own questionnaire and distribute it among the students. It depends on what kind of information about the student he would like to get. For example: *First name. Place of birth. Nationality, present address. How long at above address. Other towns lived in. Married or single. School finished. Started learning English in. Other foreign languages spoken. Interests/Hobbies. Favorite food. Greatest hero. Greatest invention. Last foreign country visited. My good points. My bad points. Main ambition.*

3. Can you follow instructions? The form to complete includes about 20 instructions, of which only the first and the last are actually to be followed: *1. Read through the questions carefully first. 20. Now that you have read through all the sentences, just write down your name.* Instructions 2-19 may set different tasks, like drawing, underlining or crossing out some words, multiplying, etc, none of which have to be completed - they are aimed merely to mislead the students and check how attentive they are.

4. Contract for students.

Class time. Students should be in the classroom five minutes before the teacher, and they mustn't leave before the lesson has ended. Students who arrive late shouldn't expect the teacher to believe their excuses. Behavior in class. Students should be polite to one another and the teacher. Students should stay awake, but if they have to fall asleep, they shouldn't snore. Students are not supposed to chew gum in class, but if it helps their pronunciation, it's OK. Homework. Students mustn't use the following excuses if they haven't done their homework: "The dog ate it" or "It fell out of my bag." I agree to respect the rules and obligations above. Signed by...

5. Contract for teachers. Give students some time to meditate on the rules and obligations for teachers and put them down.

Biography

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Bridging Immersion Camp Experiences into ESL Classrooms

By Yukiko Yamaguchi & Masaki Seo

Introduction

Akebono originally from Waimanalo, Hawai'i, is a famous *sumo* wrestler who became the first non-Japanese *yokozuna*, the highest rank in *sumo*. During his years as a *sumo* wrestler in Japan, Akebono has accomplished native-like Japanese language fluency. On the other hand, many baseball players come to Japan as star players, but are never able to speak Japanese. Miyazaki (2001) describes the way foreign *sumo* wrestlers learn the Japanese language as an "immersion program" since the main purpose of their learning was not to learn the language, but to deal with information by using the language. This summer, Yukiko Yamaguchi and Masaki Seo met each other for the first time at Mori no Ike, the Japanese immersion camp offered by Concordia Language Villages. Throughout the four-week immersion program, we were amazed to see the improvement of students' Japanese proficiency. We would like to share some techniques that worked well at the immersion camp and how those techniques can be transformed into your ESL classroom.

Overview of the Concordia Language Villages
The Concordia Language Villages (CLV) in Minnesota offers learners an immersion language learning experience in 14 languages: Arabic, Danish, English, Finnish, French, German, Italian, Korean, Mandarin, Norwegian, Russian, Spanish, Swedish, and Japanese. The CLV camps offer a total immersion experience. The target language is used not only during formal classes but also during meal-times, club events, and free time activities. Each camp site at CLV has a bank and a store, so students at villages are able to learn the target language in a realistic social context. After the successful completion of the 4-week program, students are able to receive a credit equivalent to one year of high school languages study.

Favorite Immersion Techniques

Nihongo no Tatsujin (Master of Japanese)

At Mori no Ike:

Students *voluntarily* pick up a name tag labeled *Nihongo no Tatsujin* in the morning and try their best to speak Japanese throughout the day. If students speak English, the name tag would be immediately taken off by their peers and/or teachers. This creates a healthy atmosphere of peer pressure to speak Japanese in the community. After the successful completion of the day without speaking English, students receive a bead and applause as a reward. The activity helps those who are motivated to speak Japanese but have anxiety to use it in front of their peers by providing the pretext of *Nihongo no Tatsujin*.

In Your Classroom:

If your ESL class has many students from Japan, they would most likely end up speaking in Japanese. As a result, they would lose their opportunity to practice English. By using a "Master of English" nametag, you can offer a strong incentive to talk in English with their peers.

Mori no Minna (Evening Program)

At Mori no Ike:

Mori no Minna is a 75-minute program in which students learn Japanese customs while having fun. These programs are usually organized by teachers, but we decided to put more of the learning into the hands of the students by planning and organize Mori no Minna as a class project. The *Matsuri* festival was a big hit! Groups of three students designed mini-activities to entertain other students in the village. Since they knew what would be fun for themselves, it was the best *matsuri* ever.

Another successful event was the Mori no Ike tour. Mori no Ike offers 2-week immersion and 4-week credit programs; thus, there are two 2-week sessions during a 4-week session. As the second group of 2-week villagers arrived at the camp, the 4-week villagers knew and followed the rules at the camp. With the knowledge that they gained from the first two weeks, the 4-week villagers prepared a brief skit and explanation of each

part of the village in Japanese and gave a tour for newly arrived villagers. It shifted the responsibility from teachers to students, and students started to participate in Mori no Minna more actively and cooperate with each other.

In Your Classroom:

If you are planning to have a social event such as a picnic or dining out for your students, instead of you as a teacher planning

an event, why don't you let students plan and organize the event? It helps you save time, and students actually enjoy planning while speaking English. Moreover, your students can build group cohesiveness through cooperation.

Arubaito (Part-Time Job)

At Mori no Ike:

Students were required to complete two *arubaito* assignments during the session. *Arubaito* were designed and supervised by teachers. There were several kinds of *arubaito* including making announcements during mealtime, teaching classmates new songs, helping in the village bank or store, or creating a board game and information sign. The main purpose of *arubaito* is to give students an opportunity to use Japanese in a realistic social context. Another purpose, which we found to be the most interesting, is to assist teachers. With *arubaito*, students are able to play the role of the teachers. Many teachers were villagers at Mori no Ike in the past and gained near-native fluency. Therefore, they became Near Peer Role Models (NPRM) which are "peers who are close to the learners' social professional and/or age level, and whom the learners may respect and admire" (Dörnyei and Murphey, 2003, p.128). Students can look up to and model NPRMs' positive behaviors. As a result, students who aspire to be teachers in the future had the



A glimpse at English Intonation

By Botir Djuraev

Every language has melody in it; no language is spoken on the same musical note all the time. The voice goes up and down, and the different pitches of the voice combine to make tones. In some languages the tone mainly belongs to the word, being part of its shape, and if the tone of the word is wrong, its shape is spoiled. The Chinese languages are like this and so are many others in South-East Asia, Africa and America. In these languages the same sounds said with different tones make quite different words. In many other languages, of which English is one, the tone belongs not to the word but to the word group. If you say the English word *NO* with different tones, it is still the same word; nevertheless, tone plays an important part in English. We can say a word group definitely, or we can say it with interest or without interest, and these differences are largely made by the tones we use; the words do not change their meaning, but the tone we use adds something to the words, and what it adds is the speaker's feeling at that moment; this way of using tones is called intonation.

English intonation is **ENGLISH**: it is not the same as the intonation of any other language. Some people imagine that intonation is the same for all languages, but this is not true. You must learn the shapes of the English tones even though these may be quite different from the normal tones of your own language; and you must learn the meanings of English tones too because they are very important. For example, "thank you" may be said in two ways: in the first the voice starts high and ends low, and this shows real gratitude; in the second the voice starts low and ends high. This shows a rather casual acknowledgement of something not very important. A shopkeeper will say "thank you" in this second way when he or she takes your money, and this is quite reasonable since he or she does not feel great gratitude. But if an American friend invites you to spend a weekend at his house and you reply with the second thank you instead of the first, your friend will be offended because you do not sound really grateful to him for the invitation; he will think that you are being impolite.

Botir Djuraev is a Senior English Teacher at Tashkent State Institute of Culture in Uzbekistan. His teaching and research areas include Teaching English in higher education, Language for Special Purpose, and the Language of Advertising Texts.
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Bridging Immersion Camp Experiences into ESL Classrooms (Cont.)

opportunity to experience how it is to be a teacher and realize their own abilities.

In Your Classroom:

If you have different proficiency levels at your school, why don't you assign upper-level students to teach lower-level students? You can empower upper-level students by showing they can act the role of the teachers. In return, upper-level students may become NPRMs that lower-level students can admire and model.

Kokusai no Hi (International Day)

At Mori no Ike:

Kokusai no Hi (International Day) is a day that all the camp sites at CLV gather and share cultural performances, food, and products. Students plan and prepare for the cultural performances with songs, dances, and arts from their prospective cultures. What students enjoy most about Kokusai no Hi is that they are able to learn about a variety of other cultures. In return, students at Mori no Ike are able to share their achievement and knowledge of Japanese language and culture to students from different campsites.

In Your Classroom

If your school offers multiple language courses, why don't you set up an event to share the language and culture that your students learned? Your ESL students would study cultures of English spoken countries and exchange their work with students in other language courses. Students would enhance their cultural awareness in our global community.

Conclusion

We realized that the immersion camp is built upon the collaborative efforts of both teachers and students. As students in-

involved in the immersion camp activity, they succeeded to create an immersed environment in which they could learn more. On top of that, students (and teachers!) really enjoyed themselves. By applying our favorite immersion techniques in your own ESL classroom, your students will become more involved and you will build cohesive learning environments.

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Biography

Masaki Seo received his BA's degree in TESL from Hawai'i Pacific University in Spring 2005 and his second BA degree in Religion from the University of Hawai'i at Mānoa in Summer 2006. He started his MA degree in Second Language Studies at University of Hawai'i at Mānoa in Fall 2006. This summer, it was his second year to work as a credit teacher at Mori no Ike, and he is planning to go back again next year.
E-mail: mseo@hawaii.edu

Yukiko R. Yamaguchi received her BA degree in Japanese linguistics from Osaka University in Spring 2005. She is an MA candidate in Japanese at the University of Hawai'i at Mānoa. Her teaching experiences range from children to adults. She has been working on her thesis about teaching Japanese as a heritage language. She worked as a credit teacher at Mori no Ike for the first time this year. Besides Japanese classes, Yukiko taught the Judo and *kamishibai* (picture-story show) clubs.
E-mail: yukikoy@hawaii.edu



TEACHING CIVIC CULTURE THROUGH AMERICAN FOLK SONGS (Cont.)

As a matter of fact, we can create songs of our own, referring to the history both of our country and America. When a Native American of the Middle West rode many miles across the plains hunting for food with others of his group, the world of nature gave him the courage and desire to survive, thus he invented 'Song of a Man About to Die in a Strange Land'. Actually, we put the verses into music and while singing them imitate riding a horse, then sounds of the thunder and the wind. Students draw a parallel between the poems composed by the native Americans as the reflection of their struggle for independence, the problem of choice in our life /E. Dickinson, R. Frost/ and Ukrainian poetry by T. Shevchenko,

V. Symonenko, etc./similarities and differences/.

Another kind of song procedure is dividing the class into groups. Each group is to compile a list of proper names. These lists could include, for instance, the names of:

- historical figures
- authors, musicians, painters
- political figures
- capitals or major cities

Once the list has been established, the names must be placed in a rhythmical sequence to make a chant which can be uttered aloud. The gist of this activity is to take into consideration the main aspects of history, geography, or the most illustrious people worthy of attention and respect.

Mention should be made that parents are also involved in the club. They help with costumes and decorations, make posters with the actors' photos, take video films and naturally give practical advice.

The advantages of the American Folk Song Club are:

- students are motivated to learn English profoundly
- students are willing to know more about the cultural values of the USA
- students are given freedom in their choice
- we all follow democratic laws and keep pluralism of opinions.



Maryna Pervova
Teacher-methodologist Mykolayiv specialized secondary school # 22 with intensive English learning
5 times regional winner of the TEA (Teaching Excellence Awards) program TEA alumna, 2002



Hawai'i TESOL fundraising a great success, thanks to Mr. Ink Plus!

During the 2005-2006 academic year, Hawai'i TESOL carried out a cartridge collection and recycling fundraising project sponsored by Mr. Ink Plus, a discount cartridge store located in Kakaako. Spearheaded by board member Sally LaLuzerne-Oi, the project involved collecting empty printer cartridges at a number of institutions on Oahu: the University of Hawaii, Hawaii Pacific University, TransPacific Hawaii College, Brigham Young University-Hawaii, and Child and Family Services. The cartridges were then recycled at Mr. Ink Plus (670 Auahi St, Honolulu). Terrence Iwamoto, the owner of Mr. Ink Plus, donated \$1.00 per cartridge to Hawai'i TESOL. At last count, this fundraising project had earned \$450 for our organization! All of the money will go into the Travel Grant fund for the 2007 Hawai'i TESOL travel grants.

Hawai'i TESOL would like to thank all of the members who collected cartridges at their schools; the drivers who brought the cartridges to Mr. Ink Plus; Sally LaLuzerne-Oi for organizing this project; and especially Terrence Iwamoto for generously supporting our organization. Mahalo!



Hawai'i TESOL Travel Grants

Hawai'i TESOL is excited to announce it will offer three Travel Grants for the 2006-2007 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 grant fundraising ventures, such as the Travel Grant Raffle and cartridge recycling project.

Hawai'i TESOL Travel Grant for TESOL Conferences outside of Hawai'i (1)

Purpose: To support ESL professionals in attending a TESOL conference outside of Hawai'i .

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.

Amount: One grant of \$500 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.

General Guidelines: (a) Travel grants are for Hawai'i TESOL members only. Nonmembers wishing to apply may do so by applying for membership by September 1, 2006; (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.

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.

Due Date: Applications must be received on or before December 31, 2006.

Hawai'i TESOL Travel Grants

Hawai'i TESOL is excited to announce that three Travel Grants will again be offered for the 2006-2007 season: one travel grant for a TESOL conference outside of Hawai'i and two neighbor island travel grants for the Hawai'i TESOL Conference. Hawai'i TESOL travel grants are entirely funded by membership fees, member donations, and proceeds from fundraising ventures, such as the Travel Grant Raffle and cartridge recycling project.

Hawai'i TESOL Travel Grants for the Hawai'i TESOL Conference (2)

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

Who's Eligible: 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: 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.

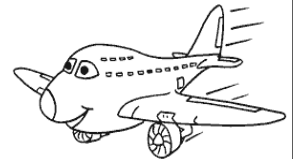
General Guidelines: (a) Travel grants are for Hawai'i TESOL members only. Nonmembers wishing to apply may do so by applying for membership by September 1, 2006; (b) recipients will be required to write a short article for *The Word*, the newsletter of Hawai'i TESOL. They will also be invited to share 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) 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, 2006.

All Applications should be sent to:

Hawai'i TESOL
c/o Randi Perlman
2801 Coconut Avenue, 7H
Honolulu, Hawaii 96815



Article Submission Guidelines: The Word

Topics

We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaii. We are interested in, for example: recommended internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, outer island news, applying theory to practice, interview with someone in the field, etc. This list is by no means exhaustive. Please feel free to send 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 no more than 4 pages, 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, nonscholarly 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

Please note that the next deadline for submission is Friday, January 26, 2007. Please submit the articles via email to Elise Fader at fadere@byuh.edu. We look forward to receiving your submissions!
Elise Fader and Angell Siu, Co-editors

Who's Who on the HITESOL 2006 - 2007 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.



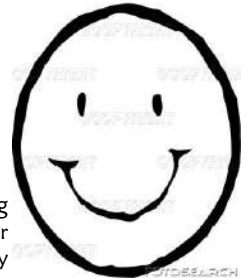
Randi Perlman
President
Kapiolani CC



Masaki Seo
Vice President
UH Manoa



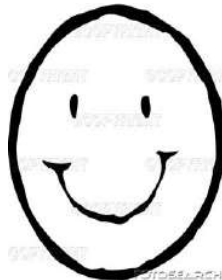
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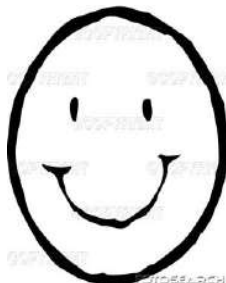
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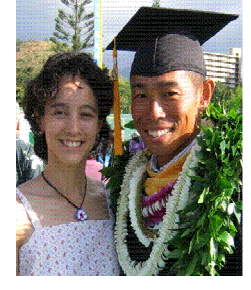
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Member-at-Large
TransPacific
Hawaii College



Jennifer Wharton
Member-at-Large
TransPacific
Hawaii College



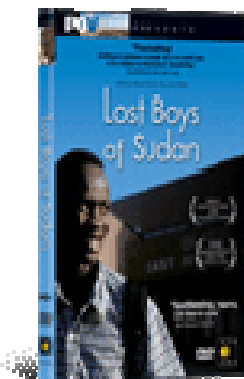
Perry Christensen
Webmaster
Brigham Young
University Hawaii



Yoneko Kanaoka
Past President
TransPacific
Hawaii College

Free DVD Of "Lost Boys Of Sudan"

By Yoneko Kanaoka



Are you looking for a great film to use as teaching material in your ESL classroom? Consider *Lost Boys of Sudan*, a feature-length documentary that follows two Sudanese refugees on their journey from Africa to America. This 2004 film was nominated for two Emmy awards and won an Independent Spirit Award, as well as strong audience and critical praise. Since then it has been used to build awareness and support for refugees and the crisis in Darfur, Sudan, and as an educational tool in communities and classrooms across the country. Now, as part of a national outreach campaign, the makers of this film would like to make it available to you, too.

TESOL-affiliated teachers are invited to apply for a free DVD of *Lost Boys of Sudan*. Five hundred free DVDs will be given to educators and student groups for classroom and school-wide screenings. While most of the DVDs have been earmarked for middle and high schools, colleges and education centers – particularly those who may be working with future teachers - may also apply

Along with the free DVD, teachers will receive accompanying educational materials. In addition, the film's outreach director is available to help schools connect with Sudanese youth from the "Lost Boys" group, or other relevant guest speakers.

Recipients will be selected based on the film's potential impact. Educators and student groups can find more information and an on-line application form can be found at: www.LostBoysFilm.com/schools

There is no deadline, but applications are reviewed regularly on a rolling basis. If you would like assistance, please contact Terra Weikel, Director of Outreach, at Terra@LostBoysFilm.com

Lost Boys of Sudan has received rave reviews from teachers and students across the country as an incredibly powerful educational tool. Don't miss this opportunity to receive this inspiring, motivating film!