



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

THE WORD - VOLUME 17 ISSUE 3

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Hawai'i TESOL, the local affiliate of TESOL (Teachers of English to Speakers of Other Languages, Inc.), is a non-profit organization dedicated to building a community of professionals teaching English as a Second Language (ESL) in the state of Hawai'i.

For the latest event information, check our website at:

**www.hawaii
tesol.org**



Synopsis of the Annual Business Meeting

By: Masaki Seo, President

On Friday, April 18, 2008, a small group of dedicated Hawai'i TESOL officers and members gathered at the wonderful campus of Hawai'i Pacific University for the annual business meeting. Attendees enjoyed a delicious local plate lunch from Dreamers Home Style Café, and spent the first hour of the event socializing and catching up with each other. This year, we once again used Skype in order to accommodate long distance participants. A group of teachers from Brigham Young University Hawai'i (Perry Christensen, Elise Fader, Elisa Hunt, and Aubrey Olsen) and Jeff Mehring from the Big Island teleconferenced into the event.

During the business portion of the meeting, board members reported on the organization's activities in 2007 and early 2008. Mark Wolfersberger, the vice-president opened and led the agenda of the meetings. I, Masaki Seo, the president, began with a look back at Hawai'i TESOL's first three events of the year, the annual social on Sep-

tember 24, 2007 at McCoy Pavilion, the practical workshops on November 8 at Kapi'olani Community College and the University of Hawai'i at Hilo (the first teleconferenced event in the history of our organization), and the conference on February 23, 2008 at Kapi'olani Community College.

At the beginning of the academic year, one of the goals we set was to connect Hawai'i 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



Mark Wolfersberger, Vice President, led the meeting.

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A Note from the Big Island By: Sherri Fujita, Recipient of the 2008 Hawaii TESOL Travel Grant



Sherri Fujita gave a workshop at the Hawaii TESOL Conference.

We have a thriving but small ESL community in Hilo. Between the University of Hawaii, Hilo and Hawaii Community College, we have a fair number of people engaged in international education, and a healthy number of international students.

However, one of the things that I miss most about living in a big city is the proximity and convenience of opportunities for professional development. I envy those of you who live on Oahu and can simply hop in your car or on the bus and attend a workshop or conference. You have very little added expense, and you can probably get out of bed at roughly the same time in the morning. How easy! You have so many great opportunities.

I was incredibly lucky to have been chosen to receive the Travel Grant to attend this year's Hawaii TESOL conference. Receiving

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Business Meeting (Cont.)

(Continued from page 1)

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 Community College, and the University of Hawai'i at Hilo, we finally could host a teleconferenced event. We would like to continue organizing a teleconferenced event in November and are planning to expand the networks to Maui, Kauai, and other islands in subsequent years.

Next, I added more detail about the success of the 2008 conference along with positive feedback on conference evaluation forms. More details of the annual conference can be found in this issue of *The Word* (see page 4). Throughout a brief informal survey at the Social in September, we found that job hunting and employment were the top concerns shared by our members. As a result, we were able to feature a job fair and employment panel at the annual conference in February. We would like to thank all the people who contributed their time to support the first job fair in the history of our organization. Due to the interest of many participants, we will try our best to continue this event.

A report from the membership secretary showed that the organization has 135 paid members, an increase from 99 members in 2007 (Detailed information can be found on page 15). Another goal we set at the beginning of the academic year was to recruit more members. A report from the membership secretary last year showed a significant drop in new membership, especially among students. Thus, in the previous year, we have tried our best to recruit more student members from all the major TESOL programs, as well as from the Department of Education. Furthermore, the numbers of DOE teachers have increased from 2 to 9. Since our mission is to build a community of professional 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 continue supporting current and future teachers of ESL and are hoping that it

will help all the ESL students in Hawai'i. Jeff Mehring, the treasurer, reported that Hawai'i TESOL's finances are in good shape as we close the 2008-2009 fiscal year (\$10,314.76 as for March 2008). More information can be found on page 15.

A special report concluded the business discussion. Yoneko Kanaoka and Mark Wolfersberger, attendees of the TESOL Ukraine get-together in New York, briefly reported about their meeting with representatives from our sister affiliate. More details of the TESOL Ukraine get-together can be found in this issue of *The Word* (see page 3).

Finally, Adam Pang, recipient of the Hawai'i TESOL Travel Grant, briefly shared his experience at the 2008 TESOL Convention in New York, where he also presented. Other Hawai'i TESOL members who attended the convention, Elise Fader, Yoneko Kanaoka, and Mark Wolfersberger, also shared their experiences briefly due to time constraints.



Adam Pang, recipient of the Hawai'i TESOL Travel Grant, talked about his experience in New York.

At the end of the business meeting, elections were held for the 2008-2009 Hawai'i TESOL executive board. Congratulations to new officers Lisa Kawai (Layout Editor of *The Word*) and Kyung Hee Choi and Reggie Gentry (Program Committee Members). Welcome, Lisa, Kyung Hee, and Reggie, and *mahalo* to all continuing board members. Results of the election are posted on page 15.

Lastly, Hawai'i TESOL will finish the year with our final event in May: the Language Experience, featuring the American Sign Language. Now, I would like to thank all of the board members and Hawai'i TESOL members for helping our organization run well. At the end of May 2008, I will be stepping down from the

presidency. I became a member of Hawai'i TESOL in 2002 as I entered the bachelor's program in TESL at Hawai'i Pacific University and began volunteering at various Hawai'i TESOL events. In the summer of 2005, I originally joined the Hawai'i TESOL board as a co-editor of *The Word* immediately after I received my BA degree in TESL. Then, I served as layout editor and vice president until the former president, Randi, called me on one early Sunday morning in January 2007. Her sudden and unexpected announcement about her intention to leave Hawai'i took me by surprise and changed my entire life. Until that point, my role was to follow what other board members decided and to help out the events, but as a president, I had to take extraordinary responsibilities toward the events, which was sometimes challenging as a non-native speaker of English and as a recent BA graduate and a current MA candidate who has little experience in the field of TESOL. I had some moments when I nearly wanted to escape (especially at the point, my computer crashed and lost nearly all the files for the Hawai'i TESOL events). Whenever I had difficulties, the Hawai'i TESOL board members kindly assisted me and positively contributed their ideas, hands, efforts, and everything that they could do. I truly appreciate all of their support, and I also thank all the Hawai'i TESOL members who have supported and attended our events. Without all of your enthusiastic presence, I would not be able to continue to serve as a president. *Honto ni arigatoo gozaimashita* (Thank you very much). I will continue helping Hawai'i TESOL, but now, our new president, Mark Wolfersberger, will lead another successful Hawaii TESOL season. Have a wonderful summer, and see you at the Opening Social in September!



Mahalo Nui Loa!!
President, Masaki Seo

Hawai'i TESOL Meets TESOL Ukraine, 2008

By: Mark Wolfersberger, Vice President

This year the TESOL conference was held in New York City, and several of our Hawai'i TESOL members attending the conference were able to meet with two members of TESOL Ukraine, our sister affiliate, for a networking lunch. Yoneko Kanaoka, Elise Fader, and Mark Wolfersberger of Hawai'i TESOL met with Svetlana Kuzmych and Maryna Denysenko of TESOL Ukraine in an effort to build bridges between our affiliates.

First, we exchanged gifts. From the Hawai'i TESOL side, we presented Svetlana and Maryna with several copies of the HITESOL 2008 conference DVD. This DVD contained video recordings of a number of presentations at our February conference. We also presented them with several copies of *The Word*. This was a welcome gift because Maryna is the editor of the TESOL Ukraine newsletter. And finally we presented Svetlana and Maryna each a box of Hawaiian macadamia nut chocolates. Svetlana and Maryna gave us copies of the TESOL

Ukraine newsletter, information fliers about the universities where they teach, and several Ukraine souvenirs.

Our conversation centered around life, family, and teaching. We learned that English teachers in Ukraine have many of the same challenges that we do here in Hawai'i. For example, at times the workload can be heavy and finding employment can be challenging. However, the joys of teaching—seeing students succeed and making a difference in people's lives—are also the same across borders.

Although our meeting was short, the association was sweet. The Ukraine is halfway around the world from Hawai'i, which makes it challenging to stay in contact. Yet meetings like these remind us that the teachers in the Ukraine truly are our sisters in the profession. And this realization makes our sister affiliation with Ukraine TESOL worth our time and effort.



Yoneko Kanaoka (Left), Svetlana Kuzmych (Second to Left), Elise Fader (Second to Right), and Maryna Denisenko (Right)



Svetlana Kuzmych (Left), Maryna Denisenko (Second to Left), Mark Wolfersberger (Center), Elise Fader (Second to Right)



TESOL Ukraine was formed in June 1995 and received International Affiliate status in October 1996. The membership includes over 500 educators involved in secondary and higher education.

TESOL Ukraine has special interest groups in ESP, methodology, research, linguistics, testing, teacher training, CALL, and young learners. The organization sponsors many regional conferences as well as the annual national conference which takes place in January. Members of TESOL Ukraine receive four TESOL Ukraine Newsletters annually.

In April 2001 Hawai'i TESOL took the first step to establish a sister relationship with TESOL Ukraine when the Executive Board agreed to the proposal. The official Partnership Agreement was signed by representatives of both affiliates during the TESOL 2002 Convention in Salt Lake City.

Conference Report

Nearly 200 ESL teachers from around the islands gathered at Kapi'olani Community College campus to attend the 2008 Hawai'i TESOL Annual Conference on Saturday, February 23, 2008. The day-long event also drew a number of mainland and international visitors, all of whom gave presentations to those in attendance.



Dr. Richard Day from the University of Hawai'i at Mānoa gave a plenary talk on "Fluency in Foreign Language Reading Instruction." The plenary address was followed by 21 concurrent sessions, including presentations, workshops, and discussion panel, spread out over four time periods in six different rooms. After 21 concurrent sessions, Dr. Day wrapped up the "day" with his afternoon workshop on "Foreign Language Fluency Instruction."



An invited speaker, Ms. Lori Murakami (recipient of ESLL Teacher of the Year 2007) led a workshop on how to best meet the individual reading needs of ELL students.



Another invited speaker, Ms. Kathryn Heath (Windward District Office ELL Resource teacher) moderated "DOE Round Table: Current Issues in Instruction."



After a brief informal survey we took at the September Social, we found that job hunting and employment were our members' top concern. On the day of the conference, we organized the first job fair in the history of our organization. The Job Fair began with a lunch-time poster session in the Ohia Cafeteria, during which time representatives from ESOL programs displayed pictures of their programs.



The Job Fair Panel Discussion included representatives from ESOL programs who briefly introduced their programs, provided information about future employment opportunities, and answered audience questions.



After the Job Fair Panel Discussion, Mr. Kenton Harsch (Director of English Language Institute at the University of Hawai'i at Mānoa) provided an overview of the job/information search process and teacher portfolios as a part of the Hawai'i TESOL Job Fair.





See You Next Year!!

Big Island (Cont.)

(Continued from page 1)

this grant meant that my airfare was completely covered. This is an enormous help. Of course, I still have to wake up at 4:30 a.m. to catch a flight, and it is not until after 8:00 p.m. that I get home. But it is so worth it!

The stars were aligned for me on the day of the conference. Anyone who attended the conference knows that I won about every single prize awarded on that day. If you get next year's travel grant, I can't promise that this will happen to you. But you will get a wonderful day of meeting people, workshops, and ideas to take home.

One of the things that I make a point

of doing when I attend a conference like Hawaii TESOL, is not to sit with the people that I came with, or work with. The whole point of attending the conference for me is to meet new people and touch base with people that I only see when I attend a function on Oahu. It is very uplifting to meet other people working in the field, hearing their thoughts, finding new or better ways to do things.

Another thing that I always try to do is present a workshop. It is a rare chance for me and I suspect for other people living on a neighbor island. Also as an administrator, I seldom get the chance to teach. So presenting at the conference is my way of getting to share what I love best and that is teaching. There is always something for me to learn from the participants at my workshop at the same

time, and this year was no different. I had a great time presenting a workshop on using newspapers in the classroom.

I have two messages for readers here. If you do live on Oahu, I hope that you take advantage of the convenient opportunities that Hawaii TESOL gives you to develop yourself professionally. If you live on a neighbor island, it is vital to get out of your comfort zone and meet people in your field at the Hawaii TESOL conference. The travel grant is easy to apply for, so when the emails come your way at the end of this year, I urge you to go ahead and apply. You have nothing to lose and everything to gain.

About the Author:

Sherry Fujita, Coordinator of the Intensive English Program at Hawaii Community College.

The Hawaii' TESOL 2008 Conference Attendees' Comments

The most valuable feature of the conference was...

Dr. Day

- Dr. Day's presentation
- Dr. Day's workshop on reading fluency and strategies (what a fabulous presenter!) Everything he spoke about was relevant, useful, and interesting ☺
- Really enjoyed Dr. Day!

Sessions

- Guest speakers
- Grammar Game workshop
- Technology available for all presenters. Good presenters (more interactive)
- Workshops organized by the Hilo teachers (Sherri Fujita/Laurel Luth-Bele Ramsey). REAL, HELPFUL, FUN!! Great job!
- Cooley-Ramsay and Lutin Grammar Games
- Poster sessions—I usually never go to these, but I enjoyed talking with the presenters.

Job Fair

- Job panel
- For me, an HPU BA TESL student who will be graduating Jan. '09, the job fair and portfolio sessions

Networking

- Networking
- Time to interact with other conference attendees.

Organization

- Well organized, great conference

The least valuable feature of the conference was...

No Complaint

- They were all valuable.
- Everything was great, just the overlap of same sessions due time caused missing some information.

Facilities

- Class rooms were located a little far from the cafeteria, but that was ok.
- Air con in conf. room and classes, not being able to participate in all the workshops
- Rooms were much too cold. Hard to concentrate
- Tech equipment that were several glitches as often happened with portable equipment
- Location—North Shore/Windward next year

Timing

- The timing was poor. There was too little time between presentations and everything felt rushed.

Organization

- Narrow focus only reading

Publicity

- Getting the word (info. on conf.) out sooner!?!?

Additional comments

- This is my first TESOL conference-I was very impressed with the organization and content of this conference! Loved it!
- Dr. Day's presentation was brilliant, engaging, informative, and interesting. Please ask attendees to turn off their cell phones. One rang in every session!
- The location was perfect.
- Good job. More on time this year. For publisher's raffle, winner should be able to choose book.
- Good job to all coordinators, volunteers, and presenters. Thank you very much.
- I had a good time!
- Conference was 100% better than last year! Workshops were great.
- Great job! Appreciate the energy to put on this conference.
- Thank you! It was a wonderful conference
- Looked like the sessions were a bit light this year. Publishers and job sessions were a high %. Maybe try to get more student projects.
- Have signs to indicate "Vegetarian" or "Meat" line, separate membership and onsite registration table
- Nice organization

The Power of The Pen in Listening-Speaking Class

By: Aubrey Olsen, Brigham Young University-Hawai'i

The life of an ESL teacher often calls for spontaneous creativity and improvisation. This was certainly true in my listening-speaking classes last semester. As I introduced speaking activities, I found myself looking for ways to help my students get out of their shells and speak with more confidence. Many of them were quiet and shy, but I quickly discovered that if I was energetic and overdramatic, it was easier to convince them to speak up. Sometimes they just needed a prop to get the theatrical juices flowing, and for my classes, the easiest prop to use was a pen.

One day, we needed to practice some pronunciation. I'll admit, the words were fairly boring, and my students were falling asleep. So, all of a sudden, I grabbed a whiteboard marker and invented the *I Say, You Say* game. Here's how it works: first I say, then you say. It's really that simple. In fact, it's exactly what we were doing before; the trick was using a pen. To introduce the game I pretended my marker was a microphone. Then, I told all of them to grab a *microphone* (pen) so they could repeat the words after me. Some students were hesitant at first, but *I Say, You Say* soon generated all sorts of enthusiasm. Later in the semester, I turned the *I Say* re-

sponsibility over to the students. They would take turns pronouncing the words (always into a *microphone*). If the *I Say* person said the word correctly, the rest of the class would repeat it (into their *microphones*). If not, the entire class would remain silent, and the *I Say* person would try again. This spur-of-the-moment invention became a class favorite.

Another time the pens came in handy was when the students needed practice with timed response. For midterms and finals, my students were required to submit MP3 recordings of their speech. They would listen to a prompt, take 20-30 seconds to formulate an answer, and then record a response on an MP3 player. To help them prepare for this type of test, we practiced recording responses on our *MP3 players* (pens) in class. It got to the point where I would say, "Grab your MP3 players," and the students would immediately pick up a pen and prepare to 'record' a response. From my observation, it seemed that having something to hold and talk into helped the students to focus and concentrate on giving a better answer. As they visualized themselves recording on an MP3 player, they were able to produce more meaningful speech.

Because of my background in elementary education, I often have ideas pop into my head that would have been perfect for my 5th graders. Sometimes I hesitate to use them with my university students because I am afraid they will think the activities

are childish and silly. I'm discovering, however, that even college kids are entertained when ordinary pens are magically transformed into microphones and MP3 recorders. It's amazing to see how much language they will produce when you introduce the power of the pen.

About the Author:

Aubrey Olsen is a Lecturer in the English as an International Language program at Brigham Young University-Hawaii.



Aubrey Olsen also gave a workshop on "Children's Literature for Adults" at the Hawaii TESOL 2008 Conference at Kapi'olani Community College.

Start Spreading the News

By: Adam Pang, Recipient of the 2008 Hawaii TESOL Travel Grant

Before I go into some of the wonderful experiences I had in New York City at TESOL, I'd like to thank Hawaii TESOL for awarding me the travel grant. Without it, my trip to TESOL wouldn't have happened. So, a big mahalo to HITESOL! :)

When Yukiko Watanabe and I wrote our proposal to TESOL, we wanted to give the international TESOL community a taste of some of the unique flavors of Hawaii's population. Our paper, which later got accepted as a poster, was entitled "Formative Evaluation of Adult ESL Community-based Program." As the title suggests, we conducted ongoing evaluations of an adult ESL course for curriculum development purposes.

Here's a quick summary of our study. We extracted stakeholders' needs, identified gaps and alignments,

and developed tasks with linguistic and non-linguistic outcomes.

The main challenge we faced was identifying the needs of this very fluid population. Because of the open-enrollment nature of community-based adult schools, there was little consistency among attendees of the class. In other words, although average daily attendance was eight, they were usually a different eight from class to class. Once learners' needs were voiced, they were triangulated with national, state and institutional needs to identify which tasks and learning outcomes were valued by more stakeholders. The thing to note here is that the learners' needs presented in our poster were mere snapshots of the population at the time of data collection. Hence, this had to be a continuous process using multiple instruments at multiple occasions. That is, as learners' target tasks were identified and covered in the course, new needs and issues related to learners' life were uncovered;

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Adam Pang talked about his experience in New York at the Hawai'i TESOL Business Meeting in April.

Spreading the News (Cont.)

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therefore, needs analysis had to be continually built into the course and onto learners' prior knowledge and current experiences.

Our findings suggest that adult English language learners (ELLs) have a multitude of needs, which are socially, culturally, and temporally bound. Therefore, authentic tasks and outcomes are vital for them. For instance, a learner expressed the need to understand how Americans viewed putting in overtime at work—Is it required and expected? This can be aligned with the broad, overarching national and state need to “define and accept differences in cultures.” A lesson that can be gleaned from this is that teachers of adult ELLs have to be flexible enough to deviate from a prescribed curriculum (i.e., a textbook) in order to address learners' actual needs.

This conclusion seemed to draw the most attention from the passers-by at our poster session. We engaged about 20 people in meaningful conversation and got their email addresses. Each was interested in a different part of our study.

One educator asked, “How do you get students to buy into an unstructured curriculum?” Others asked about the preparedness of the teachers (i.e., “How do you train teachers for this?”), while still others wondered about the generalizability of the evaluation procedures we employed. So, as you can tell, we received a wide range of questions from different stakeholders' perspectives that we were more than happy to respond to. We had teachers, textbook writers, curriculum designers, directors of programs and quite happily, a couple of people who noticed we were from Hawaii and wanted to know more about Hawaii's diverse ELL population. Thus, it seemed our purpose was met. But, this was the first day and there was so much more to the conference.

Besides our poster session, I also attended a few interesting talks, mainly on issues concerning adult ELL education. The one that sticks out was a symposium about addressing refugees' concerns. Particularly, one presenter discussed the need for more non-linguistic measures of assessment. This may sound counter-intuitive to language teachers, but it resonated with me because the goals of my adult ELLs are not

academically motivated. It further confirmed that language does not exist in a vacuum; thus, the teaching of language and, of course, the teachers must consider learners' social, cultural and political contexts in the ESL classroom.

On a much lighter note, speaking of social, cultural and political contexts, New York was, is and always will be, like Hawaii, an exciting crossroads of cultures, ever changing and evolving. I had a great time in a fantastic city. I just wish all my HITESOL colleagues were able to attend the TESOL conference in one form or another, so I encourage all of you to get your work out there so others can see the valuable work that you do. Regardless of whether your proposal gets accepted for next year's TESOL conference in Denver, you can start with our HITESOL conference in Hilo!

Thank you again Hawaii TESOL for providing me with a means to share my work with the larger TESOL community!

About the author:

Adam Pang relishes teaching ESL to university students and adults in Hawaii. He incorporates empowerment and evaluation into every class. Questions, comments and suggestions are all welcomed

TESOL 2008 Affiliate Assembly Meeting: A Brief Report from the Delegate from Hawaii By: Yoneko Kanaoka, Member-At-Large



Yoneko Kanaoka reported her experience in New York at the Hawaii TESOL Business Meeting in April.

Each year at the TESOL Convention, the Affiliate Leadership Council holds a meeting for representatives from all of TESOL's worldwide affiliates. The three-hour assembly is an opportunity for the council and TESOL's standing committees to report their activities for the past year and set goals for the upcoming year, with an eye towards addressing affiliate needs and interests. Every TESOL affiliate around the globe is required to send a representative to the assembly at least once every two years. This year, I volunteered to serve as the delegate for Hawaii TESOL.

Previous attendees of the assembly had warned me that the annual meeting could be long and a bit tedious. The early start time (8:30 a.m.) can also be off-putting to some. Thus, I approached the event, scheduled on the third day of the convention, somewhat dubiously. Upon arrival, I found that the assembly room was

packed – I later learned that 52 delegates were in attendance – and people were circulating about and noisily socializing. I helped myself to coffee and refreshments and soon struck up a conversation with another attendee, who turned out to be the delegate from West Virginia. By the time the meeting was called to order, we had decided that our two geographically-opposed states had much in common: small size, small TESOL affiliates, and a relatively isolated population.

The leadership council adheres to Robert's Rules of Order, so the tone of the meeting was rather formal, particularly in the beginning (although I noticed the atmosphere grew more relaxed as the meeting progressed, with more exchange and banter from the attendees). After introductions, adoption of the agenda, and approval of the minutes from the 2007 assembly, the council shared some statistics that reflect the robust health of our international organization. Currently, TESOL Inc. has 14,000 individual members. When membership through local affiliates is included, that number swells to 60,000! In 2007, 6 new affiliates were

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TESOL 2008 Affiliate Assembly (Cont.)

(Continued from page 8)

recognized, bringing the total number of worldwide organizations to 101 – the most ever in TESOL’s history. As I perused



Affiliate Leadership Council

the list of affiliates, I was delighted to see that Hawaii TESOL, founded in 1973, was among the first dozen to be established.

The majority of the meeting was comprised of reports from TESOL’s 12 different standing committees. While the content of these reports were of varying degrees

of interest, one in particular stood out to me in terms of its relevance to our members in Hawaii: the Awards Committee. In its report, this committee shared information about funding opportunities available through TESOL. These grants, scholarships, and awards are offered to a wide range of applicants, from students to scholars, new teachers and experienced professionals and administrators. The committee repeatedly emphasized that 1) these funds are *underapplied* for, i.e. there are more funds available than there are applicants, and 2) the application process is often quite simple. I can attest to the truth of the latter statement, as I was able to attend the New York convention in part due to a TESOL Professional Development Scholarship. In any case, the committee urged those of us in attendance to encourage our local members to explore the many funding opportunities available. To do so, go to the TESOL website (www.tesol.org) and select “Grants and Awards” under the “Career” option in the menu. Finally, the committee announced that ETS has also introduced a series of grants (ranging from \$2000-\$15,000) for ESL/EFL professionals. Information about these funds can be found at the ETS website as follows:

1. Go to:
2. www.ets.org
3. Research (top of page)
4. TOEFL Research (under Related Links)
5. For English-Language Teachers (left hand side)
6. Grants & Awards (under Related Links)

Mile-High City Contest

Contribute to the TESOL Resource Center (TRC) and you could win free lodging in Denver, Colorado and more...

As in the 2007 New York, New York Contest, all TESOL members who submit at least two resources to the TRC before June 5, 2008 can enter the TRC Mile-High City Contest. The resources submitted are subject to approval by the TRC reviewers. Members with two approved submissions will be entered in this contest.

- The first two names randomly chosen will receive 2 free nights lodging in Denver, Colorado to attend the 2009 TESOL Convention.
- The next five names randomly chosen will receive a \$50 credit towards the purchase of TESOL publications of their choice.
- All eligible participants will receive a TESOL Certificate of Appreciation.

As each of the standing committees went on to give their reports, I noticed two re-

curring themes. First, each committee wanted to inform the affiliates about the various initiatives and projects they were pursuing. Second, each committee encouraged more involvement by and feedback from TESOL members. I couldn’t help but smile at that familiar plea, and it occurred to me that the Affiliate Leadership Council has a lot in common with the executive board of Hawaii TESOL. True, they are addressing 60,000 members instead of 160, but in the end, they want what we want: more volunteers to help carry out their mission, more feedback to help improve their performance, and, above all else, the means to serve the membership to the best of their abilities.

While it’s understandable that most people do not want to give up 3 precious hours of the convention to attend the affiliate assembly, I was happy to serve as the delegate from Hawaii this year. I found the proceedings to be quite informative, and I enjoyed seeing how our small, local organization fits into the much larger, global association that is TESOL, Inc. It was reassuring to be reminded that despite TESOL’s widespread and diverse membership, we are all dealing with similar issues and are united by the common goal of promoting excellence in ESL/EFL education. Hawaii TESOL will need to send a representative to the affiliate assembly again in either Denver (2009) or Boston (2010), so I hope some of you will consider volunteering for this important and rewarding role.



Standing Committee Representative giving her report



Yoneko Kanaoka (Center) with President (Svitlana Radziievska, right) and Treasurer (Natalya Smila, left) of TESOL Ukraine—our sister affiliate

We Had a Trainer from the U.S.

By: Kateryna Uryvalkina

How can a teacher of English in Ukraine improve his/her knowledge and professionalism in English language?

There are some effective ways such as:

- he/she can work hard individually, but it won't be real communication;
- he/she can attend professional courses in English-speaking countries, but it's very expensive and only some teachers can afford to do it;
- he/she can participate in different programs organized by the Public Affairs Section, US Embassy in Ukraine and mostly held at English Teaching Resource Center, Kyiv-Mohyla Academy.

The last way is the most suitable because firstly, all the programs, professional seminars, and workshops are free of charge, open and everyone can participate in them. One can easily find the application forms and the descriptions of the seminars and workshops on the websites of the PAS, US Embassy or ETRC.

Secondly, the PAS, US Embassy in Ukraine organizes and supports the English Language Fellow program which places the experienced teacher-trainers at ETRC, Kyiv-Mohyla Academy. Attending English Teaching Resource Center almost every Wednesday since 1999, I can confidently say that all the Senior English Language Fellows are really highly-qualified. I remember (and many teachers of English do too) very active and always ready to help Ann McAllen, professionally skilled and self-controlled John Silver, extremely enthusiastic and highly-experienced in different fields of teaching English Jennifer Herrin. In a word, the work that PAS, US Embassy has done and is doing for teachers of the English language in Ukraine is really immense.

Now a bit more about the work of Senior English Language Fellow Jennifer Herrin in Ukraine. During her time in Ukraine she delivered three professional training seminars for teachers, such as "How to Teach Business Writing",

"Business Communication" and "Publishing and Presenting".

The English Language Teaching Methodology Seminar "How to Teach Business Writing" delivered by Jennifer gave participants the opportunity to gain some basic techniques for teaching Business Communication to students. As I was planning to introduce a course of "Business English" to the sophomores of the Economics and Management department, this course presented me some very effective tools and ideas of how to teach "Business English". I used some aspects and activities from the How to Teach Business Communication course at my lessons of Practical English such

how to submit a presentation proposal for TESOL and how to submit an article to Forum Magazine. As a result, 5 teachers of English, participants of this seminar including Svitlana Radziyevska, Kateryna Uryvalkina, and Oksana Chugay, sent their articles to the International TESOL 2008 the 42nd Annual Convention, and their articles were submitted for selection. It would have been a great victory for Ukraine if even one participant would have been chosen for this very important event.

The aim of the third English Language Teaching Methodology Seminar "How to Teach Business Writing" was to teach participants to integrate business

writing into the curriculum. The participants learned how to teach students forms of greeting and closing (both formal and informal), polite requests and other appropriate phrases, and the etiquette of virtual correspondence. Besides the participants improved their skills in writing business formal and informal letters, e-mail messages, and they were involved in different demonstrations, language focus

activities, feedback techniques, and other activities that gave the participants some ideas on how to make business writing activities more effective and interactive. All the participants of this seminar will remember "Dear Ms. Bizz" for a very long time.

It is not a secret that writing skills and especially writing letters in English are the most difficult skills for students. It happens because the teachers spend more time emphasizing listening, speaking and reading but much less on writing. Or because even the teachers themselves do not have enough special training in this area. Having attended the course, all the participants learned a golden rule in letter writing – "KISS" –

(Continued on page 11)



as "Cocktail Activity", "Polite Language for Small Talk", "Language for Meeting" and some others. The course was really helpful to all the participants of the seminar.

The professional development seminar "Publishing and Presenting in TEFL" was held at the Public Affairs Section, US Embassy on Thursdays morning from 10.00 a.m. till 12 p. m. Having attended this seminar, participants gained techniques for writing articles for publication. We increased and broadened our knowledge of what is required to prepare effective presentations for professional conferences. The participants wrote abstracts, made outlines, wrote a rough and a second draft of an article or a description of a presentation and learned

Trainer from the U.S. (Cont.)

(Continued from page 10)

“Keep it Short and Simple” in form and writing.

All the seminars and workshops, delivered by Jennifer Herrin, had both theoretical and practical value, and the topics were very important and interesting for the participants.

Many of the teachers of English language completed two or even three courses, and we grew from a group of teachers from different towns, schools and Universities into a group of bosom friends ready to help each other in a difficult minute. I would like to mention some of my close friends such as Tanya Gora, Olena Troyan, Iryna Bocharova, Ilyna Lytovchenko, Maryna Denisenko and many others.

And many of us thought about attending the Teacher Development Summer Institute called “Academic Writing” in the Crimea, but unfortunately, attempts of many teachers to participate in this program were not successful. The reason was that the number of the participants was limited.

Besides her professional training seminars and workshops at ETRC, Jennifer Herrin delivered many workshops in different towns and cities of Ukraine. I am proud that Nizhyn was one of the first towns in Ukraine where Jennifer Herrin participated in the teacher training conference “Teaching English through Task-based Activities and Learner-centered Approach” together with Tetiana Mykhailenko, Editor-in-Chief of the newspaper “English”, and Lilia Shylo from the Public Affairs section of the U.S. Embassy in Ukraine. The conference was held at Nizhyn Agrotechnical Institute. Jennifer presented her workshop “Task-based Templates for Engaging Multi-Level Learners” for teachers of English from town and village schools of Nizhyn district.

Unfortunately, Jennifer’s last day in Ukraine came, and many teachers of English language gathered at ETRC to

bid farewell to Jennifer. Though it was June 27, and there were leaving school parties in Ukraine, many teachers of English from different parts of Ukraine arrived to ETRC to thank Jennifer for all her hard work in supporting teacher training in Ukraine. The celebration of the farewell party started with the words of Karen E. Robblee, Ph.D., Assistant Cultural Affairs Officer. Warm speeches, songs, and small presents were all present at the party, but tears were seen both in many teachers’ and Jennifer’s eyes. At the end all the participants sang a song dedicated to Jennifer Herrin called “We Had a Trainer from the U.S.” (words by K. Uryvalkina, music from



the song “Mary Had a Little Lamb”) which I would like you to read and try to sing.

We had a trainer from US,
From US, from US,
We had a trainer from US
Her name is Jenny Herrin.

She made workshops and seminars,
Seminars, seminars,
She made workshops and seminars
Everywhere in Ukraine.

And everything that Jenny asked,
Jenny asked, Jenny asked,
And everything that Jenny asked
The teachers had to do.

They wrote letters and reports,
And reports, and reports,

They wrote letters and reports
To “Dear Mrs. Bizz.”

“Why do we love Jenny so,
Jenny so, Jenny so,
Why do we love Jenny so?”
The US Embassy should ask.

“We love Jenny so much,
So much, so much,
We love Jenny so much
‘Cause she is busy as a bee.”
The teachers did reply.

On behalf of all the teachers, who participated in the workshops and professional development seminars, I would like to express gratitude to the Public Affairs Section, U.S. Embassy, personally Lisa Harshbarger, Lilia Shylo, Alyona Sukhinina, the staff of the ETRC at Kyiv-Mohyla Academy, and, of course, special thanks to Jennifer Herrin for her titanic work in Ukraine. We, teachers of English in Ukraine, do not say “Good Bye” to Jennifer, we only say “We look forward to meeting you later” and “Please, keep in touch with Ukraine”.

At the very end I would like to say that we, teachers of English, are looking forward to some other courses and programs sponsored and supported by PAS, US Embassy in Ukraine.

About the Author:

Kateryna Uryvalkina, Methodologist in Teaching English of Nizhyn Agrotechnical Institute, course-graduate “TOT-2003” program, course-graduate “American studies Summer Institute – 2006” program



TESOL Launches Online Directory of Degree and Certificate Programs in TESOL Alexandria, Virginia (January 2008)—Teachers of English to Speakers of Other Languages, Inc.

(TESOL), announces the launch of the new online Directory of Degree and Certificate Programs (DDCP) in TESOL. The first online resource of its kind, the DDCP features approximately 450 university-level academic and training programs in English as a second language (ESL) and related fields in the United States and Canada.

With the growth of English language teaching worldwide, those looking to enter the field of TESOL often seek guidance on the variety of academic and training programs available to them. Previously available for purchase as a printed volume from TESOL, the DDCP is now freely available online and contains updated lists on a broad variety of undergraduate, certificate, master's, and doctoral programs in the United States and Canada. The DDCP also contains information on programs that lead to state or provincial credentials in English language teaching.

The DDCP operates as an online database of program information researched by TESOL. Visitors can browse for schools by major, program, degree or certificate, location, distance learning offerings, and credentialing information. Each program listing includes profile data about admissions requirements, faculty, curriculum, tuition, financial aid, and contact information.

To access this online directory, go to www.tesol.org and click the DDCP banner on the left-hand column.

At present, the DDCP only includes programs offered in the United States and Canada.

Institutions that wish to be added to the directory can contact Carol Edwards, Publishing Manager, cedwards@tesol.org.

Founded in 1966, Teachers of English to Speakers of Other Languages, Inc. (TESOL), is a global education association with more than 14,000 members and approximately 100 affiliates in over 150 countries. Representing a multifaceted academic discipline and profession, TESOL offers members serial publications, books, and electronic resources on current issues, ideas, and opportunities in the field of English language teaching. TESOL also conducts a variety of workshops and symposia, including an annual convention, regarded as the foremost professional development opportunity for English language educators worldwide. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.

TESOL

Teachers of English to Speakers of Other Languages, Inc., is a global education association with more than 14,000 members in over 120 countries, and is recognized as a nongovernmental organization (NGO) of the United Nations Department of Public Information. It is TESOL's mission to ensure excellence in English language teaching to speakers of other languages.

TESOL values:

- individual language rights
- professionalism in language education
- accessible, high quality education
- collaboration in a global community
- respect for diversity and multiculturalism and
- interaction of research and reflective practice for educational improvement

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.

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 our annual conference (from a neighbor island) as well as conferences on the mainland or abroad. For details, visit our website www.hawaiitesol.org.



Teachers of English to Speakers of Other Languages, Inc.

A Global Education Association Founded in 1966



Position Statement on English as a Global Language

For the past several decades, English has grown into the primary language for international communication. As a result of complex economic, cultural, and technological forces, such as the growth of international trade and the Internet, the English language is now used worldwide, with a geographic spread unique among all world languages.

English has become a “lingua franca,” or common language, in many regions throughout the world. In the European Union, for example, English is recognized as common working language and a language of contact, and is similarly used as such in many areas in Southeast Asia. As a result, the vast majority of those using English worldwide are themselves nonnative speakers. This has had a profound effect on both the ways English language teaching (ELT) is practiced and the language itself.

The English language has developed into multiple varieties throughout the world, known as “world Englishes.” These include the standard Englishes spoken in Anglophone countries such as the United States, the United Kingdom, Canada, Australia, New Zealand, and South Africa, as well local varieties in regions of the world such as India, Africa, and the Caribbean. The concept of world Englishes itself is rooted in the social and functional realities of language users in a particular context. Such versatility of the language also allows nonnative speakers to use their own local words and expressions in their discourse, thus combining communication and culture within these world Englishes.

Given the broad geographic spread of English, and the variety of world Englishes being spoken globally, English is seen less and less as a “foreign” language, and more as an additional language. In other words, learning English is no longer viewed as something optional, but essential. English has become the most widely taught language in the world, and numerous countries have instituted English as a required subject for all students, often starting at very young ages. With English being taught globally for very diverse purposes, a singular or monolithic approach to the modeling of English is no longer tenable.

As a global professional association, TESOL values individual language rights, collaboration in a global community, and respect for diversity and multiculturalism. In accordance with its *Position Statement on Language Varieties* (1996), TESOL encourages the recognition and appreciation of all varieties of English, including dialects, creoles, and world Englishes. In terms of language teaching, TESOL does not advocate one standard or variety of English over another. Rather, TESOL urges English language teachers to make informed decisions at local, regional, and/or national levels, taking into account the purposes and contexts of use that are most relevant to their learners.

TESOL Position Statement on English as a Global Language

Resources

- Brutt-Giffler, J. (2002). *World English: A study in its development*. Clevedon: Multilingual Matters.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Gnutzmann, C., and Intemann, F. (Eds.). (2005). *The globalisation of English and the English language classroom*. Tübingen: Gunter Narr Verlag.
- Graddol, D. (1997). *The future of English?* London: British Council.
- Graddol, D. (2006). *English next*. London: British Council.

Approved by the Board of Directors
March 2008





TESOL Resource Center

Need materials and ideas for your class? Sources for your paper?
Interested in participating in the TRC contest?

The TESOL Resource Center (TRC) is an online platform where TESOL members can find a variety of resources. These resources can be used for classroom or professional development purposes. Resources in the TRC include

- lesson plans
- activities
- quizzes or other assessment tools
- practical tips
- papers or articles
- presentations or multimedia resources
- Web links or software

In addition to accessing resources on the TRC, you can **submit** and share resources with your peers in the field and/or apply to **become a reviewer** for the TRC submissions.

Professional Opportunities through the TRC

The TRC provides these opportunities:

- Expand your professional activities**
- Publish your resources online**
- Share your expertise with colleagues in the field**
- Access a variety of educational and academic resources**
- Receive recognition for your contribution**
- Participate in the Mile-High City Contest**

Mile-High City Contest

Contribute to the TRC and win free lodging in Denver and more!

If you submit resources to the TRC by June 5, 2008, you could win prizes including TESOL publications of your choice, or two free nights lodging in Denver, Colorado, during the 2009 TESOL convention. All participants will receive a Certificate of Appreciation from TESOL.

For more information, please visit the TRC at www.tesol.org/resourcecenter

Need Help?

If you need assistance, please email the TRC at resourcecenter@tesol.org or call Mino Asdjodi at 703-518-2523.

Look Back of the 2007-2008 Hawai'i TESOL Year

Member Stats 2008

(#) indicates the previous year.

| | | |
|------------------|-----|------|
| Renewed Members | 66 | (63) |
| Regular | 49 | (47) |
| Student | 9 | (13) |
| Retired | 0 | (1) |
| Neighbor Islands | 8 | (2) |
| New Members | 69 | (36) |
| Regular | 17 | (17) |
| Student | 46 | (19) |
| Retired | 1 | (0) |
| Neighbor Islands | 4 | (0) |
| International | 1 | (0) |
| Total | 135 | (99) |

Members divided by type:

| | | |
|------------------|----|------|
| Regular | 66 | (64) |
| Student | 55 | (32) |
| Retired | 1 | (1) |
| Neighbor Islands | 12 | (2) |
| International | 1 | (0) |

Members per Major Institutions

- 2 (3) = Academia Language School
- 13 (14) = Brigham Young University-Hawaii
- 9 (2) = Department of Education
- 6 (6) = Global Village English Centers
- 1 = Hawai'i Community College
- 30 (19) = Hawai'i Pacific University
- 3 = Intercultural Communications College
- 1 (6) = International Mid Pacific College
- 6 = Kapi'olani Community College
- 7 (8) = TransPacific Hawaii College
- 8 = University of Hawai'i at Hilo
- 28 (14) = University of Hawai'i at Mānoa

2008-2009 Board Members

| | |
|--------------------|-----------------------------------|
| Mark Wolfersberger | President |
| OPEN | Vice President |
| Sarah Trask | Membership Secretary |
| Laura Kimoto | Conference Chair |
| Jeff Mehring | Treasurer |
| Kyung Hee Choi | Program Committee Chair |
| Reggie Gentry | Program Committee |
| Chiharu Iwamoto | Program Committee |
| Adam Pang | Socio-Political Action Chair |
| Elise Fader | <i>The Word</i> co-editor |
| Ashwin Pandit | <i>The Word</i> co-editor |
| Lisa Kawai | <i>The Word</i> layout and design |
| Nicole Ernst | Member-at-large |
| Shawn Ford | Member-at-large |
| Perry Christensen | Webmaster |
| Open | HITESOL/TESOL Ukraine Liaison |
| Masaki Seo | Past President |

Budget for Hawai'i TESOL 2008

| | |
|--|-------------|
| Total Money in Our Account on April 30, 2007 | \$9,084.32 |
| Total Money in Our Account on April 30, 2008 | \$10,314.76 |

2008 Hawai'i TESOL Conference

| | |
|----------|------------|
| Revenue | \$6,826.00 |
| Expenses | \$3,861.28 |



Article Submission Guidelines for *The Word*



Topics

We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaii. We are interested in, for example: recommended internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, outer island news, applying theory to practice, interview with someone in the field, etc. This list is by no means exhaustive. Please feel free to send any articles about these topics or others that you consider interesting to ESL educators in Hawaii. (You do not have to be a member of HITESOL to submit an article).

Format & Style

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, 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.

Please submit the articles via email to Elise Fader at fadere@byuh.edu.

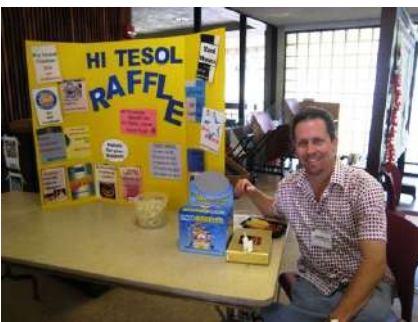
We look forward to receiving your submissions!

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

Mahalo to Our Sponsors!!

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

- Bubba Gump Shrimp Co Restaurant (\$25 gift certificate)
- Chili's Grill and Bar (five \$5 gift certificates)
- Hans Hedemann Surf School (a gift certificate for a two hour group lesson and a t-shirt)
- Hawaii Opera Theatre (a gift certificate for two tickets to A Little Night Music Production from Hawaii Opera Theatre)
- Hollywood Theaters (four complimentary passes)
- Ice Palace (two complimentary skating passes)
- Kona Brewing Co & Brew Pub (\$50 gift certificate)
- Magician Moto (seven decks of cards)
- Māla Restaurant (four \$10 gift certificates)
- Maui Tacos (seven \$5 gift certificates)
- Penne Pasta Café (four \$5 gift certificates)
- Polynesian Cultural Center (pair of complimentary admission tickets)
- Sam Choy's Restaurants (\$25 gift certificate)
- Sunshine Scuba (three snorkels and two holder cases)
- Yard House (\$40 gift certificate)



Thank you so much to those who purchased the Hawai'i TESOL Travel Grant Raffle tickets at the conference. We have made \$401 from the pre-purchase and on-site sale at the conference on February 23. Especially, mahalo nui loa

to Mr. Joel Weaver for selling so many tickets at the table and announcing the conference raffle at the end of the day.

All proceeds benefit the Travel Grant Fund that is offered to members who attend the TESOL international convention and a neighbor island member in order to attend our local conference.

With large numbers of applicants for the 2008 Hawai'i TESOL Travel Grant, we carefully reviewed all the application forms. On behalf of the Travel Grant Selection Committee, I would like to congratulate Mr. Adam Pang (Hawai'i Pacific University and McKinley Community School for Adults) as a recipient of the 2008 Hawai'i TESOL Travel Grant to attend the TESOL International Convention in New York (April 2-5) where he presented a poster entitled "Formative Evaluation of Community-based Adult ESL Program" with Ms. Yukiko Watanabe from the University of Hawaii at Mānoa. I also would like to congratulate Ms. Sherri Fujita (Hawai'i Community College, Hilo, Big Island) as a recipient of the 2008 Hawai'i TESOL Travel Grant to attend the Hawai'i TESOL local conference where she led a workshop entitled "Beyond Comprehension Questions: Developing Materials based on Newspaper Articles" and took a part in a special poster and panel session on employment on Hawai'i.



Adam presented his experience at the conference in New York at our business meeting on April 18th at Hawai'i Pacific University and wrote an article about his experience in this issue of The Word (see p. 7).

Sherri's workshop and job fair session were well-received by all the participants of our local conference and she wrote an article of her experience on this issue of The Word (see p. 1). We would like to thank all of them for their effort to bring together the ESL community in Hawai'i.

Mr. Adam Pang has tutored and taught ESL learners in the United States for 19 years. He currently teaches ESL in university and community school settings in Honolulu. His current instructional approach is informed by principles of Freirian and critical pedagogies. Other pedagogical interests include democratic assessment and learner empowerment.

Ms. Sherri Fujita has been teaching ESL/EFL for over 15 years and is the Coordinator of the Intensive English Program at Hawai'i Community College. Sherri's professional interests are in testing, content-based curriculum development, and writing materials based on authentic sources.

