



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Hawaii'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 Hawaii'i.

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

www.hawaiitesol.org

Professional Development in a Zero-Fund Environment By: Laura Kimoto and Masaki Seo

Teaching professionals and graduate students are often stuck between a rock and a hard place when it comes to professional development. Teachers are evaluated frequently and are expected to update their skills and participate in professional development, yet their program or institution may not have adequate funds to support them. Graduate students on the other hand may not be under the harsh scrutiny of anyone, but they still may want to network with future colleagues at professional gatherings. What is a teacher and grad student to do?

This question has become more relevant since Hawaii'i TESOL will be extending its state-wide reach by having its annual spring conference on the island of Hawaii'i in February 2009. This is a first-time opportunity to include many public and private K-12 ESL professionals as well as ESL professionals in higher education who normally cannot travel to O'ahu for the annual conference. But what are O'ahu members to do?



Here are some tips for ESL teachers:

Start conversations **now** with yourself, your colleagues and your supervisor about professional development. Reflect on the problems you have encountered and the solutions that you have experimented within your teaching environment. What has worked in your program and your classes? What do you want your institution to be known for? Once you get an idea, submit a proposal for the conference.

Conference presentations are not only for the 'experts.' In fact, you are the expert in what and how you teach. You could propose a workshop to feature a successful activity that you've done in class. If you are too busy to do a workshop on your own, involve a colleague and present a workshop as a pair. A group of you, including your supervisor, may want to present a panel discussion on something you've done in your program. The more inclusive you are, the easier the "burden" will be.

Let your supervisor and administrator know that you'll represent your school and program. Get your supervisor or administrator involved in this discussion early. When

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President's Message By: Mark Wolfersberger

Aloha fellow Hawaii TESOLers and welcome back to another year of Hawaii TESOL! HITESOL is a fantastic organization. What makes HITESOL great is you, each individual member, and your camaraderie, collegiality, and contributions to our professional field. Thank you for being a part of our professional community. Let me take a moment to explain what an exciting year it will be for HITESOL.

Last May, the HITESOL held its annual board meeting. At the meeting we set two goals for the current year. The first goal is to expand HITESOL memberships on the Big Island while maintaining current membership levels on Oahu (including DOE and student memberships). Our second goal is to strengthen a sense of community among members across the islands by connecting

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President's Message . . . (cont. from page 1)

members through technology. We believe that the events we have planned for this year will help us accomplish these two goals.

For this upcoming year, we have some exciting events planned. We always start with the Annual Opening Social, which is a great recruiting tool with plenty of opportunities to learn about HITESOL and its members.

The second event of the year will be the Practical Workshop on the evening of Thursday, November 6th. The key to remember about this event is the word *practical*. Last year we had an excellent workshop on content-based instruction and connected Oahu members with members on the Big Island through a two-way video conferencing connection. This year we will do the same with sites at KCC and UH Hilo, and we hope to add a third video conference site on Maui.

Our big event of the year will be the Hawaii TESOL Conference on February 14, 2009. This year, our conference site will be at UH Hilo. Laura Kimoto is our conference chair and she has been busy organizing the conference even before the last one ended! It should be a grand event. HITESOL will be giving out a number of travel grants for members interested in traveling to the Big Island for the conference. Plan now to attend!

Following the conference, the HITESOL business meeting will be held on the evening of Friday, April 17, 2009. The business meeting consists of dinner, reports from various board members, and general elections for the board. Last year we had two locations teleconference into the meeting. We hope to have more this year.

The final event of the year will be the Language Experience held on the evening of Wednesday, May 20, 2009. Last year we learned American Sign Language and were amazed by the dead silence in a language room filled with communication. Although we have not yet chosen the language for the coming year, you won't be disappointed by this opportunity to sit in your student's chair for the evening.

Put these events on your calendar now and come join us for another fantastic year with Hawaii TESOL. We'll see you there!

About the Author:

Mark Wolfersberger teaches at BYU Hawaii and loves his wife's banana cream pie. Yum!

Essay Puzzles: Learning the Basic Structure of an Essay Through Play
By: Maureen Kamata

On the first day of an academic writing class, I would have my students take a thirty- minute diagnostic essay -writing test. The purpose of this, among other things, was so that I could get a good picture of what my Japanese students knew about essay structure both individually and as a whole. Generally speaking, the results of the test have always been quite similar. I can see that I will need to teach students how to form different types of sentences, use transitional signals, and create topic sentences. However, it is always most clearly evident that I first and foremost must teach the basic structure of an essay.

How would I help the students to better grasp essay structure? I would whip out my trusty old essay puzzles. Years ago, I typed up an essay in answer to a simple essay question about one's personal preference on a certain issue. I then carefully constructed a five-paragraph essay that contained all of the elements of an essay that I had wanted to teach. For example, I made sure that the introduction contained an attention getter and a clear thesis statement, and that the topic and concluding sentences of each body paragraph contained a topic and a controlling idea. Also, I used several transitional signals throughout the essay and gave only clear and relevant examples in my supporting sentences. I typed the essay using bold face type and

font size sixteen. Then I spaced the essay into twelve sections: (1) the essay question, (2) the introduction, (3-8) the topic sentences and concluding sentences of each of the three body paragraphs, (9-11) the group of supporting sentences for the three body paragraphs, and (12) the conclusion.



After printing out several copies of this essay, I cut each essay into the twelve individual sections, and laminated the pieces. It must be noted here that the puzzle pieces do not physically fit together as they are all just straightly cut pieces of paper cut straight. Instead, it is the logical flow of ideas contained in the puzzle pieces that "fits" them together. Yes, writing the essay and laminating the puzzle pieces was slightly labor intensive, but the puzzle is a great learning tool. Moreover, because it is laminated, it can be used for years to come.

In writing class, I would hand out an envelope containing all of the puzzle pieces to groups of two or three students. When I shouted, "Go!" they would dump out the puzzle pieces and race against the other groups to "solve the puzzle". After all of the groups had solved the puzzle, we would then all gather around one puzzle and discuss why the order of the puzzle was correct and what the important elements of an essay are.

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Easy Puzzles . . . (cont. from page 2)

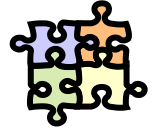
After we learned the names of the different paragraphs that make up an essay and its parts, I would give commands to the students such as “touch the conclusion” or “touch the topic conclusion” or “touch the topic sentence of the third body paragraph” or “touch the controlling idea in the topic sentence of the first body paragraph.” I could use this puzzle for days to teach and review all of this material, and the students really seemed to enjoy being able to touch and see the pieces of an essay before them.

If teachers wish to take this idea one step further, they can start a class project and have their students make their own essay puzzle from an essay that they have worked on in class. Students can type their essays up in the computer lab at school, print them out on thick paper, cut them up in class, and then challenge their classmate to put their puzzle together.

Having students think of an essay as a kind of puzzle which needs to be carefully crafted to fit logically, makes learning, an otherwise tedious skill, much more fun.

About the Author:

Maureen Kamata has been living in Japan and teaching ESL for over fourteen years.



Go Open Source and Share your ESL Materials with the World!

By: Lizabeth (Betsy) Lavolette

Going open source with your teaching materials by putting them on the Internet is rewarding at any stage in your career. For those of us about to enter the **job** market, doing so should be a high priority because your page of materials can double as an electronic portfolio.

What is open source?

“Open source” has become a common phrase, even outside the circles of the technology-minded. We hear most often about open-source software, which includes such widely used applications as the Firefox web browser. As a language educator, you may also be familiar with an open-source audio editing program, Audacity. In addition to software, open-source operating systems, intended as alternatives to proprietary systems like Microsoft Windows or Mac OS, are becoming increasingly popular as they become easier to use: Ubuntu, a Linux-based operating system, is known for being user-friendly. The term “open source” has even been applied to education, most famously by MIT OpenCourseWare (<http://ocw.mit.edu>).

So, what does “open source” mean? This label was first applied to software that allows access to its source code. This access enables users to modify the software, which is something that most commercial software vendors, such as Microsoft and Apple, work very hard to prevent. While most open-source materials do not require payment, the two concepts of “free”—no cost and freedom of access to source code—do not necessarily imply each other.

Why should educators be concerned about anything open source?

You may be saying to yourself, “I’m not a programmer. I don’t care if software is open source—I just don’t want to pay for it.” However, in analogy to the issues of software, consider the issue of proprietary versus open-source educational materials. Naturally, as educators, we would like free (i.e., no cost) access to educational materials. However, we would also like the freedom to modify those materials, that is, adapt them to our situations and our students. The content of a textbook is owned by a publishing company, and while that company may

allow you to adapt the content, the company is unlikely to provide you with editable electronic versions of that content. This makes it more difficult to effectively use the content.

Other arguments can be made for the value of open-source content in education. As Vessels (2001–2007) said, “The advances in all of the arts and sciences, indeed the sum total of human knowledge, **are** the result of the open sharing of ideas, theories, studies and research.” While Vessels was arguing for using open-source software in schools, clearly, this idea can be extended to the sharing of teaching materials. Keeping your materials to yourself is severely limiting the number of students and other teachers that you can reach. While many of us do provide our materials to our colleagues at our own institutions, why not give them to a wider audience?

Tools are available for us to provide each other with our own open-source educational materials (i.e., editable electronic versions of content that we have developed ourselves). You can easily publish your materials on the Internet with very little technical know-how. Naturally, multiple methods of doing this are possible, but here, I will explain the approach that I have taken.

How to publish your materials on the web?

As a graduate student, I don’t have any extra money to throw around. So everything that I have used to publish my materials on the web is freely available, **as in no cost**. It is also free as in open source: you can download the source code if you are so inclined.

First, to distribute your materials, you need a place to put them. While your institution may provide web space for you, who has time to create a user-friendly page to display materials, let alone a page that looks good? That’s where WordPress comes in. Using wordpress.com, you can quickly and easily create a blog using one of their templates. If this were just any blog, that would be all you could accomplish. However, a WordPress blog is versatile! In addition to writing blog posts, you can easily create web pages using an editor that requires no knowledge of HTML. You can also upload

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U.S. Presidential Elections 2008 – the Primary Season at Nizhyn Agrotechnical Institute

By: Kateryna Uryvalkina

Nowadays in the time of globalization there is a tendency that very often people become indifferent to some questions in the sphere of life. But there is one aspect which always draws and will draw people's attention – it is the question of politics.

Currently, we – Ukrainian teachers of English language - are very interested in the question of the Presidential Elections in the USA. But the question "Who will become the next President of the USA?" rouses the curiosity of millions of Ukrainians. Not only grown-ups but more and more young people have become interested in this sphere of American people.

Therefore, to fill in the students' (and some teachers' too) cultural and political gaps especially in the question of the Presidential Elections in the USA, the teacher-training conference "U.S. Presidential Elections 2008 – the Primary Season" was held at Nizhyn Agrotechnical Institute. The Conference was organized in the frame of the project "Innovative Teaching Methods for the Village Teachers of English Language". This project was launched in 2005, and it was the fifth English teacher-training conference. Not only the English Language teachers from the town of Nizhyn and nearby villages, Nizhyn Oblast Pedagogical Lyceum and Bobrovytsia Economic College, but students of Nizhyn Agrotechnical Institute and pupils of the 10th -11th grades of secondary town and village schools participated in the Conference. So, nearly 200 representatives of the younger generation and 50 English language teachers

got together in the Assembly Hall of Nizhyn Agrotechnical Institute. The stage was decorated with the national flags of Ukraine and the U.S.A. Everything was ready for the conference.

It was a great pleasure for me to introduce the Guest-Speaker and the Key-Presenter of the Conference - Dr. Lisa K. Harshbarger, Regional English Language Officer U.S. Embassy in Ukraine. It was her second visit to Nizhyn and presentation for English language teachers, but she had not communicated with the students and pupils of the small provincial town before. As an organizer of the Conference, I was worried about some things though in vain as it turned out. I was sure that Lisa's presentation would be perfect because I myself had been lucky to listen to her and participate in most of her presentations at the English Teaching Resource Center in Kyiv - Mohyla Academy. Presenters of such level as Lisa Harshbarger are classic: one can listen to them dozens of times and discover new ideas and thoughts which can help greatly as a teacher of English.

In the course of the preparation for this great event it was decided after the plenary meeting to divide all the participants into two groups: students and teachers. While Lisa Harshbarger was delivering her presentation



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An Example of a Lesson Plan in a CALL Class

By: Dung Thi Nguyen

Theme: Fast-food restaurant

Level: Advanced

Context: in Hawaii

Focus: Discussion skill, listening skill, asking for clarification, pronunciation, negotiation, presentation, and writing skill.

Problem: Students work in groups to identify the problem(s) by answering the questions below

1. What kinds of food can you find at fast food restaurants?
2. Fast food and home made food, which is better?
3. Do you like fast food? Why or why not?
4. How often do you eat fast food?
5. Which fast food restaurant do you like best? Why?
6. What size cup of Coke do you order at fast food restaurants, small, medium, or large?
7. Is fast food one of the reasons causing obesity?
8. Do you think that fast food is infected with dangerous bacteria?
9. Have you ever heard or read about any bad effects of fast food on health? If yes, what are they?
10. What possible problems can occur in terms of preparation and storing food at fast food restaurants

Investigation: In addition to accessing the links for their group, each group has to access the links 7, 8, 9, 10.

Go Open Source . . . (cont. from page 3)

However, a WordPress blog is versatile! In addition to writing blog posts, you can easily create web pages using an editor that requires no knowledge of HTML. You can also upload files, including photos, PDFs, PowerPoint slides (.ppt), and Word documents (.doc). (Note that I create my "Word" documents and "PowerPoint" slides using an open-source office suite, Open Office, which is available from <http://www.openoffice.org/>.)

You may be concerned that you will not receive credit for your work if you make it available on the web. That is possible, but you can protect yourself by using a Creative Commons license. At the Creative Commons site, <http://creativecommons.org/>, you can choose a license that fits your needs. For my work, I mainly use the Attribution-Noncommercial-Share Alike 3.0 United States license (<http://creativecommons.org/licenses/by-nc-sa/3.0/us/>), which allows sharing and adapting of my work provided that I am attributed as an author, that my work is not used for commercial purposes, and that any derivative works are licensed under similar rules. Although this may sound complicated, Creative Commons has a simple interface for choosing the license that fits your needs and even provides you with the HTML code to display the license on your site.



Figure 1:
WordPress logo



Figure 2:
One of the Creative Commons license graphics

My own WordPress site is still a work-in-progress, but I intend to make available all of the materials that I have developed as a teacher, plus my articles and presentations. To ensure that others can tell how I intended my materials to look, I am posting PDFs; to ensure that others can adapt them, I am also posting editable versions (such as .doc and .ppt).

After you create your site, you need to let the world know that your materials are out there. One easy thing to do is add a signature line to your email with a link to your site. My example? Email me to find out. :)

References:

Vessels, Terry. (2001–2007). Why should open source software be used in schools? Retrieved August 24, 2008, from <http://edge-op.org/grouch/schools.html>

About the Author:

Elizabeth (Betsy) Lavolette is an MA candidate in Second Language Studies at the University of Hawaii at Mānoa. Her research interests are computer assisted language learning and corpus linguistics. She is currently a graduate assistant in the Distance Course Design and Consulting group of the Department of Educational Technology. Before that, she was a graduate assistant in the Hawaii English Language Program and developed more materials than she knows what to do with. These materials are slowly becoming available at <http://betsypl.wordpress.com/>. You can leave comments on the blog itself or email them to betsylavolette@gmail.com.

Lesson Plan . . . (cont. from page 4)

Group 1

Follow these links for more information:

1/Calories information: http://www.calorieking.com/foods/calories-in-pizzas-14-pizza-cheese-topping-deep-pan-crust_f_Y2IkPTMwODMxJmJpZD0xJmZpZD01NDg0OOSZwYXI9.html

2/ Calories information: http://www.calorieking.com/foods/calories-in-pizzas-14-pizza-pepperoni-topping-regular-crust_f_Y2IkPTMwODMxJmJpZD0xJmZpZD01NDg1MCZwYXI9.html

Group 2:

3/Calories information: http://www.calorieking.com/foods/calories-in-meals-nachos-w-beef-taco-bell_f_Y2IkPTQyNDkmYmlkPTEmZmlkPTY3MjM4JnBhcjO.html

4/ Calories information: http://www.calorieking.com/foods/calories-in-meals-fettuccine-alfredo-eat-n-park_f_Y2IkPTQyNDkmYmlkPTEmZmlkPTY3MjQ1JnBhcjO.html

Group 3:

5/Fast food danger: <http://www.moneyinstructor.com/art/fastfoodangers.asp>

6/E. coli in fast food: <http://vm.cfsan.fda.gov/~lrd/ecoli.txt>

Follow these links for vocabulary—Groups 1, 2, and 3:

7/Restaurant: http://www.manythings.org/vocabulary/lists/c/words.php?f=restaurant_1

8/Meat: <http://www.manythings.org/vocabulary/lists/c/words.php?f=meat>

9/Salad dressing: http://www.manythings.org/vocabulary/lists/c/words.php?f=salad_dressing

10/Food pyramid: http://www.manythings.org/vocabulary/lists/c/words.php?f=food_pyramid

Group work: The teacher has students work in groups to find out as much information as possible.

Group leaders have members read one part of the article on a given website.

Each group discusses and finds out their solution to the problem(s) raised in the article.

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Professional Development . . . (cont. from page 1)

your proposal is accepted by Hawaii TESOL, share the good news with your supervisor. Then, apply for a travel grant from Hawaii TESOL. Keep in mind that no travel grant will ever cover 100% of all expenses. But, with creative budgeting you will be able to represent your school at a statewide conference without breaking your bank.

Start by asking your supervisor for travel funds. Yes, you need to ask. Be frank with your supervisor. Tell him/her how much the conference registration fee, airfare and rental car/taxi costs will be. Tell them how much the Hawaii TESOL travel grant will be and that you are willing to pitch in a percentage of your costs or even economize where possible.

Most importantly, make definite plans with your supervisor and colleagues to share what you learned from the conference with colleagues at the next staff meeting or via email. Your school may not be able to send everyone to attend the conference, but if you are the lucky one to attend, you should definitely be willing to start the ripple effect of professional development.

This is even more important if you are a part-timer and work at several schools. Approach your supervisors at all schools and ask for partial funding. Pitch the idea of shared support for shared benefit. If supervisors see that they can save money and still get positive publicity for their schools and the ripple effect of professional development among their faculty, they may be more willing to fund you in a creative manner.

Start planning your trip now. You must have the mindset that you **will go** to

get professional development regardless of the funding that may or may not come in.

Start now to laterally connect with colleagues on Oahu to share a ride to the airport, share a rental car or taxi in Hilo, or share a hotel room if needed. If you really need to economize, plan on arriving the morning of the conference and leaving that evening to avoid lodging expenses. Conversely, make a three-day weekend of the event! And let your supervisor know so he/she can budget expenses just for the one day of the conference.

Finally, if all else fails, you should still make the personal investment in professional development. You will benefit in the long run and your tax preparer may be able to deduct unreimbursed expenses for professional development. Here are a few tips for graduate and undergraduate students:

Take a proactive stance. Don't let people make you think that you are a student and therefore do not need to attend any form of professional development. Consider any investment in attending a conference as an investment toward future employment because the more networking you do the better your chances of being recognized and maybe even **being** hired.

Start the dialogue with classmates and with your professors. Explore the possibility of presenting a paper, or some aspect of your teacher training. As with the tips for teachers listed above, share the 'burden' by working with another classmate or even team up with your professor.

Start inquiring at your campus if there

is funding available to students to travel to attend conferences. You may be surprised at what untapped resources are available. When your proposal is accepted, that will increase your chance of getting funding from your school. You will have a better chance of getting funding if you present something with your professor.

As a last resort, use your talents to organize a bake sale, chili fundraiser or even car wash. Take on a seasonal job over Christmas to earn extra money for your travel expenses. Explore other lodging options such as youth hostels in Hilo.

About the Authors:

Laura Kimoto, conference chair, has made over two dozen conference presentations and has attended even more conferences locally and on the US mainland over her 20 year career of teaching as a result of 'creative' funding. She writes this article based on her experience as a teacher seeking financial support as well as a supervisor who approved of financial support to her teachers. She hopes that all ESL professionals in Hawaii will be able to commit to attending the Spring 2009 Hawaii TESOL Conference at UH Hilo.

Masaki Seo, past president of Hawai'i TESOL received his BA degree in TESL from Hawai'i Pacific University in Spring 2005 and is currently working on his MA degree in Second Language Studies at the University of Hawai'i at Manoa. He hopes that all the graduate students can come join us for the wonderful professional development opportunities in Hilo 2009.

Lesson Plan . . . (cont. from page 5)

Sharing Ideas:

- Each group posts their solution to this problem [HERE](#). Students click on this link which takes them to [Randall's ESL Blog - For ESL/EFL Teachers and Students](#).
- Each group gives their comments to others' work on Tokbox (using the video chat function). This function allows six members to chat at the same time. Group leaders then collect their members' comments on the other groups' solution. Then, at home, three group leaders and the teacher are on line. The teacher controls and evaluates the discussion online. Each group leader has to give their group's comments on the others' work and defend their ideas. The discussion is like argumentation.

Explanation:

The purpose of this lesson plan is to maximize the time using the target language by having students use the authentic materials from given websites. After discussing the issues in class, learners access the websites at home for more

The Meaning of the Assessment of the Level of Communicative Competence Formation

By: Viktoria Osidak

On the modern stage of the state development, with its striving to enter European society, Ukraine demands specialists with profound knowledge of the English language, who could be able to execute social orders and provide state requirements for highly qualified specialists. Thus, social order encourages the qualitative improvements of the teaching/learning process at language departments.

The ways to benefit the teaching/learning process, which can result in effective communicative competence formation, can be achieved through classroom management, as any progress depends on its success. In its turn, classroom management is ensured by assessment.

The concept of assessment in methodology is considered from two interrelated redeeming points of view. Firstly, assessment serves as a means of checkup and monitoring (control), secondly, – as a means of classroom management and direction [4, c. 47].

Check up or monitoring doesn't divulge the true purpose of assessment as it points out just some of its features. In this case, the meaning of assessment is restricted to the interpretation of its final result and cannot guarantee the required

level and the quality of communicative competence formation provided by the teaching aims [10, c. 160].

At the same time, classroom management paves the way for permanent feedback about the progress of accomplishment of a specified program [1, c. 6], as well as evaluates this progress, that is, on the one hand, it regularly controls students' performance, on the other hand, it introduces the necessary changes in the teaching/ learning process [9 c. 152].

Thus, the assessment of the level of communicative competence formation can be viewed as (1) a formative element conducted during practical classes and (2) a summative element organized as a final phase of the learning process. So the target of the formative element is to provide immediate feedback as for the students' step-by-step achievements while the aim of the summative element ensures the reliable data about the progress of the level of communicative competence formation achieved by students.

In the educational and teaching process feedback carries information in two directions: a student receives the information about his/her progress in the process of definite actions fulfillment for the voluntary acquisition of a certain lan-

guage material; and a teacher uses the given information for the efficient management of the process of student's acquisition by means of appropriate choice of methods and forms of teaching. In other words, feedback helps a teacher to monitor, evaluate, correct and direct the intellectual skills of students in the process of their mastering of adequate foreign languages activity.

Intellectual students' skills are defined as learning activities used to compare personal results of the accomplishment of a definite language task with the expected context and sound design of the target material adopted in the Curriculum. Consequently, assessment is considered to be an essential and integral part of the communicative competence formation, which is carried out in the teaching/ learning process through the embodiment of the assessment of students by teachers and the trainee's self-assessment.

Trainee's self-assessment is introduced in the teaching/ learning process in two ways [5, c. 12; 7, c. 30]: 1) self-assessment as a psycholinguistic phenomenon (inner self-assessment), which includes mental operations concerning the monitoring of the appropriate

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Lesson Plan . . . (cont. from page 6)

information and vocabulary. Hence, they have more time to practice reading skills and to learn new vocabulary. In class they discuss the new information they have learned from the websites and read aloud to make sure that all learners do not miss important information. Discussing and reading aloud in class helps learners understand the articles better because some learners can memorize information by listening more than reading, and vice versa. If they do not understand some information, the teacher can give them more instruction. More importantly, learners learn a lot from the articles in terms of word usage and structure. They then can compare the language they have learned in class and the language they have learned from the Internet. After that, they post their groups' solution on the given blog and use Tokbox for more discussion and use more of the target language at home under the teacher's control.

An important thing to remember is that this lesson plan is designed for a learner-centered approach. The teacher works as an instructor. He/she gives learners the websites and controls their discussion on the given blog and Tokbox. Learners use the given websites as the language input. Furthermore, blog and Tokbox are helpful tools for learner interaction outside the classroom. They work and learn from their work.

About the Author:

Dung Thi Nguyen, used to be a high school teacher in Ho Chi Minh City but is now a student in the MATESL program at HPU having received a scholarship from the Ford Foundation. Dung came to Hawaii to study in the MATESL program in January 2007.

U.S. Presidential Elections 2008 . . . (cont. from page 4)

“U.S. Presidential Elections 2008 – the Primary Season” to teachers, I was working with a group of students and presented the topic “The Two Major Political Parties in the USA”. My presentation included not only theoretical material, but also some practical activities such as “Matching Activity” and a quiz about the Democratic and Republican parties were suggested to the students. After the coffee-break we exchanged the groups: while Lisa Harshbarger was presenting her topic to the students, I was delivering the workshop “U.S. Presidential Elections - 2024” for the teachers. They were engaged in some interactive activities electing “an ideal political candidate” from the Democratic and Republican Parties in the imaginary “U.S. Presidential Elections – 2024”.

Surely, the main presenter of the conference was Lisa K. Harshbarger. She demonstrated a PowerPoint presentation on the U.S. Presidential Elections 2008, prepared for general audiences by the U.S. State Department’s Information Office.

Lisa’s presentation featured 60 illustrations dedicated to “U.S. Elections 2008 – the Primary Season”. The PowerPoint offered a complete schedule and animated map of presidential caucuses and primaries for 2008 and described how primary elections had expanded U.S. democracy.

For us, Ukrainians, it is really difficult to understand all the intricacies of the Presidential Elections in America. Some Ukrainians say that the Presidential Elections in America are rather complicated; others say that they are not really democratic because candidates of only two major political parties participate in them. Some Ukrainians do not understand the difference between the “Primary Elections” and “the caucuses”, or they do not know what “Super Tuesday” is. These and lots of other questions, concerning the Presidential Elections in America, were answered by Lisa Harshbarger.

I hope it will be interesting to read some teachers’ and students’ feedback after the conference.

“It was interesting for me to know that the first primary is always held in New Hampshire, but campaigning for presidential post often begins almost two years before the presidential election”.

“I knew that American and Ukrainian presidential systems differ greatly and I’ve heard about electoral college. After Lisa’s PowerPoint presentation I will remember that there are 538 delegates to the electoral college based on the number of representatives and senators each state has in the Congress. A presidential candidate has to get 270 delegates to win the election”.

“It was very useful for me as a future historian. I understood that in Ukraine, the Presidential Election is decided by popular vote – the vote of individuals. In America, however, the President is elected by state. A presidential candidate who gets more than 50% of the votes in state wins all of the electoral college votes for that state”.

“Surprising fact for me was that elections in America are always held on Tuesday after the first Monday in November unlike in Ukraine on Sunday and it is never a public holiday”.

“I could not understand the difference between the primary season and caucuses. After the conference I know for sure that the primary elections are run by state and local governments, while caucuses are private events run by political parties”.

“I knew that the Democrats and the Republicans have their animal symbols. But I often mixed them up. Now I will remember – “donkey” is for the Democrats or “d” for “d” and “elephant” is for the Republicans”.

U.S. Presidential Elections 2008 (cont. from page 8)

During the coffee-break and after the presentation, teachers and students asked Ms. Harshbarger lots of different questions about the USA, and frankly speaking, the students were more active than teachers, maybe because for the first time in their life they met and could communicate with the Regional Language Officer of the U.S. Embassy in Ukraine. Students were interested in different aspects of life in the USA. Ms. Harshbarger was pleasantly amazed by the students' knowledge of the English language. They wanted to ask Lisa Harshbarger more and more questions; unfortunately, she had to go back to Kyiv.

I know that Lisa Harshbarger will leave Ukraine soon. But I hope as do many English language teachers of Nizhyn district too that the project "Innovative Teaching Methods for the Village Teachers of English Language" will not be over and we will wait for new meetings with new ideas in teaching English. I

am sure that the two teacher-training conferences with the participation of Lisa were unforgettable, bright and useful for all the visitors.

At the very end of my article, I would like to put "A Thank You" letter to Lisa Harshbarger written and signed by the teachers of the village schools of Nizhyn district.



Lisa K. Harshbarger
Regional English Language Officer
for Ukraine, Armenia, Azerbaijan,
Georgia, Moldova of the U.S. Embassy
Public Affairs Section
vul. Hlybochyt'ska, 4
04050, Kyiv, Ukraine

Dear Ms. Harshbarger:

On behalf of all the participants of Teacher-Training Conference "U.S. Presidential Elections 2008 - the Primary Season" which was held at Nizhyn Agrotechnical Institute we would like to express our heart-felt thanks to you for your enthusiasm, kindness and willingness to come and spend some time with teachers of English Language and pupils of 10-11th grades from the town of Nizhyn and nearby villages, Nizhyn oblast Pedagogical Lyceum, Bobrovytsia Economic College named after Olena Mainova and students of Nizhyn Agrotechnical Institute.

Your presentation "U.S. Presidential Elections 2008 - the Primary Season" gave us a better understanding of political system in the USA in a whole and Presidential Elections in particular. It was both very interesting and useful for the participants to know a complete schedule and animated map of presidential caucuses and primaries for 2008 and how primary elections expanded U.S. democracy.

Besides, your excellent presentation promoted the development of listening and speaking skills both teachers and students, formation of cultural skills of conducting a discussion and raising the students' interest to learning of English Language. Fresh ideas which we have got at the conference we will implement successfully in teaching "American Studies" course in our schools.

Once again, thank you very much for your presentation and we hope that our cooperation will flourish and more and more teachers will benefit from these most outstanding events in our profession.

The Meaning of . . . (cont. from page 7)

communicative competence formation; 2) formal self-assessment as a didactic notion that is provided by specially developed student's learning skills in accordance with certain criteria (keys) in the process of correction and self-evaluation of self performance.

Formal self-assessment is conducted on the basis of final results of the language product; inner self-assessment is taken down to the beginning of any activity and distributed on its whole process [5, c. 12]. Inner and formal self-assessment do not substitute but complement one another. Though formal self-assessment can be replaced by the assessment of students by teachers and vice versa, the assessment of students by teachers cannot serve as a substitute for inner self-assessment. Otherwise the teacher's control will replace the expected student's performance.

In accordance with the communicative approach to the teaching/ learning process, the highest level of a trainee's development is considered to be his/her ability for self-management [6]. Consequently, the learning efforts of assessment should encourage inner self-assessment, as a low communicative performance after a certain stage stands for the failed attempt to develop self-assessment capacity [2, c. 162-175; 3; 11].

Self-assessment capacity is formed if it becomes one of the subjects of the teaching/ learning aim [3, c. 27]. Therefore, self-assessment capacity is developed in the process of communicative competence formation. Then it may be shifted on other forms of learning activity. In its turn, self-assessment becomes a condition of communicative competence formation. Inner self-assessment is developed through formal assessment, which is based on arbitrary attention (arbitrary self-assessment) when trainees are aware of their performance being supervised. Formal assessment is aimed to concentrate trainees' attention on a certain language activity. While working at an adequate level of communicative competence formation, self-assessment capacity is achieved (Table 1).

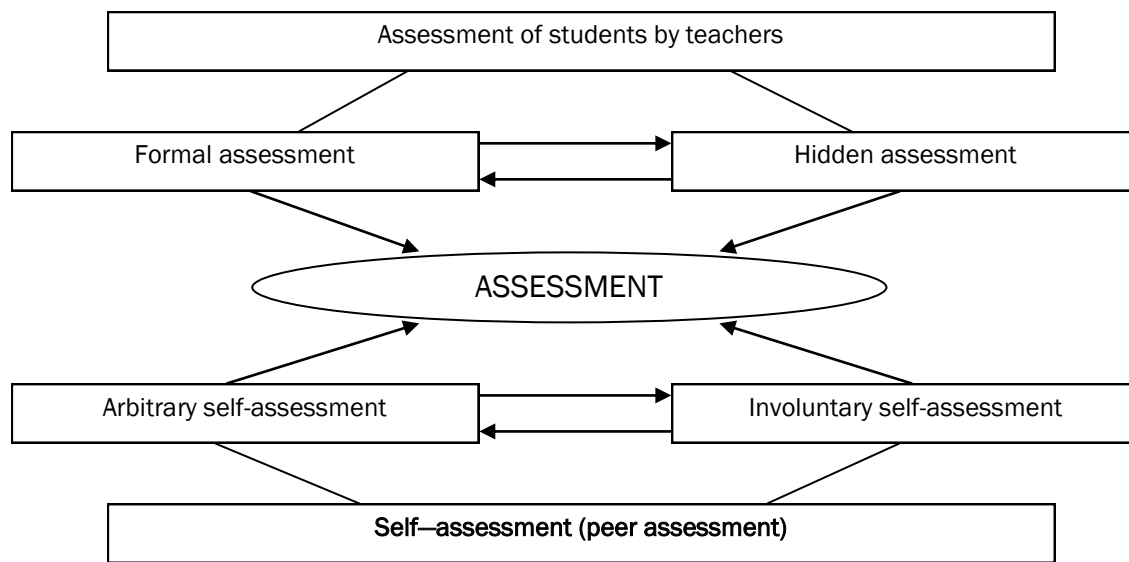


Table 1. Components of Assessment of the Level of Communicative Competence Formation

The next step to build up self-assessment is gained through hidden assessment, which contributes to the development of natural communicative environment through involuntary attention (involuntary assessment). This form of self-assessment becomes a natural component of communication, when assessment of students by teachers is imperceptible and takes off anxiety and lessens emotional tension. In this case attention, volitional, intellectual and emotional specifics of trainees are not directed to overcome a difficult situation but to communicate [8, c. 67].

So, in the process of communicative competence formation, assessment can be viewed as the integration of the assessment of students by teachers and the self-assessment. The focus on self-assessment has been made to benefit both teachers and students. Introduction of self-assessment gives teachers better understanding of students' problems; and students require their self-assessment capacity thus developing it as much a habit of mind as an activity.

*The Meaning of . . . (cont. from page 10)***References:**

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From TESOL-Conference to TESOL-Conference

By: Kateryna Uryvalkina

Teachers of English, teachers of English,
 Teachers of English from Ukraine.
 Teachers from the South,
 Teachers from the North,
 Teachers from the East,
 Teachers from the West
 And all of them are the best.
 Experienced teachers and young teachers,
 Titled teachers and have not been titled yet,
 The best teachers of English,
 The members of TESOL.

Paraphrasing the famous students' saying known to each teacher "From session to session students live merrily", I would like to say "From TESOL-Conference to TESOL-Conference teachers of English live with the hope to get some unforgettable impressions". How great it is that we, Ukrainian teachers of English, have such an organization as TESOL-Ukraine.

This time the 13th TESOL-Ukraine Conference took place in Poltava and was very warmly hosted by the Poltava University of Consumer Cooperatives in Ukraine, one of the leading institutions of higher learning in Economics. Each TESOL-Ukraine Conference, I was present at, is unforgettable in its own way but the 13th one is unforgettable in particular.

Firstly, everyone admitted to the warm welcome and

prompt organization of the conference. When the first participants arrived at the university at 7 o'clock in the morning, the members of the registration body were ready to meet them. It seems that the town of Poltava is "infected" with hospitality. It so happened that before leaving Poltava I had some free time and decided to go on an excursion around the center of the city. I wanted to take some pictures at the background of Poltava's flowerbeds, parks and squares. I had to ask strangers to take pictures. Although it was raining and people were in a hurry, nobody refused me; they stopped and took pictures. So, owing to the unknown inhabitants of Poltava I have lots of perfect views of this beautiful city.

Secondly, each TESOL Conference is memorable because of the guest speakers. This time the participants could listen to the perfect presentations of Dr. Lisa Harshbarger, Regional English Language Officer for Ukraine, Belarus, Moldova, Armenia, Azerbaijan, and Georgia; Kristen Danek from Educational Testing Services (Durham, North Carolina) and Katherine Reynolds, TESOL Coordinator at the University of Wisconsin. Their presentations were made in the form of PowerPoint. That is why the participants could not only listen to but observe what the presenters spoke about. This was Lisa Harshbarger's third TESOL -Ukraine Conference but unfortunately, the last.

Thirdly, I would like to mention the friendly atmosphere of the conference (though this is the

(continued on page 12)

From TESOL . . . (cont. from page 11)

characteristic feature of each TESOL-Ukraine Conference). You see your old friends, make new ones; you can meet a person for the first time, who turns out to be very close to you. It was quite unexpected, but in the Poltava University I met Varvara Chernukha, a graduate from Nizhyn Pedagogical Institute (now University) named after Mykola Gogol. It seemed to me that I met a very close friend of mine, and we had a nice talk about our institute and teachers. Coming back to Nizhyn I remembered Varvara Chernukha to almost all the teachers she was taught by many years ago.

Fourthly, we were impressed by the Resource Center for English Language Teachers and students, the reading hall, the museum of the University and many other things. I am sure many teachers from some institutions of higher education would like to have such auditoriums and

Fifth, the participants of the Conference were provided with a very interesting entertainment program: concerts, theatre performances, museums, and an excursion around the city. Everyone enjoyed visiting the Poltava Battle Museum.

All in all, the 13th TESOL-Ukraine Conference was a big present for me. I am neither a lucky nor an unlucky person, but this time during the raffle I was very lucky because I won the book by Peter Master, a famous American grammarian and the presentation of whom I listened to participating in the 11th TESOL-Ukraine Conference in Kamianets-Podilsky in 2006. It was my dream to get his book English Grammar and Technical Writing, and it came true.

But of course, the main thing of such conferences is that we have plenty of opportunities to discuss our teaching problems, and we can share new ideas in teaching English with each other.

At the very end, I would like to say "Thank you, TESOL-Ukraine, for giving opportunities to bring us, teachers of English from Ukraine, together and realize educational and cultural projects promoting English studies".

Thank you, Lisa K. Harshbarger, Aliona Suhinina, Lilia Shylo, and the members of the organizing committee of the Poltava University of Consumer Cooperatives in Ukraine for your great job that you have done for the best teachers of English, the members of TESOL.

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Article Submission Guidelines: *The Word*

Topics

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

Format & Style

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional, but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or contact the editors with questions.

Submission Deadlines

Please note that the next deadline for submission is Monday, January 19, 2009. Please submit the articles via email to Elise Fader at fadere@byuh.edu.

We look forward to receiving your submissions!

Elise Fader, Ashwin Pandit, and Lisa Kawai, Co-editors

Hawaii TESOL Calendar of Events 2008-2009

November	<u>Practical Workshop for ESL Teachers</u> Thursday, November 6, 2008, 5:30-8:30 pm Location: Kapiolani Community College and the University of Hawaii at Hilo	TBA	<u>Business Meeting & Highlights from TESOL</u> Location: TBA <u>Language Experience</u> Target Language: TBA Location: TBA
February	<u>Hawaii TESOL Conference</u> Saturday, February 14, 2009, 8 am-4 pm Location: University of Hawaii at Hilo		
March	<u>42nd Annual TESOL Convention</u> March 26-29 Location: Denver, Colorado		

Keep up to date with Hawaii TESOL
EVENTS ONLINE AT:
WWW.HAWAIIITESOL.ORG