

HAWAII TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Hawaii 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 Hawaii.

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

**www.hawaii
tesol.org**

Practical Workshops By: Masaki Seo

On November 8, 2007, Hawaii TESOL held its annual *Practical Workshops for ESL Professionals* at Kapi'olani Community College and the University of Hawaii at Hilo. This was the first-time in the history of our organization to offer a teleconference event to connect ESL professions across the neighbor islands. At the beginning of this school year, we set our goal as working hard to create a better organization than ever as we address our mission: to serve the ESL community in Hawaii. One issue we are looking at is 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 Hawaii TESOL events. This year, we have been making a concerted effort to connect Hawaii TESOL members across the state and to build a membership base in the neighbor islands. The teleconferenced event has been an activity that has been discussed among the board members for many years but was never pursued for various reasons. This year, with the support of Mr. Shawn Ford, Ms. Laura Kimoto, the faculty of Kapi'olani Com-

munity College, and the University of Hawaii at Hilo, we finally could host a teleconference event.

The evening's two excellent presentations focused on practical and effective ESL/EFL classroom methods led by Mr. Murad Khaliev, a curriculum coordinator and instructor at Hawaii English Language Program. His two outstanding workshops: "Material Development for Content-Based Instruction" and "Giving Effective Written Teacher Feedback," helped participants understand the importance of authentic material, use of content, and effective ways



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Hawaii-TESOL 2007-2008 Opening Social By: Mark Wolfersberger

For many people, the Hawaii TESOL opening social is perhaps the favorite event of the year, and this year's opening social certainly set the tone for another wonderful year with Hawaii TESOL. Eighty-seven people attended this year's event at the pavilion inside Ala Moana Beach Park, where they were treated to dinner, poster sessions, Hawaii-TESOL bingo, networking, and a grand time with colleagues within the TESOL profession.

The evening began with pupus and networking. Attendees were able to catch up with old friends, make new friends, and peruse the posters displaying information about local language programs. Soon after, we sat down to a delectable dinner of spam musubi, Thai noodles and BBQ chicken, papaya salad, tofu mushroom stir-fry, and lemongrass beef. Having 87 people attend meant that the pavilion was full and there were few empty seats, but, on a personal note, I particularly enjoyed my conversations with colleagues, whom I had not previously met, from the DOE and UH. These conversations gave me insights into the challenges that teachers in other programs face and renewed my respect for the dedication TESOL teachers display to their students and their profession.

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Practical Workshops (Cont.)

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to give feedback on students' writing.

The outstanding presentations, along with the spacious facilities at Kapi'olani Community College and the University of Hawai'i at Hilo, and the delicious dinner catered by Minatoya Restaurant for KCC and Puka Puka Kitchen for the UHH, made for a most enjoyable evening. This year's Practical Workshops attracted a total of 60 participants (30 for KCC and 30 for UHH); a fine turnout for a mid-week, mid-semester event. Mahalo to all of the workshop presenters, attendees, and our hosts at

Since this was my first live teleconferenced event, I was really amazed by the technology. The facilities at KCC were truly impressive. The technicians who controlled the cameras were very skillful. I couldn't believe that we didn't have a single technology-related problem the entire night! On the KCC side, the workshop was very engaging; I hope the Hilo participants felt the same way. I would definitely like to do something like this again, with increased interaction between the two audiences. (Yoneko Kanaoka)

It was a wonderful opportunity to connect the Big Island with Hawaii TESOL activities. At the same time, it was a rare opportunity for people on the Big Island to get together and talk about teaching ESL. I am a strong advocate of content-based teaching and using authentic materials, so the workshop topic was interesting and timely. In the end, I was energized by the enthusiasm of the other participants. I hope this is the first of many teleconferenced workshops. (Sherri L Fujita)

It was great to be reminded that students want to be connected to popular culture, to understand it, maybe interact with T.V. shows in order to get to know America more. I also enjoyed being a part of the use of new technology with the teleconference format. It was exciting and different. Thanks for including me. (Susan Kay Anderson)

I thought Hawaii TESOL's Nov 8, 2007, Simulcast Presentation at KCC and Hilo was a showstopper! Murad Khalliev was an excellent presenter - he kept our attention and motivation without uttering pauses. Because he has a journalism background, he was able to show us what we could do in our ESL classes with different types of articles (news, feature, and editorial) while integrating all four skills (reading, writing, listening, speaking) in language learning. The only problem with the simulcast was that we (at KCC) were not able to see the speakers in Hilo when they used the microphones - apparently, whoever was working the camera, was not able to change its focus as was done at KCC. (Dorothy T Wheeler)



Opening Social (Cont.) (Continued from page 1)

Towards the end of dinner, Hawaii-TESOL president, Masaki Seo, introduced the Hawaii-TESOL board members and announced the schedule of events for the upcoming year. At that time, it looked as though we had a wonderful year of events ahead of us. And at this point in time with the highly-successful November workshops behind us and the

February conference just on the horizon, we can confirm that Masaki is delivering to the Hawaii-TESOL organization the plan that he presented. Thank you Masaki for leading our professional organization in a way that helps us stay in touch with each other and stay connected to a community of professionals!

Following the dinner, Shawn Ford gave us a preview of the February conference, we watched a picture slide show by Perry Christensen of the 2006-2007 year in review, and played a crazy getting-to-know-you bingo game from which everyone won lollipops.

At the end of the social, everyone went home better acquainted with each other as individuals and better connected to the TESOL profession. If you missed this year's opening social, do not fret. Plan on attending next year's opening social and you will find out first-hand why it is perhaps the favorite event of the year.

Lightning Strikes TESOL Professionals in Hawaii

By: Adam Pang

On October 1, 2007, I enjoyed my usual 15-minute bicycle ride to the downtown campus of Hawaii Pacific University. It was a typical day: the sun was shining and the traffic was relatively light. Then, the day suddenly turned dark, not because the trade winds brought an unexpected storm or because construction snarled traffic downtown again, but because along with all the English Foundation Program's faculty, I received a memo in my mailbox addressing the future of the EFP at HPU. It announced that the EFP would be discontinued after the Spring 2008 semester.

The atmosphere in the Center for English Language Programs' office was one of utter shock. Although I attempted a joke to lighten the mood, the seriousness of the situation could not be broken with a little levity. After all, as an integral part of the HPU community for over 30 years, in May 2008 the EFP will cease to be, which, among other things, means that we the staff are sent scrambling for new jobs.

Consequently, questions have been raised about the reasons behind HPU's apparently sudden administrative decision as well as about the future of English language programs at HPU, the impact on students and faculty, HPU's TESL programs, and more broadly, the future for TESOL professionals in Hawaii. I will try to respond to these questions in the following paragraphs.

To begin with, the memo from the Associate Dean for the College of International Studies, Bill Potter, offered us some answers, as well as his heart-felt appreciation of and consolation to EFP faculty. We were somewhat relieved that HPU's decision was not based on our performance as teachers and staff, but rather was due to the continual decrease in enrollment of international students over the past decade. Former and current students cite the high tuition as the main reason for the decline. Additional reasons include tighter U.S. immigration laws and lower tuition at institutions in other English speaking countries, like Australia and Canada.

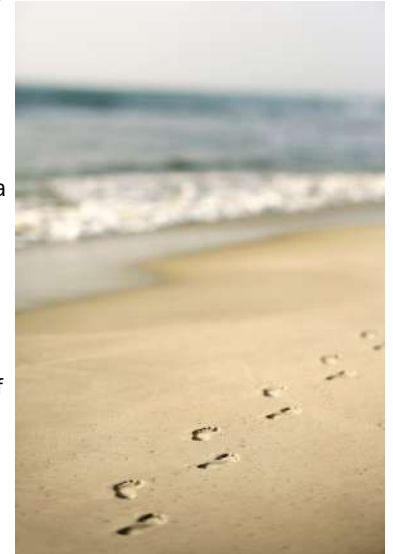
All this still leaves the current EFP students in an awkward situation. In an effort to enable these students to complete their EFP coursework, advanced level EFP courses will be

offered during the 2008 summer sessions. However, those who have not completed the EFP may choose to remain downtown and complete their English training with ELS or seek instruction elsewhere.

ELS, a division of Berlitz, is HPU's new partner in language instruction for international students. Initially, ELS will offer their American Explorer, Semi-Intensive and Intensive English programs. Each is a self-contained, 4-week course with an intact curriculum (additional information about ELS can be found at their website <http://www.els.edu/contents/index.aspx>). So, if you're not into doing a lot of prep work and don't mind being paid only for contact hours, feel free to check it out.

Even though students will now have to register directly with ELS, not HPU, they may have some of the benefits of HPU students, such as the use of HPU's tutoring and computer facilities. On the other hand, the future of the highly popular EFP sponsored social events, like the weekly acclimation seminars and yearly picnic, are questionable at best.

The hope is that upon completion of ELS' highest academic levels (i.e., 109, 110, 111 and 112), students will matriculate into HPU. Of course, students can also score above 550 on the TOEFL to enter HPU's degree programs. So, at least the students have some place to go.



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Hawai'i TESOL Opening Social



Ono pupus



Vice-president
Mark Wolfersberger



Enjoying conversations with colleagues



Cultural Levels of TEFL

By: Pavlo Shopin

Teaching English as a foreign language is intertwined with teaching culture and this relation is better understood when we scrutinize the notion of culture. In the current paper I am going to define the cultural levels of TEFL and reveal the basic relations behind some types of communication by means of a foreign language.

Despite the modern visions of culture as being fragmented and discursive, I believe that national traits are an important component of culture and evidence of its potential even in the globalized world. Complete elimination and reduction of the fragments of culture will not lead to

mechanistically unified human culture, but rather trigger denigration of thoughts and feelings, "and therefore never send to know, for whom the bell

tolls; it tolls for thee" (Donne). Therefore, it should be evident that English as an international language still represents its cultural background and cannot be taught without introducing the culture which is behind it. However, McKay argues that "English no longer needs to

be linked to the culture of those who speak it as a first language" (McKay, 2004, p. 14). She points out that teaching Western culture and values may offend learners and cause an inferiority complex. The way out is to learn English using it to understand your own culture better. I cannot fully support this viewpoint because learning English does not mean learning a universal code that is culturally neutral. English is a powerful language that is culturally conditioned. Its learning necessarily presupposes learning cultural peculiarities and nuances that enable us

to communicate effectively. At the same time, EFL is not a one-dimensional cultural process. Acculturation is multifaceted and complex because of a number of cultural levels of EFL.

First of all, the teacher has to choose what language and culture will be the target medium of communication for students. There are different standards of English and various cultures that can be

taught. American English and British English are the most popular standards that are presented in authentic textbooks. Understanding their variations and differences is quintessential at the advanced level. In Ukraine there are more textbooks with the stress upon

British English such as Oxford, Cambridge and Express Publishers. Ukrainian textbooks also choose to teach British English. On the whole, it is not fully justified that British English, whose spread is not so wide internationally, should prevail at school.

Secondly, English language and culture serve the purpose of better understanding home culture, and contrasts between the two are vital for any EFL learner. At this level students participate in cross-cultural communication between English and home culture. In this regard, Ukrainian textbooks seem to have an advantage over authentic ones where Ukrainian culture is not manifested or directly compared. Nonetheless, I assume that explicit presentation of home culture in English is no more motivating than presenting English culture in Russian or Ukrainian. Contrasts should be drawn implicitly through comparison and discussion. The more immersed we are in the British and American cultures, the more interesting and permeating differences and similarities that we can find between our home culture and the foreign one, which creates the sphere of interculturality.

Thirdly, we have a chance to let our students see other cultures through the English "public language sphere" (Velychenko, 2006, p. 1).

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Lightning Strikes (Cont.)

(Continued from page 3)

Unfortunately, the picture is not as rosy or as clear for everyone else who has a stake in the EFP. For one, EFP faculty who are involved solely in EFP and its affiliate programs, like the short-term PEP (Proficiency in English Program), are simply out of luck. Those programs will be cut completely. On the bright side, faculty involved in non-EFP programs, particularly the BA/MA TESL programs, will continue to provide their high quality instruction while furthering their commitment to the innovation and development of the TESL program.

Traditionally, the EFP was a place where TESL students could fulfill their observation and teaching practicum requirements. As the discussion is on-going concerning the likely possibility of TESL students observing ELS courses at HPU, the teaching practicum, regrettably, is not feasible under ELS' 4-week intensive schedule, and thus, has been ruled out. Therefore, the devoted TESL professors are working tirelessly to renew old connections and make new connections with language programs, community colleges and the DOE across the state to find appropriate and accessible practicum settings for their students.

When asked about the ramifications of the discontinuation of the EFP on HPU's TESL program, Barbara Hannum the Program Chair of EFP and Assistant Professor of English, assured me that they are "committed to maintaining the integrity of the TESL program." Thus, as of right now, because of the efforts of the TESL professors, the TESL program will persist.

The question now is, where does that leave the rest of us Hawaii TESOL professionals? As I alluded to earlier, ELS will look locally to hire teachers for their classes. However, the number of full and part-time positions ELS is hoping to fill is unclear at this point. Be warned that ELS salaries are not as competitive as other language schools in Hawaii.

Cultural Levels of TEFL (Cont.)

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At this level students observe cross-cultural interaction between English and other cultures and the attitude of the English speaking nations to other cultures. Authentic textbooks pay special attention to the world culture represented in the English language. In Ukraine Western values should not be feared but soberly interpreted and internalized if we recognize their positive influence. I feel strongly that Western values are not damaging for Ukraine because our aim is integration into the European culture and economy. To sum up them we should also be summed up. And these conclusions on both sides will certainly be influenced by the code. Consequently, it is important that English be learnt as a second or third language at Ukrainian schools. According to S. Velychenko, democratic changes in Ukraine are closely connected with its moving to the English public language sphere (Velychenko, 2006). Different cultures represented in English help us make the next step.

Cross-cultural communication between two or more non-native speakers is the final and most compelling level of EFL. It is a fact acknowledged by many scholars that establishing interculturality requires two essential elements: "First, learners need to acquire knowledge about target culture and then they need to reflect on

how their own culture contrasts it" (Stepykina, 2007, p. 94). Both processes are not linear and may influence each other. Moreover, English will always influence cross-cultural communication. When two cultures interact with the help of English, a third culture is there to help and impede communication whether we like it or not. It becomes clear that any type of foreign language communication involves three basic components which are home culture, foreign culture and the English language and culture. English is first of all a national language and only then a medium for cross-cultural communication. It is culturally conditioned in every sense and at every level outlined above. In my opinion, no rationalization can make it neutral and universal and nothing will enable it to embrace all cultures and their merits.

I absolutely agree with S. Hoverla who states that "world culture is composed of thousands of national cultures, and the richer these are, and the more original they are, then the richer and more original world culture becomes. For this reason, the troubadours of international culture, in their attempt to obliterate and merge national culture, are the gravediggers of world culture" (Hoverla, 1988, p. 31). Consequently, the aim of teaching EFL comprises all four levels but some of them are surely not given sufficient attention in Ukraine.

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Lightning Strikes (Cont.)

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Here, it should be made clear that I am not writing this article to vilify anyone or any program. My intention is not only to report on the ripple effects of the closing of HPU's EFP, but also to bring to the fore, and hopefully, start a dialogue about the dire situation Hawaii TESOL professionals, which mostly part-timers like myself, face.

Without many available full-time positions, part timers must rely on multiple places of employment and sources of income to sustain their lives. With the impending cessation of HPU's EFP, one, once reliable, avenue has been closed. Moreover, the EFP is not the only program affected by the dark cloud of decreasing numbers of international students; it is simply the most recent and visible victim.

Finally, I offer a challenge to TESOL programs and professionals in Hawaii. In light of the darkening skies of declining enrollments, perhaps, now is the time to re-examine and readjust recruitment efforts, instructional approaches and our long-standing grammatical goals. We must explore new ways of satisfying all stakeholders from students to teachers to administrators to the community without compromising the integrity of our profession. In the end, we must remember that this is Hawaii, so the clouds can't cover the sun for long.

About the Author:

Adam Pang is the socio-political chair of HITESOL. He is a part-time ESL instructor at HPU, McKinley Community School for Adults and the Office of Multicultural Student Services at UHM. His instruction centers on learner empowerment and agency.

Motivation Factors

By: Makiko Ebata
Digital Hollywood University (Tokyo, Japan)

Motivation in language-learning plays a vital role. It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order for English instructors to motivate them, a number of methods are needed both in and outside of class. According to Hussin, Maarof, and D’Cruz, “positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conductive environment that could contribute to the success of language learning” (2001). They state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (2001). Above all, three specific elements are strongly believed to build motivation towards language-learning: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners. All three factors are believed to be correlated to each other in the process of motivation development.



This paper demonstrates the analysis of three factors that have a solid connection with motivation.

Investigation of three factors

Self-confidence

Self-confidence is the most significant in language-learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. “At the heart of all learning is a person’s belief in his or her ability to accomplish the task” (Atsuta, 2003). Lack of belief in one’s ability hinders him from achieving that task—pursuing a targeted language accomplishment. Moreover, it is widely believed that once students gain self-confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships.

Experience of success and satisfaction

Experience of success provides students with more power to pursue a new goal. It allows language learners to understand the purpose of trying and have pleasure in communicating with others. Some people might feel successful when they can communicate their thoughts to people; others might feel the sense of success when they complete a challenging task in a targeted language. The feeling of success time and again emerges specifically when he realizes the degree of his improvement and achievement. Some people, on the other hand, appreciate compliments from others. Subrahmanian suggests that external praise for one’s improvement is strongly related to fomenting the sense of success (2001). There is a similarity between the experience of success and satisfaction; the experience of success at all times satisfies people not only in language-learning but also in anything. To make it short, it is strongly believed that the experience of success goes hand in hand with the sense of satisfaction.

According to Lile, “a student will find it difficult to perform in a stressful environment” (2002). He also mentions that “the lessons must be very simple, yet fun and interesting, with a lot of changes from a writing exercise, to a speaking, listening, back to writing, and so on”. This implies that in order for language learners to experience success and become satisfied, it is essential for instructors to create a relaxing learning environment so that students can perform successfully. Moreover, a language class needs to contain a variety of materials and activities focusing on all necessary skills. By encouraging students to practice not only one skill but all, the class will become more challenging and effective.

Good relationships among learners and between teacher and students

According to Hussin, Maarof, and D’Cruz, “teachers need to find creative ways to teach the language and increase the student’s motivation to learn the language and to eventually appreciate the language” (2001). There are a number of methods that English instructors can use to motivate students in class, and instructors should flexibly employ the most suitable method for the class. Furthermore, Kabilan indicated that “Teachers should develop a mutual relationship with their learners” (2000). In order to develop a mutual relationship with their learners, teachers need to understand students who are from different backgrounds, have different interests, future goals, aims for English learning, and most importantly, different personalities. Once they understand them better, teachers are able to apply specific teaching and communicating strategies tailored to each student, thereby creating a trusting relationship between a teacher and student. Once a relationship develops, the classroom will become comfortable and enjoyable enough for students to learn positively from the teacher without any hesitation.

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Motivation Factors (Cont.)

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Hussin, Maarof, and D'Cruz mention that "what occurs in the language classrooms must be extended beyond the walls of the classroom so that a link is created between what is learned in the classrooms with what occurs outside of the classrooms" (2001). Languages cannot be learned merely in classrooms. Learning a language requires communication in real life situations. Thus, students need to acquire an array of communication skills that they can use with various kinds of people. It is essential that they learn not only how to communicate in the target language but also the background, history, and culture that defines it.

Conclusion

Motivation is more vital than anything in language-learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. Moreover, experience of success and satisfaction has a strong connection with motivation. By realizing their improvement and achievement, students always gain the feeling of success. In order for language students to become satisfied with a lesson, it is required to produce a stress-free classroom and develop integrated-tasks lesson. It is necessary that there is a trust between a teacher and the students so that much communication in a targeted language is developed. In conclusion, three factors: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners, play the essential roles to develop language learners' motivation.

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Plagiarist Detox

By: Elisa Hunt (BYU-Hawaii)

I have had both the privilege and burden of teaching ESL writing for about a decade. I particularly enjoy teaching academic writing; however, as we teachers know, it comes with a lot of grading. One of the major banes of my writing teacher existence comes when I find a plagiarized paper. Of course, ESL plagiarism comes from many sources (pun intended). Sometimes students intentionally plagiarize. But all too often, I find students who commit unintentional plagiarism due to the numerous cultural differences or simply inexperience.

One day while teaching at Anonymous University (located, ahem, in Tucson, Arizona), I was trying to make a point about persuasive writing. I hopped online and typed in "marijuana" in order to find some example websites. Now, let me reassure you that never in my life have I gone on the internet and researched drugs. Really. As I'm reading the first site, I realize that this introduction sounds vaguely familiar. No! It's one of my students' papers on the legalization of drugs. I accidentally stumbled across a student's "source." I never suspected this student of plagiarizing because the paper wasn't that good. I usually get suspicious when there are warning signs – like subjects and verbs agree or there is consistent verb tense. Steve's subjects and verbs didn't agree, so I didn't worry. But alas, there it was.

I should mention that the chances of Steve getting caught were incredibly slim. I had never researched marijuana online nor have I since that day. I had just gotten done grading his paper when I decided to prepare for class the next day, went online, and stumbled across his paper. Poor guy, karma was really against him that day, and I looked like a genius.

The next day I went to class and decided to put a little scare into him. I announced to the class that I found sin-of-all-sins, a plagiarist. If this person would come to me and confess his/her sins (I now work at Brigham Young University . . . can you see the religious influence?), that I would feel more lenient. "If you come to me, tell me you made a mistake, I'm more likely to have sympathy than if I have to come to you." I looked out at 24 solemn faces, but face number 25, Steve the Plagiarist, wasn't in the crowd! Oops, I planned a bad day for my "flushing out" day.

After class and throughout the day, I had eight (yes 8!) students come and say that they were the plagiarist, and they were really sorry. I did not even suspect these students. I, of course, had to play the all-knowing teacher. "Yes, I thought it was you," I said with all seriousness. (Ahem) Now, tell me exactly what you did." I had to ask this question, because simply put, I did not know what they had done! Incidentally, Steve never did come to me – I had to go to him. Perhaps we should run around and try my "detoxification" technique although be prepared for the consequences.

Who Me? Present? Why Yes!

It would make a great story to say that this is the first time in 10 years that I will not be presenting at Hawaii TESOL's annual conference, but the plain fact of the matter is that I didn't join Hawaii TESOL until 1999, and I didn't start presenting until 2000. Furthermore, I missed presenting in 2003. I'm not sure why. Maybe it was because we held a joint conference with HALT that year. So really I've only presented at 7 out of the past 8 Hawaii TESOL annual conferences. This year, I just didn't have anything to say about reading, so I'm coming as a participant, full on ready to learn.

I know, it's been said that everyone gets accepted to present at Hawaii TESOL, but this is just not true. I know for a fact that over the past 2 years, several proposals have been rejected. But all in all, the barrier to entry is not overwhelmingly high, so don't let that stop you from trying.

With that said, why would someone want to present at Hawaii TESOL's Annual Conference? It's just craziness; all nervousness I get every time I present. Well, the main reason would be to share ideas with others, of course. But there are other noble reasons as well. By preparing a presentation, one refines and reflects on what one is doing, and thus becomes a better teacher. Another reason is to build confidence on the way up the presentation ladder. I know of several people, including me, who present at Hawaii TESOL and then later give the same presentation at the big TESOL International conference. Besides there are also plenty of selfish reasons to present: it looks good on one's resume and it gives you something notable to mention at your annual performance evaluation with your boss. In addition, with all the research already completed, your presentation can lead to articles, thus helping you toot your own horn. However, don't let your head swell and dwell among the clouds for too long. I have yet to see any monetary increase because of my having presented at Hawaii TESOL's annual conference. It is usually just a pat on the back or the reassuring words of "well done".

Now, on to the presentation part. Every time it's not the same status quo of show the PowerPoint and talk, talk, talk

though I've done that. But I've extended myself. I've done posters. I've demonstrated software. I've given hands on workshops in the computer lab. I've gone solo. I've paired up with a co-presenter. And last year, I did a group presentation. In other words, I've finally learned to latch on to someone who is going places and let them take me for a ride into the realms of presentationville. It's easier to share the load.

Finally, let me leave you with a little retrospection. I remember my first presentation well. I was just a young punk kid back in 2000, when the annual conference was called the Hawaii TESOL Roundtable. I was scheduled to present right after lunch; so needless to say, I didn't enjoy my lunch that day. Only my presentation and a group panel discussion were on the schedule for that hour. Thankfully, everyone went to the panel discussion except for the guy who introduced me, a handful of seasoned UH professors whose mere presence of knowledge and gray hair intimidated me, and Dr. Deborah Osborn, Coordinator at the Maui Language Institute (In a moment I'll let you know how I learned Deborah's name). My presentation was something very practical—how to plan a class party. When it was over, I wasn't grilled by dozens of questions from the UH team. In fact, I seem to recall they applauded. Furthermore, it was my presentation that Deborah wrote an article about. It became the front page lead article in *The Word*, Newsletter of Hawaii TESOL, vol. 10, number 2, March 2000. If you ever get a copy, I suggest you read the article. It's all about me, which is another good reason to present; someone may write about you.

Anyway, you should seriously consider presenting something for next year. It doesn't have to be an intense research project done in the library. Just look at what you are doing in the classroom. Document what is working for you and turn your practical experience into a presentation. Other teachers will eat it up especially if they can take something back and use it in their classrooms. So, I look forward to you stealing some of the lime light away from me. Then I won't feel so obligated to present every year.

About the Author: Dr. J. Perry Christensen is the wit of BYU-Hawaii's EIL group. He is also Hawaii TESOL's longest serving webmaster and a frequent guest writer for *The Word*.



Perry, presenting at the 2006 HITESOL conference

Book Review By: Merrill Barrett

Lewin, L. & Shoemaker, B.J. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0-87120-339-1.

Great Performances reflects the search by two practicing public school teachers for activities that are not only motivating and meaningful for students, but also useful as assessment measures for teachers. Although this book is not written specifically for language teachers, most of the tasks and tools presented can be easily adapted to the second language classroom, particularly in classes with a content-based orientation. The reason the book is so helpful for language teachers is that the underlying assumption is that all K-12 teachers teach both content and skills, and that both areas need to be assessed at various stages of instruction.

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Book Review (Cont.)

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To meet this need, Lewin and Shoemaker have designed classroom-based tasks that integrate teaching both knowledge and strategies in a communicative format while simultaneously serving as tools for formative and summative evaluation. They describe approximately 15 activities, all of which are designed to bring authentic communication into the lesson and focus on using language for real world purposes. Each activity is accompanied by detailed guidelines, sample rubrics, scoring guides, diagrams of the tasks, and assessment worksheets for both teachers and students. Following are four of the assessment tasks that I found particularly well suited to second language teaching.

The Historical Comic Strip is a visual representation activity utilizing a typical comic strip format. In this activity, students design their own comic strips, creating original dialogue to illustrate their understanding of a lesson or unit. For second language reading or listening skills classes, this task can be adapted to evaluate general comprehension, understanding of key concepts, and ability to manipulate natural speech and vocabulary. This activity would work well at all proficiency levels and possesses high interest value as many students are familiar with and enjoy comic strips outside the classroom.

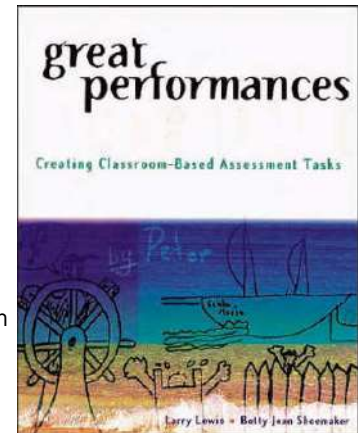
The Persuasive Letter is another task presented by Lewin and Shoemaker that requires students to manipulate language as well as review content. Building on the belief that writing a letter to a real person gives students a clear audience and purpose for a task, this activity has students watch a video and then write letters to the producer expressing their opinions on how particular issues were presented. The same concept could be adapted to any second language writing or reading skills class through writing letters to authors, editors, journalists or book award committees. The task could be designed to work at varying proficiency levels and could be adapted for younger learners by having them choose a character in a story or fairy tale to write to, describing what they would do in the character's situation.

Another activity favored by the authors is the Round-Robin Mini-Speech. In this task, a major topic is chosen for class study, with each student assigned a small segment in which to become expert and prepare a short speech. The speeches are given in small groups, with students rotating to present their speeches to the other groups. By repeating their speeches several times in the non-threatening small group format, students can develop a higher degree of fluency in their oral presentation than if they speak only once to a full class. This task can be adapted to varying proficiency levels and would work well as a peer assessment activity. An additional component could be added to the task for evaluating listening skills as well.

The Technical Training Manual is a unique writing activity that focuses on teaching technical writing skills. In one variation of this task, students work in small groups to combine their best ideas to create a learning skill manual aimed at helping future students excel in the class. In the second language classroom, this would make a good summative task to evaluate language learning strategies and

assess multiple writing skills. By putting students in the role of experts sharing their acquired knowledge, the activity is particularly motivating as an assessment task and focuses on the more technical writing skills, such as clear statements of purpose and logical sequencing of steps, which may be useful in future careers.

In addition to the activities presented, Lewin and Shoemaker have designed several helpful tools to be used by both students and teachers in the assessment process. A particularly useful tool is the "ChecBric" (a blend of "checklist" and "rubric") which combines on one page a checklist for student self evaluation alongside a detailed teacher rubric. Using this tool, students can see exactly how the teacher will evaluate their work, while at the same time checking off their personal progress in meeting the standards. An extremely helpful feature of the tools and guides presented in the book is that they are full size and print-ready for teacher use.



Great Performances raises some issues that are thought provoking and not fully resolved by the authors. One is the problem of distinguishing student effort from the actual performance – what Lewin and Shoemaker call the “dreaded gap”. The authors seem to take the position that while effort is important, performance is what is most critical. This points to the need for teachers to build clear components for effort into a rubric that is largely focused on final performance. Another issue, one with relevance for younger learners, is the use of “contracts” requiring parental cooperation on take-home tasks. It is easy to envision challenging situations arising from language barriers, time constraints and differing parenting styles. These are topics that can provide thoughtful reflection in addition to the practical usage of the book.

Overall, I found the book exceptionally readable and well organized, with many practical, creative and carefully crafted tasks and tools for easy adaptation by the second language teacher. The tasks have all been designed to function as valid assessment tools, and the positive washback from these tasks would, I believe, be much greater and longer lasting than could be achieved with most forms of traditional testing. Any student or teacher interested in alternative assessment methods would benefit from and enjoy this book.

About the Author:

Merrill Barrett is currently working on a Masters in Teaching English as a Second Language at Hawaii Pacific University. She has a B.A. in psychology from New York University. She assists in a grammar class at HPU and does private English tutoring.

NICE Service Learning: English in Community

By: Alice Wahl Lachman



More than a half century ago, Martin Luther King urged, “Everyone can be great because everyone can serve.” His call was for humanity to celebrate its potential by reaching out to others in need. At the UH Manoa Outreach College, the English for Conversational Purposes Program (ECP) at NICE (New Intensive Courses in English) has been realizing MLK’s challenge for almost two years through its service learning skills class. Along with accuracy and fluency classes, international students representing multiple cultures have been learning about American culture from the inside out and sharing their own cultures with the Oahu community. By using their English skills in an authentic way engaged with the community, students have learned through service. They continue to make a difference in the community and through their contribution begin to understand some of the local and national social, economic, and environmental challenges.

This skills class of integrated levels of students with lower and upper level English ability has five main branches: (a) individual volunteer sites (b) group volunteer events (c) classroom speakers from local non-profit organizations (d) integration through reflection and presentation, and (e) on-line research and dialogue with other service learners locally, nationally, and internationally. Students volunteer a minimum of 2 hours each week at a site related to their interests. For example, one computer teacher from Japan studying English for 6 months at NICE volunteered at a local high school technology center. Other students volunteered weekly at the Senior Day Care Center or at a Child Care Center. In addition to individual sites, students work with other native speaker groups on special events. Some examples have been feeding the homeless in Waikiki, organizing an origami project at the Shriner’s hospital and the Kapiolani Women’s and Children’s Hospital, helping out with the June Jones Foundation Run for HUGS, preparing

food with the Salvation Army Thanksgiving for the needy at the Blaisdell, reading stories at the Boys and Girls Club, planting trees for the Hawaiian garden at a local elementary school, helping with the Honolulu keiki triathlon and the Honolulu marathon, assisting other US student volunteers at the Ronald McDonald House, and taking tickets and guiding people riding the Honolulu City Lights Trolley—a fundraising event for the Hawaii Foodbank.

In class, we have welcomed speakers from numerous non-profit agencies such as the Red Cross, Ronald McDonald charities, Habitat for Humanity, the Outdoor Circle, PACT, HUGS, Special Olympics, Alzheimer’s Association, Aloha United Way, the Domestic Violence Hotline in Japan and Korea, and the Hawaii Foodbank. Students increase their listening comprehension and speaking fluency by taking notes, asking questions, and sharing their own cultural perspectives.

Another important component of the class is student reflection. Students share in writing and in conversation what they did that week at their sites, how they feel, what questions they have, and what cross-cultural insights they gleaned. They also review films such as *Pursuit of Happiness* or *Pay It Forward* to reflect on these issues and how they connect their experiences. Students have also participated at local service learning conferences at Kamehameha, Punahou School, and the University of Hawaii at Manoa. By telling others of their service, they see themselves in a bigger community of learners and volunteers. Some moments are

unforgettable too. For example, at a service learning conference at Kamehameha last year, students got to meet and talk with Julie Chavez, the daughter of Cesar Chavez who was the main speaker at the conference.

A final component of this skills class is online research and dialogue. Students are beginning to link up with other college students doing service learning and creating a dialogue that will build in continuity beyond the class and even Hawaii. We are bridging with programs on the mainland and abroad too. Also, students research about local and international non-profit organizations (e.g., Doctors Without Borders, the Peace Corps, Habitat for Humanity, Second Harvest, etc.) and students present to the class what they have learned.

NICE service learning students have volunteered more than 1000 hours of service this past year alone. Students have engaged with all kinds of people from the Oahu community, shared their cultures, and used their English in an authentic way. By giving to the Oahu community, our international students have demonstrated MLK’s concept of being “great.” In addition, our students have been given an exciting opportunity for leadership, empowerment through contribution, cross-cultural insight, and English language development.

About the Author:

Alice Wahl Lachman currently teaches ESL at UH Manoa’s NICE program. She has lived and taught ESL/EFL extensively in the US and abroad, including the University of Hawaii at Manoa, HPU, Transpacific Hawaii College, Chaminade, the University of Oregon, Lewis and Clark College, and Harvard University. Internationally, she has taught in Africa, the Middle East, Japan, and Brazil. She has also served as chair of the Intercultural Communication Interest Section of TESOL and has presented at national and international conferences. Alice is interested in service learning as an engaged pedagogy, bridging language learning to community.

Calling all Great Teachers: The Hawaii Great Teachers Seminar

By: Laura Kimoto

Last May, I received information via email and postal mail about a professional development opportunity that was to be funded by UHPA (the University of Hawaii Professional Assembly). UHPA was sponsoring 4 lecturers throughout the UH system to attend a week long retreat at the Kilauea Military Camp on the Big Island of Hawaii. It was the 19th annual Hawaii Great Teachers Seminar.

My first reaction was YES I want to participate, then HUH? What is the Great Teachers Seminar? Why haven't I heard about this before when it has been going on for the past 19 years? The truth is the national Great Teachers movement is in its 40th year in 2008.

The Hawaii Great Teachers Seminar is coordinated by Leeward Community College. Each year, they welcome teachers nation-wide to congregate on the edge of an active volcano to reflect on what makes a great teacher. I would characterize this professional development activity as the best that I've ever experienced in the dozens of conferences, seminars, and workshops that I have taken in my 20 years of teaching. The unique thing is that you are there with teachers from all fields of study. The one common thread is that we all teach; we all experience the same challenges in the classroom, but we also have the answers to our colleagues' problems and challenges.

There were two "formal" opportunities to share with colleagues – a one-page paper in which we describe a successful teaching innovation and a one-page paper in which we describe a teaching challenge. From this bottom up approach, facilitators selected hot topics to present to the entire group. Those hot topics usually held the solution for many teachers. Some hot topics in our session were: classroom discipline, how to get students to do their assigned reading, how to get students to reflect on the skill or topic they are studying, and so forth. There was another informal chance for everyone – all 55 of us – to share a

teaching tip. There were so many ready-to-use ideas and the amazing thing is that the ideas I could use were from a math professor, earth science professor, language arts high school teacher, and a nursing instructor. There were also countless opportunities to get to know everyone and share ideas because of the 'un-conference-like' schedule of the seminar.

It was reassuring to see so many teachers from different fields and different teaching contexts sharing the common bond of education. Often times,

educators spend a lot of time improving their knowledge, skills, and research in their field of specialty, but they hardly spend time

honing their skills as an educator. This was a rejuvenating experience for everyone.

The next Hawaii Great Teachers Seminar will be held in August of 2008. Visit their website for more information:

<http://www.greatteacher.hawaii.edu/Seminar.html>

You may also visit this website for more information on Great Teachers Seminars held elsewhere in the U.S.: <http://www.ncspod.org/greatretreats.php> Diversity is the key, so don't limit yourself to attending the Hawaii seminar.



About the Author:

Laura Kimoto currently teaches at the UH Hilo English Language Institute. Laura's career in higher education is a mixture of teaching Japanese as a foreign language, teaching English to international students, student advising, and program administration.

Peace Corps Volunteers in Ukraine

By: Kateryna Uryvalikna

There can be no doubt about the importance of learning English as a foreign language, for it is a universal language. In my country, Ukraine, we have an English boom because many people want to learn English. Schoolchildren, adults, political leaders and businessmen are engaged in learning one of the most popular languages in the world. Many study English at school and some take private lessons, but the best way to learn English is to practice communicating with native speakers. We are fortunate to have the Peace Corps volunteers in Ukraine, for they have provided us with a wonderful opportunity to improve our oral and written communication skills in English as a foreign language.

The Peace Corps partnership with the Ukrainian government and private organizations began in 1992 when former U.S. President George W. Bush and Ukraine President

L.M. Kravchuk signed a bilateral agreement to establish a Peace Corps program in Ukraine. Since then, Peace Corps volunteers have directly impacted more than one million Ukrainians through teaching in schools, colleges, and universities. They worked alongside Ukrainian colleagues in business centers, community organizations, and local government oblasts (regions) in over 200 towns and villages. This is the largest Peace Corps program in the world.

In 2007, Peace Corps Group #33 arrived in Ukraine. First, volunteers participated in a 12-week intensive training program. The program included an intensive course either in Ukrainian or Russian languages covering technical and cross-cultural components.

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Peace Corps Volunteers (Cont.)

Next, volunteers went to different towns and villages where they had three-month language and culture training programs. In my hometown, Nizhyn we welcomed four Peace Corps volunteers: Elizabeth Jones from Los Angeles (California), Marnie Ajello from Conway (Massachusetts), Mallory Rogoff from Brick (New Jersey) and Brad Luckhardt from Danville (California). They were warmly received by Ukrainian host families which helped them promote a better understanding of life in Ukraine. And Americans shared their experiences about their life in the United States.

As the entire Peace Corps Group #33 participated in Teaching English as a Foreign Language Program “our Nizhyn” volunteers worked at school-gymnasium #16, where English is taught to students from the first grade. Besides English as a Foreign Language the students of this school have lessons in Country Study of Great Britain (8th grades), English Literature (9th grades), Country Study of the U.S.A. (10th grades), and American Literature (11th grades). Our Nizhyn volunteers had full time jobs and were accepted as full members of the school. At the beginning of their work at school-gymnasium #16, they only attended the English lessons conducted by the Ukrainian teachers of English Language to whom they were assigned. Two weeks later they tried their first lessons after which hot discussions were running both by Peace Corps volunteers and Ukrainian teachers of English.

Besides their work at school #16 Nizhyn Peace Corps, the volunteers visited other educational establishments. I first met them in Nizhyn Children and Youth House, where I have a part time job at Parostky (Sprouts) school and teach English to very young learners from 3-6 years old. Elizabeth Jones, Marnie Ajello, Mallory Rogoff, Brad Luckhardt and their coordinator Tetiana Pedan attended the English lesson the topic of which was “At My Granny’s Farm”. Though the children were a bit frightened at the beginning of the lesson because of the guests, they demonstrated good knowledge of the vocabulary focused on the theme “Domestic Animals”, and speaking skills, participating in different games and activities. At the end of the lesson the children sang two songs for our guests. Frankly speaking, I was satisfied with my “dear kittens” (as I often call them), and the guests enjoyed the lesson greatly. After the lesson they asked me many questions about my pedagogical experience in teaching English to Very Young Learners (VYL) since I have been teaching them since 1997.

They were interested in everything: the educational program, the common themes for VYL, activities and games which I use in this or that lesson in this or that theme and many other questions. I shared with my guests some teaching activities and games that I usually apply to my lessons and which my “dear kittens” enjoy most of all. After that, we decided to meet once more and discuss some other points of their interest.

In a week we met again, but at this time it was a meeting of Peace Corps volunteers with the students of Nizhyn Agrotechnical Institute. Before the meeting my students Maryna Martynenko and Olia Artemenko made an excursion around the Institute museum called *Ukrainska Mynuvshchyna* (The Distant Past of Ukraine). Olia and Maryna told our guests about the old Ukrainian dwelling, how the Ukrainian *hatas* (houses) were decorated, about the old tradition to decorate the walls of the houses with embroidered towels, what instruments our ancestors used in the field and some other

interesting facts from the history of Chernigiv Region. After the excursion the meeting began. Three groups of students of the Economics and Management Department gathered in the Reading Hall of the Institute. Surely, my students wanted to know as much as possible about our guests – about their families, places of living, hobbies, knowledge of foreign languages, their first impression about Ukraine and very many other questions. It was impossible for our



Peace Corps Volunteers

guests to answer all the students’ questions during that meeting. The students were surprised when Brad Luckhardt started his speech in the Russian language. So they asked and asked him questions and, of course, they wanted him to answer in Russian. But I stopped this trick and asked Brad to speak English. It afforded the students an opportunity to practice English, and everyone benefited from the experience. They were amazed that Brad spoke fairly good Russian for being in Ukraine for only a short while. And Brad was pleased that students were willing and eager to practice English. The meeting lasted an hour and a half, but the students had hundreds of questions for our guests. Then Olia Artemenko proposed that we should meet once more. Both sides agreed, and the day of the meeting was appointed.

At this time Peace Corps volunteers met with the members
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Peace Corps Volunteers (Cont.)

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of our Institute English club called "Great Lovers of English". We gathered in our Students cafe with candies, crackers, juice and cups of tea on the tables. But I decided to change the strategy and asked our guests not only to answer the students' questions but ask my students different questions of their interest. My students did not disappoint me and told our guests about the history of our institute, shared their life experiences and spoke about their home environment with great pleasure. I cannot say that the students did not make mistakes in their speeches or questions, which unfortunately they did, but what was the most important for me as a teacher of English language, is that they spoke English. It was wonderful to see that they were not afraid to communicate with the native speakers. Both sides understood each other, and that was fantastic!

We had once more meeting which was focused mainly on two topics: "Education in the U.S.A. and Ukraine" and "The Life of Youth in America and Ukraine". It was a round table event whereby everyone could say anything about those topics. After that meeting we felt so comfortable with one another and friendship was blossoming. However, unfortunately, it was time for the Peace Corps volunteers to leave for Kyiv. At the end of the last meeting, our guests presented my students with books and discs with authentic texts on American Studies. Our guests received books about Nizhyn. I was very pleased when our American friends handed me an invitation to the Swearing-In Ceremony for Peace Corps Volunteer Teachers of English and English Teacher Trainers which was going to take place at the Teachers' House in Kyiv on December 19, 2007. I accepted the invitation with pleasure and promised to attend the ceremony.

The day of the Swearing-In ceremony I went to Kyiv. It was unusual. The Teachers' House looked like a beehive. All the Peace Corps volunteers gathered in the Assembly Hall of the Teachers' House. I saw the smiles on all their faces, and their eyes sparkled with joy and happiness. I have never seen before so many happy and joyful people. Perhaps they were very glad to see their countrymen and friends, or maybe it was because they realized that they had already begun to make a difference in English language development in Ukraine. The Peace Corps volunteers, together with the representatives of their new host educational establishments gathered in the Hall on the 1st floor of the Teachers' House. All the invited guests, members of the Ukrainian host families gathered on the 2nd floor.

The Swearing -In Ceremony started with the National Anthems of Ukraine and the U.S.A. After that Diana Schmidt, the Director of the USA Peace Corps USA in Ukraine took the floor. She stressed the importance of the Peace Corps volunteers' work in Ukraine and wished them great success in their work. And how proud they were when Iryna Krupska, the Director of Training Program Peace Corps USA in Ukraine announced the name and surname of each volunteer, the name of the state, where he/she is from and the name of the city or village where the volunteer will work for two years. Each time Ms. Krupska said this information the audience began to

applaud, but when she pronounced the name of John Laplanter, there was a storm of applauses. It turned out that John Laplanter is the oldest in the group (he is 78), but everyone admired his energy and enthusiasm. After that some Peace Corps Volunteers went onto the stage and demonstrated their knowledge of Ukrainian and Russian Languages. These were Lechtenberg Richard (he spoke Ukrainian) and Still Guy (he spoke Russian). Their manner of speech and pronunciation were rather good. The most solemn part of the ceremony was when William B. Taylor, the Ambassador of the USA in Ukraine took the floor and the time to take an oath came. All the Peace Corps volunteers stood up, put their right hand on their hearts and repeated the oath after the Ambassador.

The official part of the ceremony ended, and a reception followed. You could see how Ukrainians and Americans exchanged their addresses, made photographs, embraced each other, but at the same time there were tears on many faces. It was an emotional moment for many, for people-to-people connections had taken place.

The students of Economics and Management Department of Nizhyn Agrotechnical Institute and I would like to express our heart-felt thanks to Elizabeth Jones, Marnie Ajello, Mallory Rogoff, Brad Luckhardt and their coordinator Tetiana Pedan for their enthusiasm, kindness and willingness to meet and spend time practicing English. We gained a better understanding of each others' cultures and developed our communication skills immensely. I would also like to thank Diana Schmidt and Iryna Krupska for their hard work and hope that cooperation between Ukraine and the USA will flourish and strengthen from day to day. It is wonderful that an organization such as the Peace Corps exists, and I hope it will prosper and continue for many years, involving more and more volunteers and encouraging and developing a new generation of teachers and educators.

About the Author:

Kateryna Uryvalikna is a teacher of English Language of Nizhyn Agrotechnical Institute (Ukraine)



Methodology of Using World Topics in Teaching a Foreign Language

By: Olesya Savchenko

Rapid advancement of the Internet throughout the world has opened up numerous opportunities for educators. Information available online can become an especially useful tool in teaching a foreign language and educating students on the important world issues. The Internet technology can improve effectiveness of teaching a foreign language because it allows any teacher or student in the world to access up-to-date information, specifically newspapers and journals of the country, where the studied language is actually spoken.

The goal of this article is to share the methodology of effectively using online newspaper articles on current global topics to teach students foreign language vocabulary and educate them about the most important issues facing the world. Reading current articles on politics, business, environment and culture in a foreign language is invaluable for students. Not only does it enable them to enhance their vocabulary but also to expand their understanding of the global issues that they will have to face as the next generation.

Some of the best sources of information on the world issues available online in Spanish language is the newspaper *El Mundo* (<http://www.elmundo.es/>), in German - *Deutsche Welle* (<http://www.dw-world.de/>) and in English language - *The New York Times* (<http://www.nytimes.com/>). These newspapers include articles on a range of issues from political debates to world environmental problems and cultural events.

Depending on the class size, at least two lessons should be spent on working with articles from a chosen foreign language newspaper. The following are exercises that can be used while working with an article.

Before students read articles:

- I. First, the teacher needs to determine from which section of a newspaper (e.g. political/cultural/business section) articles will be selected. The teacher should also make sure that all the articles are about the same length.
- II. Students should be divided into small groups with two or three members. Since the articles are not adapted for use by foreign language learners, it will be a difficult assignment for students. Thus, members of each group can help each other while working on the assignments.
- III. Each group will work on a separate article. However, before students in each group read their article, the following exercise should be performed:
 - a.) The teacher should write down the title of each article on a separate piece of paper and let each student group choose one.
 - b.) Without reading the articles, members of each group must brainstorm as to the possible content of the article. This exercise will contribute to the development of students' logical thinking and also

allow them to practice their foreign language conversational skills.

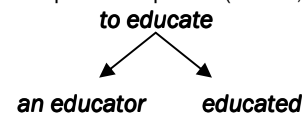
- c.) Once each student group agrees on the possible content of the article based on its title, they should present their speculations to the rest of the class. They will be able to check if they were correct in their speculations after they read the article. This type of exercise makes a rather difficult assignment especially fun and interesting for students.

While students read articles:

- I. After students perform the above mentioned exercise, they should go online to retrieve the full-text of their article. The teacher may choose to have the class in a computer lab to guide the students to the online newspaper or students can do this assignment at home.
- II. Each student group should read the assigned article in class. While reading the article, students must write out any unknown words and translate them into their native language using a dictionary.
- III. Once the translation is done, the following exercises should be used to help students learn the new vocabulary and ensure that they understood the content of the articles.

Exercises to Facilitate Vocabulary Learning:

- Students should write out any unknown adjectives, nouns, verbs and come up with opposites for them. Ex.:
grandiose ≠ simple, war ≠ peace, entice ≠ repel
- Students should come up with synonyms for any unknown adjectives, nouns or verbs from the article. Ex.:
pleasant = enjoyable, conversation = discussion, relax = rest
- Students should write out any unknown verbs and turn them into other parts of speech (nouns, adjectives). Ex.:



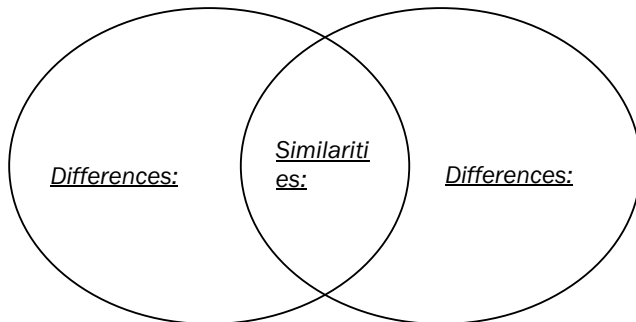
- Students should determine which tense each of the unknown verbs is used in the article.

Exercises to Enhance Content Understanding:

- I. Venn diagram should be used to enhance students' understanding of the articles. For example, if the article is about the election process in the U.S., students have to find differences and similarities between their home country's election process and that of the U.S.

Using World Topics(Cont.)

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II. As a home assignment, each student should write a one-page paper that includes a summary of the article and states student's opinions on the article (how it affects the world or a specific country, why the issue discussed in the article is important, etc.). Students have to use at least 10+ new words learned from the article in their paper.

After students read articles:

Student groups should present their articles along with the results of the vocabulary exercises and Venn diagram to their fellow students.

The above-described exercises that can be used when working with foreign language articles available online are of great educational value. They help students learn to work with a foreign language text that hasn't been adapted for language learners, study new vocabulary, practice grammar, identify and summarize main points of an article, express their opinion in writing, while using new vocabulary and practice presentation skills. Moreover, being exposed to various political, business, environmental and cultural issues will help students to develop global thinking and help them succeed in today's globalized world.

About the Author:

Olesya Savchenko is a member of TESOL Odessa, Ukraine and a member of Association of Teachers of English "American Class" in Odessa, Ukraine. She is also an alumnus of the YFU (Youth for Understanding) student exchange program (2001-2002).

Article Submission Guidelines for *The Word*

Guidelines for submission

Topics

We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaii. 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, 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.



We look forward to receiving your submissions!

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

Hawai'i TESOL Calendar of Events 2007-2008

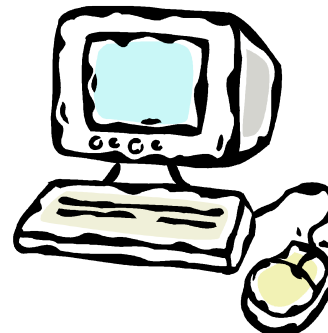
April International TESOL 2008, April 2-5, New York



Business Meeting

Friday, April 18, 2008, 6:00-8:00 pm
 Location: Hawaii Pacific University

The annual business meeting serves multiple purposes: to hear reports from members who attended the International TESOL Convention, to reflect on Hawai'i TESOL's year of events with reports from the board members, and finally to elect new officers to serve on the board. Have you been thinking about getting more involved in Hawai'i TESOL? This is your opportunity to step up and join the 2008-2009 executive board!



*Keep up to date
 with Hawai'i TESOL
 events online at:*

www.hawaiiitesol.org

May **Language Experience**

Wednesday, May 21, 2008, 5:30-8:00 pm
 Location: University of Hawai'i at Manoa
 Target Language: American Sign Language

Don't miss our final event of the year—it's always a crown pleaser! The language experience introduces a lesser-known language through a "mini" lesson by a native or a fluent speaker, allowing participants to sample a new language and culture. Audience members have fun attempting an unfamiliar tongue and are reminded what it's like to be the student instead of the teacher. The target language for 2008 is American Sign Language!

Hawai'i TESOL Application/Renewal Form 2008

(Please print legibly)

New Member _____ Renewal _____
 (Check One)

Date: _____

Last Name: _____

First Name: _____

Email*: _____
 (Announcements and reminders will be sent primarily through email)

Work Phone: _____

Alternate Phone: _____

Title / Position: _____

Institution: _____

Disclaimer: TESOL membership does not include affiliate membership, nor does membership in an affiliate grant you TESOL membership.

*Mailing Address if you don't have email:

Membership Dues
 (Jan 1st to Dec. 31st, 2008)

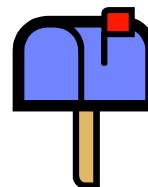


Regular Membership \$25 _____
 Neighbor Island Membership \$5 _____
 Student Membership \$15 _____
 Retired Membership \$15 _____
 *Contribution _____

Total: _____

Make check payable to **Hawai'i TESOL** and mail to:

Hawai'i TESOL
 ATTN: Sarah Trask
 3214 Mokihana St.
 Honolulu, HI 96816



Questions: Contact Sarah Trask at trask@hawaii.edu