



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

THE WORD - VOLUME 17, ISSUE 1

Inside this issue:

Message from the President	2
Who's Who on the HITESOL 2005-2006 Board	3
A Working Holiday in Ukraine	4-5
2007 TESOL Ukraine Conference	5-6
Goodbye, Mr. Ink plus	6
A Student's Experience of Attending the TESOL Convention	7
Grammar Material	8-10
Hawai'i TESOL Highlights of the Year	10
Hawai'i TESOL Travel Grants	11
Calendar of Events	12
The Word Submission Guidelines	12

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**

Becoming A Language Student Again: The Hawai'i TESOL 2007 Language Experience

By: Mark Wolfersberger

As language teachers, it is important that we occasionally have opportunities to step into our students' shoes and walk for a bit in order to maintain our perspective on the needs of our students and the effect our instruction has on them. On May 28, 2007, the Hawai'i TESOL members were treated to just such an opportunity at the annual Hawai'i TESOL language experience.

As a teacher new to Hawai'i and Hawai'i TESOL, this was my first time attending the language experience, and my first opportunity in a long time to feel what it is like to be a language student. The target language for the evening was French, a language that I claim no knowledge of. So, I was excited to attend this event as a true beginner of the language.

The evening opened with a taste of French cuisine. Attendees sampled wines and cheeses before eating the main course of sandwiches served in French

bread. This part of the evening was a wonderful social opportunity to mingle with other TESOL teachers in Hawai'i. I sat at a table with teachers who teach in settings different from my own. Even though I teach at the university level, it was particularly interesting

for me to learn from some of the other teachers more about the challenges and successes of ESL education in the public school system.

After dinner, we moved into a classroom and were treated to a French lesson by Mr. Florian Rouch. Having never studied French, I was a bit nervous when I realized that Florian was going to speak only French for the entire lesson. (Not one word of English left his lips in over 45 minutes!) I was leery of my ability to understand what he was saying, follow his directions, and learn the language he would teach us. However, Florian was a model teacher and soon put my nerves at ease.

Florian began with some simple classroom management directions. He taught

us the hand signals he would use to direct us to either listen to or repeat vocally the phrase he was saying. We started with the basics learning greetings and introductions in French. It was fascinating to watch Florian use body language and time objects in the classroom to teach us the phrases "good morning," "good afternoon," and "good evening." We then moved on to asking questions about and describing hobbies and personal interests. Again, Florian was very adept at using body language, the whiteboard, and PowerPoint slides to communicate the meanings of the French words and phrases without using a single word of English.

Florian skillfully moved the lesson from controlled to open activities. He introduced new phrases repeat-



(Continued on page 2)

Message from the President



Aloha kakou,

On behalf of the Hawai'i TESOL executive board, I would like to extend a warm aloha kakou, and welcome you

all back to a brand new year of fellowship and professional development with Hawai'i TESOL. As we kick off the 2007-2008 season at the opening social on September 24, we invite new and returning members to join us for what promises to be an exciting year of TESOL-related activity.

Now in our thirty-second year of affiliation with TESOL International, we were among the first state and local organizations to participate at that level. Since 1975, we have sought to enrich our profession by bringing together those dedicated to the teaching of English to speakers of other languages. It is our pleasure to provide ESL professionals in Hawai'i with opportunities for networking and professional development.

For the upcoming 2007-2008 season, we will work hard to create a bet-

ter organization than ever as we address our mission: to serve the ESL community in Hawai'i. One issue we will be looking at the fact that although we are a statewide organization, all of our events are held on O'ahu, which means our neighbor island members have great difficulty attending Hawai'i TESOL events. This year, we will be making a concerted effort to connect Hawai'i TESOL members across the state and to build the membership base in the neighbor islands. We are in the process of brainstorming ideas to make this goal a reality; one possibility is hosting a teleconferenced event among the different islands for the Practical Workshops in November. Please stay tuned for more information about the event. If you are interested in helping our inter-island initiative, please feel free to contact me at mseo@hawaii.edu.

Another effort we will focus on this year is to recruit more members. A report from the membership secretary showed that the organization has 99 paid members (as of April, 2007), a decrease from 150 members in 2006. While current members are renewing, there has been a significant drop in new membership, especially among students. This year, we will try to re-

cruit more student members from all the major TESOL programs, as well as from the Department of Education. In order to meet our mission: to build a community of professionals teaching ESL in the State of Hawai'i, and to promote the highest standards in employment and instruction, improve professional support and interaction, and increase public and government recognition of the ESL field, we would like to support current and 'future' teachers of ESL, and are hoping that it will help all the ESL students in Hawai'i. To better serve our members, we will soon conduct a survey and try to organize events based on our members' interest.

Finally, members can anticipate another fantastic year of Hawai'i TESOL events. Take a look at the calendar and mark the dates for the Practical Workshops for ESL Teachers on Thursday, November 8 and the Annual Conference on Saturday, February 16, 2008. Please check our website (www.hawaiitesol.org) frequently for updates on upcoming events and activities. As always, we encourage your active participation in our organization, your ideas, your expertise, and your energy!!

Mahalo nui loa,
Masaki Seo
President, Hawai'i TESOL

(Continued from page 1)



ing them several times and demonstrated their meaning and use. He then invited us to repeat the phrases after him as a class and had us work with a partner to practice interacting with the phrases. Working with a partner was good for me because it allowed me to use English with my partner to confirm my own comprehension and language use. Because Florian would only speak French, these opportunities to check my comprehension in English strengthened my confidence in my ability

to learn and perform. After our partner practice, Florian checked the overall comprehension of the class by calling on several students to respond to his greetings or questions. This allowed Florian to correct common errors in a way that benefited all students. The lesson culminated in an open activity where all students mingled and introduced ourselves to each other in French. Although my French was not perfect during this open-ended activity, I was impressed at how

much French Florian had taught me in such a short period of time.

After Florian's lesson, we took a few minutes to reflect on our French experience and think about what we had learned and could apply to our own teaching. We each wrote down words that described how we felt as a student immersed in the language and related our feelings to those of the students in our language classes. This led us to reflect on what we would do differently in the classes we teach as a result of our participation at the Hawai'i TESOL language experience.

My one wish after the language experience was that I could take a language class from Florian. I believe that I could learn a lot about how to be a better language teacher by participating as a student in one of his classes. Unfortunately, soon after the language experience, Florian moved off-island. Now, I am left anxiously anticipating the next Hawai'i TESOL language experience in May 2008!



Who's Who on the HITESOL 2007-2008 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.



Masaki Seo
President
UHM
mseo@hawaii.edu



Mark Wolfersberger
Vice President
BYUH
maw44@byuh.edu



Sarah Trask
Membership
Secretary
UHM
trask@hawaii.edu



Jeff Mehring
Treasurer
HPU
jmehring@
campus.hpu.edu



Makiko Ino
Program
Committee Chair
HPU
mino@
campus.hpu.edu



Adam Pang
Employment/Socio-
Political Chair
McKinley Community
School for Adults
adampang@hawaii.edu



Shawn Ford
Conference Chair
KCC
sford@hawaii.edu



Sally La Luzerne-Oi
Hawaii TESOL/
TESOL Ukraine
Liaison
HPU
slaluzerneoi@hpu.edu



Yoneko Kanaoka
Member-at-Large
TransPacific
Hawaii College
yonekokanaoka@
transpacific.edu



Nicole Ernst
Member-at-Large
TransPacific
Hawaii College
nicoleernst@
transpacific.edu



Elise Fader
Co-Editor,
The WORD
BYUH
fadere@byuh.edu



Ashwin Pandit
Co-Editor,
The WORD
UHM
ashwin@hawaii.edu



Yukiko Yamaguchi
Layout Editor,
The WORD
UHM
yukikoy@hawaii.edu



Perry Christensen
Webmaster
BYUH
christep@byuh.edu



Hosam El metaher
Developmental Chair
UHM
hosam@hawaii.edu

Not pictured: Shima Aly, Program Committee Member

A Working Holiday in Ukraine

By: Sally La Luzerne-Oi

On May 12th, 30 hours after leaving Honolulu, I arrived at Borispol Airport in Kyiv, Ukraine. Misha and Marina Tshelska (2005-2006 Fulbrighter to HPU whom some of you may remember) met me at the airport and whisked me off to Kryvyi Rih, about eight hours by car southeast of Kyiv, and the location of a teacher-training project I was about to embark on.

The purpose of my visit to Kryvyi Rih Pedagogical University was to help facilitate the implementation of an academic writing program that Marina, Chairperson of the English Language and Methodology Department, had begun upon her return from Hawai'i. The project got under way with me reviewing the materials Marina had created and the textbook used in the course (Practical English) where aca-

ademic writing is being introduced, observing classes where students had been given writing assignments prior to my arrival, and talking with instructors about their questions and concerns when teaching academic writing. After carrying out this initial needs assessment, we agreed that I would give five workshops on teaching academic writing, visit classes and give demonstration lessons on academic writing, and

work with Marina on revising the materials she had developed.

Academic writing and assessment are two topics that are of current interest to English language faculty all over Ukraine. Although students have always been asked to write in their Practical English classes, many of the writing prompts in their textbooks lend themselves better to creative writing, and up to now, little instruction on rhetorical styles has been given. At Kryvyi Rih Pedagogical University, Marina is encouraging instructors of third and fourth year students to include formal instruction in academic writing. Many of the instructors are very excited about trying to incorporate academic writing in their Practical English courses that focus on listening and speaking with writing used to reinforce those two skills. However, they feel they lack the time to add this component and that they are not prepared to teach students how to organize certain styles.

Besides our work on academic writing, a number of instructors wanted to discuss topics such as cooperative learning and teaching English to children. Others asked me to visit their classes for question and answer sessions with their students. At least once

a week, a group of students would show me the sights or take me to dinner in order to practice their English with me. I was always amazed at how proficient these students were in English. During our conversations, they often mentioned who among them paid tuition. Up until recently, only students who passed the English Language Department entrance exams were allowed to enter the university. For those who pass the exam, university study is free. However, because universities have had financial difficulty since Ukraine declared independence from the former Soviet Union, they have now started allowing students whose scores are just below the cut off for entrance to attend the university by paying annual tuition of approximately \$1000. Another change is that in the past, students at pedagogical universities were there because they wanted to become teachers. I asked each group of students I met if they planned on teaching. The majority said they did not unless teachers' salaries increased considerably in the future. Still they want to study at a pedagogical university because these universities have a reputation for delivering the best English language instruction in the country, and the students want to learn English to get better jobs.

The students were not the only ones to show me around. Instructors in the English Language and Methodology Department invited me to their homes, to concerts and plays, and to an annual celebration called City Day. One of

(Continued on page 5)



Back row left to right: Alyena Sykhina, Lilia Shylo U.W. Embassy Public Affairs Section Staff and Sally La Luzerne-Oi

Front row left to right: Lisa Harshbarger Regional English Language office; Svitlana Radziyevska TESOL Ukraine President; Alexander Malygin Instructor Kryvyi Rih State Pedagogical University

About TESOL Ukraine

On October 31, 1996 TESOL Ukraine was given International Affiliate Status.

TESOL Ukraine has an annual national conference in spring and many other regional conferences often sponsored by the Special Interest Groups (SIGS) in the organization.

Currently there are 580 members.



In April 2007, new officers were elected to the Executive Committee. They are:

President	Svitlana Radziyevska
Vice-President	Alisa Mykolaychuk
Newsletter Editor	Maryna Denysenko
Treasurer	Natalya Smila
National Coordinator	Liudmyla Liul'ka
Secretary	Oksana Chugay

Hawai'i TESOL and TESOL Ukraine have formally been sister affiliates since March 2002.

About The Author

Sally La Luzerne-Oi is the Hawai'i TESOL/ TESOL Ukraine Liaison. You can send her your questions and suggestions regarding the partnership at slaluzerneoi@hpu.edu.

them, Alexander Malygin, also a Regional Coordinator for TESOL Ukraine, helped me find whatever I was looking for and get wherever I wanted to go during my stay.

After approximately four weeks in Kryvyi Rih, I said good-bye to Marina and her colleagues and took a night train to Vinnytsia, the place where my first connections with Ukraine started. I barely recognized the remodeled Vinnytsia Pedagogical University campus and found former colleagues extremely busy in an English Department that now also offers an MA in English and evening and weekend adult education courses. Still former colleagues filled my few days there with lunches and outings. It was wonderful to see them and even a few former students. Among those colleagues were Svitlana Chuhu and Svitlana Gladio, the first and second presidents respectively of TESOL Ukraine. We talked about the organization and how it has grown and changed since it was established in 1995. There are now many more members, but as is often the case, not enough volunteers to lead and to undertake everything the members would like to do.

From Vinnytsia I went to Khmelnytsky. Nina Lyulkun, the third president of TESOL Ukraine, invited me to visit her and her colleagues at Khmelnytsky National University. There I was able to get to know colleagues I had e-mailed over the years but had never met, including those who had contributed articles to *The Word* narrating events surrounding the Orange Revolution. Nina

continues to help members of TESOL Ukraine learn more about technology and teaching. She maintains a blog which is meant to be a collaborative one between members of Hawai'i TESOL and TESOL Ukraine. See <http://tesol.ua.blogspot.com>. This blog can also be accessed through the partnership link on the Hawaii TESOL Web site www.hawaiiitesol.org. Before catching my train to Kyiv, former TESOL Ukraine Newsletter editor, Tanya Brushko, and another instructor took me to the nearby fairytale-like fortress town of Kamyanyets Podilskiy which dates back to the 12th century.

My last day was spent in beautiful Kyiv. Marina Tshel'ska had arranged for me to meet the newly elected TESOL Ukraine President, Svitlana Radziyevska, and the Regional English Language Officer, Lisa Harshbarger, at the American Embassy. We discussed a number of issues concerning the Hawai'i TESOL/ TESOL Ukraine partnership. These included possibly designating someone in TESOL Ukraine to be a partnership liaison on that end and discussing ideas and sources of funding for partnership activities. After our meeting, Svitlana Radziyevska and Alexander Malygin showed me around Kyiv until it was time to check into my hotel.

Much has changed in Ukraine since my last visit in 1998. Shops and restaurants are opening on a daily basis, including at least one McDonald's (dubbed by local Ukrainian newspapers as the capitalist pimple on their beautiful cities) in every city I visited. There are more cars and because of that traffic jams. More people have traveled abroad. The students asked me a lot of questions about Asia, especially Japan. They said they already know a lot about the U.S.! Private schools and universities are springing up although they are not highly regarded by teachers and students at state universities. What

has not changed is the warmth and hospitality of the Ukrainian people or the professionalism and enthusiasm of so many Ukrainian teachers despite the difficult transition period they have gone through.

I am thankful to the Fulbright Senior Specialist Program (www.cies.org/specialists) for giving

me the opportunity to return to Ukraine. I encourage you to explore this program and other Fulbright Programs at www.cies.org. I truly hope that more of you will get to know our Ukrainian colleagues by taking part in partnership activities here or perhaps even someday in Ukraine.



At Kamyanyets Podilskiy
With former TESOL Ukraine Newsletter Editor, Tanya Brushko on the right with her Khmelnytsky National University Colleague

A Review of the 2007 TESOL Ukraine Conference By: Kateryna Uryvalkina

It seems to me that only a year ago I became a member of TESOL-Ukraine. But time is flying, and for the fourth time I participated in a TESOL-Ukraine Conference. This year's conference "Humanistic and Pragmatic TEFL" was warmly hosted by National Academy of Management in Kyiv on April 21-22, 2007.

English teachers, members of TESOL-Ukraine, will agree that each conference is a remarkable event in their life and look forward to it for the whole year. This time the conference was marked with perfect organization, a warm and hospitable atmosphere, interesting workshops and brilliant trainers such as Christine Canning, Lisa Morgan, Lisa Harshbarger, Jennifer Herrin and John Silver.

An English proverb says "A good beginning makes a good ending". That is true about the 12th TESOL Conference because everyone was impressed by the first plenary speaker Christine Canning, the Director of New

(Continued on page 6)

2007 TESOL Ukraine Confer-

(Continued from page 5)

England Global Network LLC, an adjunct ESL Professor of Berkshire Community College who presented her splendid speech "The Truth About Testing". It was a great success of the organizing committee to give the floor to Christine Canning first because some teachers after their long kilometers in trains or buses were very tired and even wanted to sleep. But from the very beginning of the workshop, Ms. Canning demonstrated her great talent as a presenter, a speaker and an actress. The workshop was delivered in the form of a game and demonstrated how testing could become a huge industry. By the end of the workshop the teachers had enough knowledge to apply the principles learned through the talk to help students succeed with any test put before them. I am sure everyone will remember the unusual presentation and those gifts which teachers received from Christine (a bottle of champagne, 100 hryvnyas, a ticket to the theatre).

The next plenary speaker was Lisa Morgan, Fulbright Professor from Minsk State Linguistic University. Her workshop "The Sky's the Limit with Skype: VoIP in Language Learning" was very useful personally (I am sure not only to me) because only three months ago I became a member of Skype, and it was interesting to listen to some ideas on how teachers can use it both in informal ways and in their profession too.

Nearly 30 workshops were at the participants' disposal. Unfortunately we could visit only one at a time. I was fortunate to attend Lisa Morgan's workshop "Writing Effective Conference Presentation Proposals" because this question is in the sphere of my interests, and Jennifer Herrin's presentation "Making Syllabus and a Course Outline". Though I have visited almost all Ms. Herrin's workshops at ETRC in Kyiv-Mohyla Academy, I decided to visit her presentation once more because each presentation of Jennifer has "a spark".

The Ukrainian presenters from the Crimea Fauziya Abliakimova and Larisa Pilugina also tried to deliver their workshop in the best way, and they achieved success. My workshop was next, and it was called "Songs and Rhymes in Developing Vocabulary Skills". This workshop was inspired by the famous Carolyn Graham, whose presentation I attended in 2004 in Kyiv and since that time her Grammar Chants have been constantly used in my lessons teaching grammar. Everything was OK: the participants composed rhymes, sang songs and took part in different activities. But I did not expect that nearly 50 people would come, and unfortunately, I did not have enough copies of handouts for all the participants.

In a whole, all workshops gave the conference participants lots of brilliant ideas in theory and suggestions of great practical value.

Recollecting the 12th TESOL-Ukraine Conference, it is impossible not to mention the book exhibit organized by "Longman", newspaper "English", "Nova Knyga" and the Public Affairs Section of the U.S. Embassy in Ukraine. The book exhibit finished with the "prize-for-all" raffle, and for the first time in my life I was lucky to win a book. Also I was very pleased to see my old friends from different parts of Ukraine and meet new ones, and I went to my native town Nizhyn with unforgettable impressions and fresh ideas.

On behalf of all the participants of the 12th TESOL-Ukraine Conference I would like to thank the Organizing Committee of the Conference under the direction of Professor Serhiy Yerokhin, the Rector of the National Academy of Management; Svitlana Radziyevska, Kyiv TESOL President; Dr. Lisa Harshbarger, Regional English Language Officer for Ukraine and her assistants Lilia Shylo and Alyena Sykhinina. We are looking forward to TESOL-Ukraine Conference -2008.

About The Author

Kateryna Uryvalkina

English Language Teacher of Nizhyn Agrotechnical Institute (Ukraine),
Course graduate: "TOT-2003" program, "American Studies Summer Institute - 2006," "Business Writing -2007," "Business Communication - 2007."

Goodbye, Mr. Ink Plus

In November 2005, Hawaii TESOL launched a fundraising project in conjunction with Mr. Ink Plus, a discount ink product supply store located in Kakaako. At that time, nonprofit organizations (like ours) could register with Terrence Iwamoto, the store's co-owner, for a cartridge recycling program. Starting in 2005, Hawaii TESOL board members Sally La Luzerne-Oi and Yoneko Kanaoka began making regular trips to Mr. Ink Plus with carloads of empty cartridges donated by members at HPU, TransPacific Hawaii College, the ELI at UH-Manoa, BYUH, Child and Family Services, and other schools around Oahu. Hundreds of printer and toner cartridges were recycled, and for many of those cartridges, Mr. Ink Plus donated \$1.00 to Hawaii TESOL. In total, \$850 was raised between 2005-2007. All of that money became part of our Travel Grant Fund, which supports Hawaii TESOL members traveling to either the mainland or to Oahu for professional development.

Hawaii TESOL sincerely thanks all of the members who donated cartridges in support of our fundraising effort. Also, big mahalos go out to Sally La Luzerne-Oi, Yoneko Kanaoka, Angell Siu, and Jean Kirschenmann, who picked up and transported the cartridges downtown every few months. Warmest thanks go to Terrence Iwamoto, who sponsored our fundraising drive (and donated a few extra dollars to Hawaii TESOL out of his own pocket on several occasions).

Mr. Ink Plus has discontinued the cartridge fundraising project, but has other opportunities available for customers and nonprofit groups, including a discount card that allows users to receive a 10% discount on all purchases for a year (for more details, visit the store's website at www.mrinkplus.com). Although Hawaii TESOL won't be collecting cartridges anymore, it will soon kick off a new fundraising project. Stay tuned for more information coming soon!



Stepping into the Tides of Change: A Graduate Student's Experience at the International TESOL Conference in 2007

By: Jason Rice

While in the air anxiously awaiting my arrival in Seattle, the in-flight movie began. I watched with little interest as *Happy Feet* displayed itself proudly on the screen. Then a scene appeared that would set the stage for the rest of my trip. A penguin with a British accent (the stereotypical accent suggesting propriety and the "this is the way we do it attitude") was teaching a singing class in a somewhat classical style: lecturing and drilling. The main character, Mumbles, was in the back of the class. He was a terrible singer and just wanted to dance.

Now, you may be wondering what this animated movie has to do with a TESOL convention in Seattle, other than the obvious mention of this teaching scene though even this is about music and not English. The first was the way it attracted my attention and activated my background knowledge in the field of teaching and all things I associate with it. It was through this lens that I continued to watch this pedagogically disturbing film. It was with these glasses that I saw the lack of respect for different learning styles, learner autonomy, with few uses of Gardner's famed multiple intelligences.

My teaching mind, now in full swing, revolted at what it saw. However, Mumbles and his "happy feet" enabled me to step into the conference prepared to take in new information I could employ in my classroom to combat the rigidity I had just vicariously experienced. And step into it, I did.

This next step was not totally unexpected, as I went to the conference last year. I knew there would be many presentations to choose from with no hope of attending all of those I found interesting. Right after checking in at registration, I thumbed through the conference (session) schedule looking to see what sessions I thought I should attend for the next couple of hours. I foolishly believed that I could control the number of sessions I would attend and be able to plan for free time as well.

While the free time did happen on very rare occasions, I found myself attending one presentation and workshop after another. This included everything from Betty Azar's plenary speech about "The Tides of Change" to "How to Ask Good Questions." Each and every one of these brought me one step closer to the end goal of becoming a better informed, more productive educator. With this in mind, how could I even think about breaks, free time, and visiting the city?

These were, however, three other steps I found myself taking. At first I thought perhaps these were good ways to take my mind from instructing for a moment and just relax, to think about myself for a change. I was wrong! These steps were also

merely steps toward that unrelenting goal I had set for myself after the disturbing images on the plane. It is obvious that one cannot help others without taking care of themselves, the breaks and free time would provide just that. Besides, when you are at a conference for teachers, who are you going to talk to other than other educators?

My breaks were filled with visiting the exhibition hall where the publishers and other companies were located, going to interviews, and, if I was lucky, just taking a few moments to recharge with a coffee or much needed nap. For my free time I went to lunch with a friend I met at the last TESOL convention and two colleagues from Africa: a fascinating midday meal at a small Vietnamese restaurant where the conversation was approximately 75-80 percent in French. I understood much of what was said though I was unable to contribute much, so this was quite the learning experience for me.

The only other real meal I had, this does not count the lunch at Subway with both a former professor and present supervisor, also included my only real visitation of Seattle. This was actually a serendipitous occurrence. I decided to go to a workshop on asking questions, and, unbeknownst to me, one of the presenters was the only other person from the last TESOL convention I was hoping to find this time. After the workshop we went to the Space Needle's Sky Lounge restaurant and talked. Of course, the discussion turned to matters of teaching and TESOL! Therefore, even that event pushed me further along the path, perhaps multiple steps, closer to home.

After walking along with me this far, step by step, I sense weariness may be upon the reader. How many more steps could there possibly be? Well, it just so happens I have the answer to that: approximately 21,703. That is, at least, what the pedometer I received as a handout from Oxford University Press to promote the new book/series *Step Forward* said. I received this pedometer at approximately 1:30pm on Friday and let it keep on counting until I arrived home on Sunday. While I am sure it is not accurate, it is the only measurement I have of all the steps it took me to go across the water, through the tides of change, and back again. Luckily, it is not the only thing I have to show how this journey benefited me and my future students.

About the Author:

Jason Rice is an MATESL student at HPU. He has taught in Korea and Mainland China.

<http://www.tesol.org/2008convention>



The 42nd Annual TESOL Convention & Exhibits (TESOL 2008)

Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity
New York Hilton & Sheraton New York
New York, New York USA
April 2-5, 2008

Defining an Approach to the Organization and Selection of Grammatical Material for the System of Test Items

By: Viktoriya Osidak

The effectiveness of foreign language teaching depends upon a distinct and clear organization and selection of language and speaking material [Skalkin, 1986]. We believe the same tenet is true about the organization and selection of grammatical material for the system of test items.

Traditionally the assessment of the level of English grammar competence formation has been viewed only with respect to the linguistic characteristics and peculiarities of grammatical material [Passov, 1991: 87], making it artificially isolated from students' communication in which those grammatical structures should function [Celce-Murcia 1988:8].

Yet, taking in consideration the fact that the process of foreign language acquisition should be organized according to the communicative approach that enables the development of speaking skills, organization and selection of grammatical material for the system of test items should be determined by a situation, as the process of communication always occurs in concrete communicative situations [Пассов 1991:100].

Thus, a communicative situation that may serve as a necessary environment for a student to immerse while acquiring a foreign language and that influences his/her grammatical strategy must be defined as the source for the organization and selection of grammatical material for the assessment of the level of English grammar competence formation.

The following components of a situation perform a basic role in the organization and selection of language (grammatical) strategies of a speaker: 1) real circumstances in which communication takes place; 2) relationship between speakers; 3) communicative purpose/ intention; 4) realization of a communicative purpose [Skalkin, 1981:46].

The consideration of the aforementioned components let the speaker select among the series the grammatical structure adequate to the communicative situation.

Naturally, the choice of grammatical exponents of an utterance should be different, for example, in the situation of an informal acquaintance with peers and in the situation of the acquaintance but with your would-be employer. It should be mentioned that one and the same communicative function can have different linguistic exponents [Passov, 1991:84]. For example, in any system of communication there are several language exponents to express such a communicative function as "doubt". The choice of an adequate grammar design depends upon many factors: communication conditions, social status of the participants of communication, the aim of communication. For instance, the function "expressing probability, possibility / improbability, impossibility" is fulfilled with the help of the language exponents: ought(n't) to; should(n't); it could be / might be, if I had(n't) ... what would happened; it's quite probable / likely that; it is probably; absolutely impossible etc.

On the other hand, assessing English grammar competence formation, special attention is paid not only to the adequacy of a certain grammatical structure to a definite communicative function defined by a communicative situation but also to the level of sufficiency in clarity and accuracy of an utterance arrangement and/or exact understanding of an utterance.

Such approach to the organization and selection of grammatical material for the system of test items in the process of the assessment of the level of English grammar competence formation is called situational and functional. It presupposes the ability to use grammar structures for different communicative purposes they need realize. So, there are the following main criteria in the organization and selection of grammatical material for the system of test items:

1) situational adequacy, that provides for grammar structures to be able to operate in communicative situations [W. Rutherford, M.S. Smith, 1987];

2) functional adequacy, that implies the choice of grammatical exponents for the realization of the communicative functions in definite communicative situations.

According to these criteria, the procedure of the organization and selection of grammatical material for the system of test items is carried out in three stages. In the first stage, situations are chosen with the help of which students have to illustrate their knowledge of study topics. The second stage is meant to define communicative functions that are determined by the selected communicative situations. In the third stage, the choice of grammatical exponents necessary and sufficient for the realization of these functions is made. This is an example of the organization and selection of grammatical material for the system of test items within the framework of the study topic "Personal Identification" (Table 1).

As you can see from the table, the study topic "Personal Identification" suggests a series of communicative situations that become certain models of communication defined by concrete circumstances, relations and events, like "You are at the students' party (conference). You have made friends with a person of your age. A) You are finding out more about one another. B) You are sharing some personal information with your new acquaintance etc." Within the framework of these situations such functions are pointed out: asking for/ giving factual information, checking facts, describing, expressing ability/ inability, expressing hopes, introducing oneself. Then we select grammatical material, which is necessary and sufficient for the realization of the aforementioned functions: the word order; the verbs to be, to have in the Present Simple; statements, interrogative and negative sentences in the Present Simple; modal verbs can, may; the constructions this is/ these are; imperative forms. As the result, this grammatical material is selected for the system of test items and

The effectiveness of foreign language teaching depends upon a distinct and clear organization and selection of language and speaking material [Skalkin, 1986]. We believe the same tenet is true about the organization and selection of grammatical material for the system of test items.

Traditionally the assessment of the level of English grammar competence formation has been viewed only with respect to the linguistic characteristics and peculiarities of grammatical material [Passov, 1991: 87], making it artificially isolated from students' communication in which those grammatical structures should function [Celce-Murcia 1988:8].

Yet, taking in consideration the fact that the process of foreign language acquisition should be organized according to the communicative approach that enables the development of speaking skills, organization and selection of grammatical material for the system of test items should be determined by a situation, as the process of communication always occurs in concrete communicative situations [Пассов 1991:100].

Thus, a communicative situation that may serve as a necessary environment for a student to immerse while acquiring a foreign language and that influences his/her grammatical strategy must be defined as the source for the organization and selection of grammatical material for the assessment of the level of English grammar competence formation.

The following components of a situation perform a basic role in the organization and selection of language (grammatical) strategies of a speaker: 1) real circumstances in which communication takes place; 2) relationship between speakers; 3) communicative purpose/intention; 4) realization of a communicative purpose [Skalkin, 1981:46].

The consideration of the aforementioned components let the speaker select among the series the grammatical structure adequate to the communicative situation. Naturally, the choice of grammatical exponents of an utterance should be different, for example, in the situation of an informal acquaintance with peers and in the situation of the acquaintance but with your would-be employer. It should be mentioned that one and the same communicative function can have different linguistic exponents [Passov, 1991:84]. For example, in any system of communication there are several language exponents to express such a communicative function as "doubt". The choice of an adequate grammar design depends upon many factors: communication conditions, social status of the participants of communication, the aim of communication. For instance, the function "expressing probability, possibility / improbability, impossibility" is fulfilled with the help of the language exponents: ought(n't) to; should(n't); it could be / might be, if I had(n't) ... what would happened; it's quite probable / likely that; it is probably; absolutely impossible etc.

On the other hand, assessing English grammar competence formation, special attention is paid not only to the adequacy of a certain grammatical structure to a definite

communicative function defined by a communicative situation but also to the level of sufficiency in clarity and accuracy of an utterance arrangement and/or exact understanding of an utterance.

Such approach to the organization and selection of grammatical material for the system of test items in the process of the assessment of the level of English grammar competence formation is called situational and functional. It presupposes the ability to use grammar structures for different communicative purposes they need realize. So, there are the following main criteria in the organization and selection of grammatical material for the system of test items:

- 1) situational adequacy, that provides for grammar structures to be able to operate in communicative situations [W. Rutherford, M.S. Smith, 1987];
- 2) functional adequacy, that implies the choice of grammatical exponents for the realization of the communicative functions in definite communicative situations.

According to these criteria, the procedure of the organization and selection of grammatical material for the system of test items is carried out in three stages. In the first stage, situations are chosen with the help of which students have to illustrate their knowledge of study topics. The second stage is meant to define communicative functions that are determined by the selected communicative situations. In the third stage, the choice of grammatical exponents necessary

and sufficient for the realization of these functions is made. This is an example of the organization and selection of grammatical material for the system of test items within the framework of the study topic "Personal Identification" (Table 1, page 10).

As you can see from the table, the study topic "Personal Identification" suggests a series of communicative situations that become certain models of communication defined by concrete



circumstances, relations and events, like "You are at the students' party (conference). You have made friends with a person of your age. A) You are finding out more about one another. B) You are sharing some personal information with your new acquaintance etc." Within the framework of these situations such functions are pointed out: asking for/ giving factual information, checking facts, describing, expressing ability/ inability, expressing hopes, introducing oneself. Then we select grammatical material, which is necessary and sufficient for the realization of the aforementioned functions: the word order; the verbs to be, to have in the Present Simple; statements, interrogative and negative sentences in the Present Simple; modal verbs can, may; the constructions this is/these are; imperative forms. As the result, this grammatical material is selected for the system of test items and subjected to assessment.

So, the organization and selection of grammatical material for the system of test items should be integrated, both on a communicative and language (grammatical) levels with the consideration of the communicative functions and situations.

Defining an Approach (Cont.)

Table 1

Module	Communicative situations	Communicative functions	Grammatical exponents of the communicative func-	The expected feedback	
Personal Identification	About myself	<p>You are at the students' party (conference). You have made friends with a person of your age.</p> <p>A) You are finding out more about each other.</p> <p>B) You are sharing with your new acquaintance some personal information.</p> <p>C) You are talking about your skills.</p> <p>D) You are presenting yourself/ your friend to other members of the party (conference).</p>	<ul style="list-style-type: none"> Asking for/ giving factual information Checking facts Describing Expressing ability/ inability Expressing hopes Introducing 	<p>to be; to have; Present Simple – special, general questions, statements without time reference.</p> <p>to be; to have; Present Simple – general questions, tag questions.</p> <p>to be; to have Present Simple – permanently ongoing action</p> <p>Modal verb “can” denoting physical/ mental capacity</p> <p>Present Simple with the verbs denoting cognitive attitude</p> <p>Modal verb “may” denoting polite request; Imperative sentences; Constructions there is/ are</p>	<p>- What's your name? - My name is ...; - How old are you? - I am sixteen; - Have you a family? - Yes, I have. - Where do you come from? Etc.</p> <p>My name is Alex. I am a student at the pedagogical University. I live in a big city. My brother works at the plant.</p> <p>I can speak English. My friend can't swim very well.</p> <p>I want to become a good teacher. I hope we will make many friends.</p> <p>May I introduce myself (my friend to you). Meet my close friend Helen. This is my younger brother John.</p>

References:

1. Пассов Е.И. Коммуникативный метод обучения иноязычному говорению. – 2-е изд. – М.: Просвещение, 1991. – 223 с.
2. Скалкин Л.В. Основы обучения устной иноязычной речи. – М.: Русский язык, 1981. – 248 с.
3. Скалкин Л.В. Основы теории обучения устно-речевой коммуникативной деятельности (вузы расширенных программ по иностранному языку): Дис. ... докт.пед.наук: 13.00.02 / Одесский гос.пед.инст. – Одесса, 1986. – 539 с.
4. Celce-Murcia M., Hilles Sh. Techniques and resources in teaching grammar. – Hong Kong: Oxford University Press, 1988 – 185 p.
5. Rutherford W., Smith M.S. Grammar and Second Language Teaching. – New Jersey: Newbury House Publishers, 1987. – 346 p.

About the Author:

Victiriya Osidak, PhD in Pedagogy, Teacher of English, Kyiv Taras Shevchenko University

Hawai'i TESOL Highlights of the Year



September Social



November Practical Workshops



February Conference



April Business Meeting



May Language Experience

Let's Have Another Fantastic Year with Hawai'i TESOL!!

Hawai'i TESOL Travel Grants

Hawai'i TESOL is excited to announce it will offer three Travel Grants for the 2007-2008 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 <i>The Word</i> , 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 <i>The Word</i> , 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, 2007.	Applications must be received on or before December 31, 2007.

**ALL Travel Grant Applications
should be sent to:**

**Hawai'i TESOL
Attn: Masaki Seo
1043 Spencer St. #29
Honolulu, HI 96822**



Hawai'i TESOL Calendar of Events 2007-2008

November **Practical Workshops for ESL Teachers**
Thursday, November 8, 5:30 - 8:30 pm
Location: Kapi'olani Community College &
University of Hawai'i at Hilo
(Web-conference)

February **Hawai'i TESOL Conference**
Saturday, February 16, 2008, 8:30 am - 3:30 pm
Location: TBA

October 30, 2007—Early proposal deadline
December 30, 2007—General proposal
deadline

April **42th Annual TESOL Convention, April 2-5,
2008, New York, NY**

Business Meeting & Highlights from TESOL
Time & Date: TBA
Location: TBA

May **Language Experience:**
Target Language: Arabic
Time & Date: TBA
Location: TBA



WHAT IS HAWAI'I TESOL?

Hawai'i TESOL is a non-profit educational organization committed to building a community of professionals teaching ESL (English as a Second Language) in the State of Hawai'i.

Hawai'i TESOL works to promote the highest standards in employment and instruction, improve professional support and interaction, and increase public and government recognition of the ESL field.

Hawai'i TESOL provides opportunities for networking and professional development. We welcome all interested individuals to active membership.

All activities are coordinated by an Executive Board consisting of the officers elected by the membership at the annual business meeting, and chairs of active committees.



MEMBERSHIP BENEFITS

THE WORD— The newsletter written and edited by Hawai'i TESOL. Articles submitted from members discuss language learning and teaching, practical classroom techniques, and other topics relevant to ESL professionals. The Word is passed out at meetings and is available on our website.

MEETINGS – Five times per year, Hawai'i TESOL has meetings open to the entire membership. Each meeting includes time to meet other ESL professionals and to promote networking.

PROFESSIONAL INVOLVEMENT—Members of Hawai'i TESOL are responsible for developing programs for the annual Practical Workshops and Conference, and will have the opportunity to give presentations or workshops at these events.

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

TRAVEL GRANTS — Hawai'i TESOL offers travel grants for members to attend out annual conference (from a neighbor island) as well as conferences on the mainland or abroad. For details, visit our website www.hawaiitesol.org.



Article Submission Guidelines for *The Word*

Topics

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

Format & Style

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, 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.

Mark your calendars!

While it's never too early to submit an article or article idea, please submit articles, article ideas and questions as soon as you can. Deadline to submit articles for our next February issue is: January 28, 2008. Please submit articles (as well as questions and suggestions) by email: Elise Fader at fadere@byuh.edu.

We look forward to receiving your submission!

*Elise Fader and Ashwin Pandit Co-editors,
Yukiko Yamaguchi layout & design
of *The Word**