Hawai'i Teachers of English to speakers of other languages

Inside this issue:

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.

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www.hawaiitesol.org

American Cultural Phenomenon in English Teaching/Learning Process
By: Alla Kyrda

Many reasons, such as the process of globalization, strategic partnership of Ukraine with the USA and potential integration to NATO bring American cultural phenomenon learning into focus nowadays. Domestic and foreign political, social, and economic challenges which contemporary Ukrainian society faces today prove the significance of the theme.

The purpose of this publication is to show possibilities of the integration of polycultural aspects into foreign language studies, English learning in particular. The results of the introduction should help Ukrainian students develop their language and communication skills, enhance their intercultural awareness and foster mutual understanding between cultures and nations.

Though a lot of researchers are engaged in American culture studies, a cultural component in the global English language teaching may be one of the most discussable issues. How much, how often, when and where to use culture matters in teaching a foreign language? The ideas range from almost absolute avoiding them (English is the global language, the language of international business, aviation, shipping, computer science etc. irrespective of a particular culture of its learners) to almost absolute focusing on teaching geography, history, literature (culture is the system of collective memory and collective conscience, the specific type of knowledge) and separating *Civilization Studies* course (or *Country and Civilization Studies*, or *English language throughout the world*) from *English Language Practice.*

According to English course syllabus at Ukrainian non-linguistic universities and faculties the course structure traditionally consists of *phonetics* – listening comprehension, *grammar* – learning grammar rules and constructions, *practice* – speaking, reading and writing professional English. We think that *cultural aspect* should be included in foreign

Paragraph Sandwiches: Improving Students' Writing through an Object Lesson
By: Wendy Whitaker Larson

I was swiftly approaching the middle of the semester with my small class of ten Level 2 Writing II students at Utah State University. The longer the semester progressed, the crisper the weather outside became. By no means was the class early in the morning, but I guess for those Saudi and Domini-can students, the chill of the Autumn mornings made the 10:30 AM just as difficult to attend as any 7:00 AM class would have been. I could see in their cold, tired eyes that their interest in school and in writing paragraphs was rapidly declining.

Paragraph Sandwiches . . . (cont.)

(Continued from page 1)

Up to this point in the semester we had spent the majority of the class time working on structuring a paragraph. The format was straight forward—topic sentence, including topic and controlling idea, supporting details and a conclusion. We would talk about this structure, look at examples and practice through the entire class period. I used the following chart to help the students understand the ideas of sentence construction.

Topic Sentence
Supporting Details
Concluding Sent.
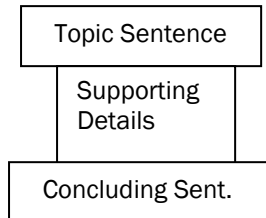
Even after the discussion, practice, and the chart, the students would come back the next day and act like it was the first time they had ever heard of a topic sentence or supporting details. Their writing also showed me that something about paragraph structure was not clicking. Some students were turning in "paragraphs" full of only supporting details, without a topic sentence. Other students had "paragraphs" with strong topic sentences that did not reinforce the topic with supporting ideas. The students used combinations of topic sentences, supporting details and conclusions that were imaginative, but improperly structured. I knew that I needed to find a way to wake them up and bring it to life. Food seemed like the perfect way to do that.

I grabbed a loaf of bread, some peanut butter and a jar of raspberry jam on my way to class the next day. The students sauntered into class, shivering in their coats and scarves, obviously wishing they were still in their warm dormitory rooms asleep. I cheerfully announced to the class that I was hungry and thought we should eat something before we started in on the day's lesson plan. They were confused at the change in plan, but gradually started admitting that they, too, had skipped breakfast and could use a bite to eat before getting on with the school day. I told them I had brought peanut butter and jelly sandwiches.

"Who wants the first one?" I asked and waited for a few seconds before one of the Dominican boys unashamedly raised his hand. With this first volunteer, I pulled out a paper plate and spread peanut butter and jelly onto one piece of bread only and handed it to the student. I could see in his eyes that it was unlike any other sandwich he had ever seen before. It did not have a top side.

Then I asked, "Who wants the next sandwich?" A few more students volunteered. So I whipped out a few more paper plates. One student got two pieces of bread with nothing between them. Another student got a pile of peanut butter and raspberry jam on a plate with no bread at all. Yet another student was given the end piece of bread, just the end piece and absolutely nothing else! The sandwich service continued. My students started to smile and snicker as I handed them their unfulfilling lunches.

"Don't you guys like my sandwiches?" I asked, pretending to be hurt that none of them were eating their strange combinations of bread, jelly and peanut butter that I was giving them.

I asked, "Is there a better way to make a sandwich?" All of the students nodded their heads at the same time. After that they proceeded to tell me that I needed to start with one piece of bread, then I needed to spread peanut butter over the bread, and jelly over the peanut

A Day in the Life
of a Stay-at-Home-Mom/Online-Educator
By: Lorraine Lucrecio

Distance education has rapidly grown in recent years to the benefit of institutions and learners. Providing education for a wider range of people while remaining cost efficient appeals to school administrators as the flexibility of class schedules brings in students. Brigham Young University – Hawaii (BYUH) launched its first online class specifically geared for the English language learner in the spring of 2008. BYUH's objectives in offering this and other courses are three-fold: to better prepare international students to be successful in a university environment; to offer education for those unable to physically attend school in another country; and to provide a more time efficient schedule for students to attain their degrees.

As classes form, teachers are also needed. Most teachers are trained to teach in a physical class environment where in-class instruction is primarily that, in class, with a private room, ample supplies, and a 50 minute time frame. Yet, as the con-cept of "working from home" has increased in popularity, teaching online can seem very appealing.

This past semester, I had the opportunity to teach an online course for the first time. I had had several years of experience teaching the same course on campus, and thought an online version would be relatively easy. Although I experienced many of the usual technology problems, I found that my biggest challenges were time organization and role separation. The following is a snippet of "a day in the life of a stay-at-home-mom/online-educator."

November 25, 2008
My tutoring session day – recorded during real time.
I know that everyone in the distance ed team (whether tutors, developers, tech support, etc.) has their complications and difficulties in their aspect of the work. I just wanted to share in real time what it was like teaching from

Using Google Reader for Professional Development
By: Betsy Pfaff Lavolette

Quite often, I am asked how I keep up with the latest technology and education developments. My secret? Google Reader.
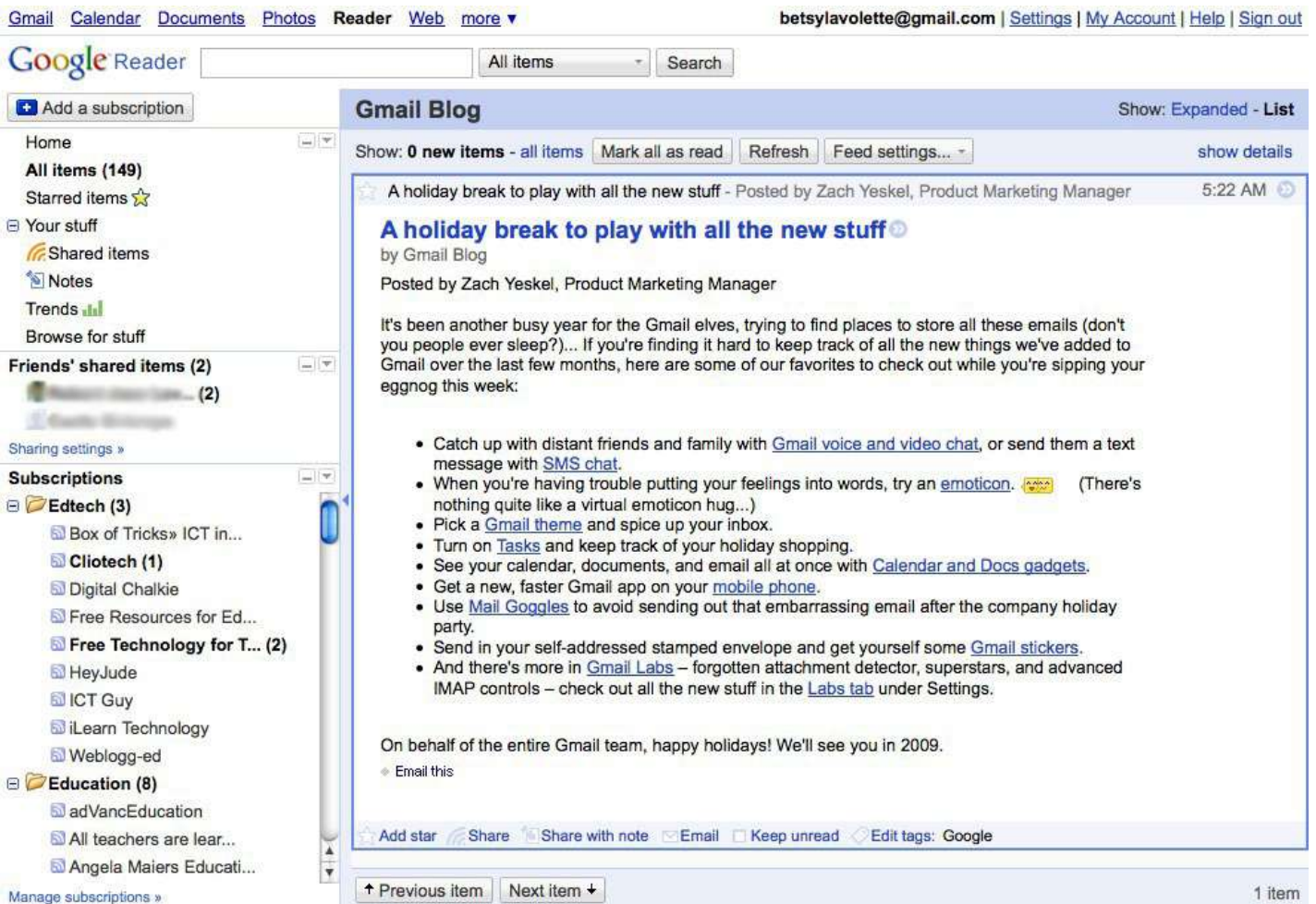

Figure 1: Screen shot of Google Reader.

As language teachers, we know that professional development is essential to keeping up with the latest developments in the field and ensuring that our skills and knowledge are current. We have many opportunities to do this, including attending conferences, reading professional journals, and collaborating with colleagues. One form of professional development that you might be unaware of is reading blogs and websites.

You might think that blogs are not serious enough to be of use to you. You might have seen blogs written by friends and acquaintances that are simply records of their daily lives without any content of interest to professionals. However, many blogs are extremely relevant to ESL teachers, as is the content on the websites of many professional organizations and news sites.

The content available on the web may be relevant and interesting, but as professionals, we are simply too busy to surf around the web each day reading blogs and websites. To save time and bring all of this information to one location, a feed reader is invaluable. A feed reader constantly checks the blogs and websites (or *feeds*) you tell it that you want to read. When it finds new information (or *posts*, in the case of a blog), it displays it for you to read at your leisure.

Paragraph Sandwiches . . . (cont.)

butter. In the end, they said, I needed to put a second piece of bread on the top and then I would have a complete sandwich.

It was the perfect set up. The students were "teaching" me. I put down my butter knife and picked up my white board marker. "I drew a little diagram on the board to show the students that I understood the instructions they were giving me. I praised them for helping me understand the importance of good sandwich making.
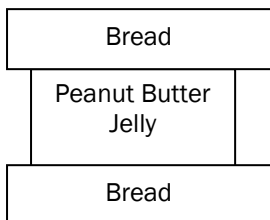
Then I said, slightly sarcastically, "Wait, this is kind of like what we've been talking about in class. Do any of you see how making a peanut butter and jelly sandwich is like writing a paragraph?" It took a few seconds and then I saw most of them remember the paragraph format we had been talking about for the past few weeks: topic sentence, supporting ideas, concluding sentence. I explained how sometimes the paragraphs that they wrote were either like two pieces of bread with nothing in between or a spread of peanut butter and jelly with no bread.

Bread
Peanut Butter Jelly
Bread

As the semester pressed on I realized that serving my students messed up sandwiches had not completely cured all of their English language deficiencies, but it brought their understanding of the importance of paragraph structure to a higher and more refined level. As I worked one-on-one with the students I could say, "Your paragraph needs another piece of bread." Several times, when I had some of these students in more advanced writing classes, I heard them say to me and to their classmates that they knew how to write better in English because they had been taught how to make the Paragraph Sandwich.

About the Author:
Wendy teaches English as an International Language at BYU-Hawaii and enjoys eating PB & J outside of the classroom.

A Day in the Life . . . (cont.)

home. This is raw information and I've recorded every-thing by the minute.
Overview:
I am holding individual 30 minute evaluation sessions on Skype with a few students today. My computer does not have the necessary equipment to hold these sessions on camera or by microphone so instant messaging is the only option.

I reviewed the latest tutor session schedule given to me on November 21st. I've made the necessary adjustments to have a smooth day. I get off work at my seasonal part-time job at 1:30pm. My first appointment is at 3:30. The original plan was to have a babysitter pick up my son, Josiah, (5 years old) at A+ After School Care at 4:30 and watch him and my younger son, Elias, (2 years old) until the end of my last appointment at 6.

My babysitter called at 2:15 saying that she needed to drop off Elias at 2:45 (something came up). I look over the tutor schedule to figure out when to pick up Josiah. I have a 30 minute break between two appointments around 4:30. Perfect. I can run over and pick up Josiah and be back in time for the next session.

2:58 pm Log on to prepare for 3:30 appointment. Skype chat immediately opens and I receive a message from Yuta asking when I will call him since his appointment was at 2:30. *(2:30? Was there a miscommunication between the secretary and myself? I thought I said the earliest I*

could make an appointment was at 3:30?) That's okay. I take Yuta's appointment. He seems to be a little terse since I am late with his session. I scramble through my documents on my computer trying to find the evaluation questions and schedule while chatting with him. I was unprepared for this meeting, but I make the best of it.

3:00 My babysitter arrives to drop off Elias. He wants to play. I hug and kiss him for a brief moment and then bring out his toy cars & blocks for him so I can devote my full attention to Yuta. Elias entertains himself for awhile.

3:28 Nobu comes on for his 3:30 appointment. I'm doing both Yuta & Nobu's appointments simultaneously. In between the conversations, I cleaned up Elias' bloody nose (I have no idea how he got it), made him a snack to eat, put on a video, cleaned his muddy hands & feet since he was in the yard, and changed his underwear since he missed the potty.

3:44 Yuta's tutor session ends. Nobu's session continues slowly. It takes almost 2 minutes for a response from him. I'm not sure if he's away from his computer, or trying to figure out what my comment is, or taking time to form an articulate response. (or, if the internet is just slow). During the wait time, I realize that I know that I won't be able to finish Nobu's session, lock up the house, take Elias, pick up Josiah and return home by 4:30 (Muneto's appointment).   I call around for someone to pick up Josiah. Elias found the Cheetos and smashed some onto the carpet. Oh well. It can wait. He also spilled his milk. That can't wait. Clean up the milk. Elias wants to play so he's on my lap, touching the keyboard and trying to shut my laptop.

4:22 Left a message for Muneto on Skype chat letting him know

A Day in the Life . . . (cont.)

(Continued from page 4)

That I'm ready for out 4:30 session. I found someone to pick up Josiah. Thank goodness! The latest pick up time is at 5:30.

4:36 Manami comes on Skype chat wondering if I was ready for her appointment. I'm confused. My schedule says that she is to meet with me tomorrow at 4:30 but I take the appointment anyway. I am on Skype simultaneously with Nobu, Manami, and waiting on Muneto. I wonder if I have another updated schedule so I check my email. To my surprise, there is an updated schedule that was sent today at 1:30 with newly confirmed appointments. – the first one being Yuta at 2:30. I should have checked my email first so I wouldn't have felt so surprised and unprepared. I realize that the email was a forwarded message of a reply message. I notice that it had originally been sent out at 9:30 this morning – but I was not included in the list of recipients. It's a good thing this reply was forwarded to me or else I would have no idea what the new schedule was like. Simple error, yet the mix up could have been easily prevented. This is also not the first time it happened.

4:41 Nobu's session ends. I'm trying to peel Elias off of me since he's climbing on my back, on my lap, pulling my hair, my nose, my ears wanting to play. I'm getting irritated since I just want to focus, but I feel bad for neglecting my son. I set him down and play tickle in between conversation with Manami.

4:53 Manami's session ends. Play blocks with Elias.

4:59 Muneto's session begins. Elias managed to climb on the top of his dresser in the closet and pull down all the clothes on the hangers. I put on another video to entertain him. The hangers can wait.

5:30 A friend of mine comes on Skype chat since she sees that I'm online. We chat briefly, and I politely end it since I'm "at work". I notice that Elias has no pants or underwear on. How long has he been like that? I walk around the house trying to find places that he's "damaged".

I try to get in contact with Jun (appointment is at 5:30). Something weird is going on with Skype – not letting me connect with him.

5:34 Muneto's session ends.

5:36 Jun's session begins. His responses are also slow, averaging about 3 minutes between. Between the wait time, I start making dinner, throw a load of laundry in, try to clean up the Cheetos, and talk with my neighbor who dropped by to give me a Thanksgiving treat. Elias also found the bag of rice, put some into a bowl and is playing with his dump truck with uncooked rice all over the kitchen floor. That can

wait. He's also managed to climb on the kitchen counter looking for something to eat. I grab the poi from the fridge and sit him in the patio to eat it.

6:15 My friend brings Josiah home. Josiah is excited about his turkey art project that he made at school and shows me some books he got from Junior Scholastic Book Club. He wants to read one now. I tell him to wait. He and his brother can eat and play a video game while I finish up with Jun. I'm tired, I'm frazzled, I feel bummed that I can't take advantage of the rare opportunity of reading with Josiah and sending him off to play a video game instead. Here I am, a reading teacher, and I don't have time to read to my child when he's *finally* asking for it? In the meantime, Jun's session is turning into an advice column (on my part) rather than a class evaluation. That's okay, but I'm frustrated that I can't get any responses from him despite my clever attempts to get back on track with the evaluation. After a while, I stop trying and the evaluation turns into a motivational session.

6:37 Jun's session ends. I finish up, glare at my messy house, sigh at my half-made dinner, look at my sons playing video games, and try to figure out what to tackle next. Husband doesn't get home until 8:30 and I still need to make dinner, clean up the house, help Josiah with his homework, give them baths, and finish grading some assignments.

Thoughts (later that day)

I am a teacher. I've been known by my students to be energetic, active in teaching and learning. I give difficult yet reasonable homework and most importantly I correct/respond/ grade assignments quickly and efficiently - returning their work the next class period. I've prided myself in staying on track, on task, being organized, and staying two steps ahead in planning for future lessons throughout the week and semester. I loved my office and I enjoyed students' visits. That said, I am a completely different teacher online. There are a couple things that I think are significant factors in my failing teaching techniques.

1) Organization

Now that I've essentially moved my office into a home that has absolutely no office space, I am a total mess. I've tried different areas in my small townhouse to set up a workplace that is efficient. When that didn't work, I've tried several organizing methods. When that didn't work, I tried something else, and something else, and something else. Since I am teaching and pursuing a graduate degree from home, taking care of 2 small and active sons, taking care of the housekeeping, etc, I am honestly overwhelmed since I'm unable to find an efficient system for me.

American Cultural ... (cont.)

(Continued from page 1)

language studies as an obligatory component of the course structure and content.

However, there are more possibilities to introduce cultural phenomenon while having practice (learning professional English). At English lessons for future civil aviation engineers it is appropriate to offer reading and speaking on such themes as *American Airlines, USAir, Damin Express Cargo Copter Service, Federal Express* or *the U.S. Postal Service*. English class for airport engineers can cover the following topics: *TOPS –Terminal Operations and Planning System* developed by American Airlines, *MICS – Miami International Cargo System* recently activated by Miami Airport, *Baltimore/ Washington International Airport* and *New York International Airport*. Future programmers can be motivated by investigation and discussion about *Leading computer corporations IBM and Apple, American PC inventors and founders of the major companies Steve Wozniak, Steve Jobs, Gary Kildall, William Gates*. Tasks for students of Management Faculty can involve *Employment Service in the United States, Methods of job candidates recruitment in the USA*, for lawyers – *The National Government of the U.S. (executive, legislative and judicial branches), State and Municipal Governments, Political Parties of the United States,* for sociologists – *Social Customs in the USA, America's Reading, Youth Culture (subcultures and counterculture) in the US, Role of Women in Making of America.*

A number of topics can be used for students of all areas of specialty. They are about American history and culture through the prism of dramatically diverse physical geography and US regionalism. E.g., *Washington, D.C.* (overview of political system, institutions and museums); *The South* (Slavery and Civil War, Civil rights movement and black poetry); *The Southwest* (Native Americans, Hispanics and bilingual teaching), *The Pacific Northwest* (nature preser-

vation and environment protection), *Alaska* (discovery, its purchase by the USA from the Russian Empire, years of "Gold fever", natural resources).

Especially welcomed are such topics as *American Values/ European and Asian Values*; *New York* (multiculturalism, skyscrapers, and terrorism) or *Higher Education in the United States* (system, sources of funding, student exchange programs, scientific research). Fellows can read and speak about historical documents that were very important to the creation and development of the

United States (the Declaration of Independence, the Constitution of the United States, the Bill of Rights). Knowing the basic ideas of these documents will help students understand the ideals that the founders wanted for the new country and the kinds of laws and government that they wanted to pass on to future generations. It's interesting to compare them with major documents of our country (what they are, when they were written, what basic ideas are in them, if the original ideas have been changed over the years). Some classes can focus on developing participants´ cross-cultural awareness – *"Melting Pot"/"Tossed-Salad"; Changing Religious Landscape of America*; *Male-Female Relationships in the USA, The Independence Day and other holidays as reflection of American values*.

Students of any year of study and area of specialty can be offered the following discussion questions and tasks:

- Is it better to study major international languages like English or minority languages for the sake of regional identity?
- Should Religion as a school subject include all the major world religions or the majority religion in your country?
- How do you think American culture differs from the culture of your own country?
- Each country has a set of characteristics and values that form its national identity. Choose and compare things that you think are valued in the United States and in your country (competition, education, family, freedom, friendship, generosity, hard work, having fun, hospitality, individualism, obedience, privacy, independence, tradition, other).
- Which words would you use to describe people in your culture/ Americans (aggressive, ambitious, creative, flexible, formal, friendly, group-oriented, informal, materialistic, optimistic, passive, practical, reserved, respectful, rigid, spiritual, time-conscious, other)?

It would be interesting to recall some epoch-making events that affected development of American/ Ukrainian society. For instance,

- *Participation of the USA* (as the USSR ally) *in the World War II* and its transformation into a major military power.
- *Postwar world division* into two groups: the capitalist, led by the United States and the communist, headed by the Soviet Union, tension between them and the threat of nuclear war.
- *Entrance of the United States in a "space race"* with the Soviet Union in the 1960s, great contribution of numerous American and Ukrainian scientists, designers of space-rocket systems, cosmonauts (Neil Armstrong, Serguiy Koroliov, Volodymir Chelomey) into the space exploration.
- *The greatest cause of change since the 1970s – the personal computer creation* thanks to American inventors, founders of leading computer

American Cultural ... (cont.)
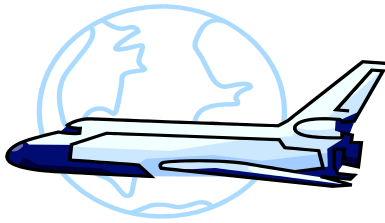
companies, its spread across the country: in schools, hospitals, businesses (achievements of Ukrainian scientists in this field).

- *The technological advances of the 1980s and 1990s* (improved versions of computers, cellular phones, fax machines, electronic mail, the Internet) and appropriate changes in every aspect of life of the United States.
- *New waves of immigrants* (many of them from Ukraine) and their contribution in the development of US society.
- *Strategic partnership of Ukraine with the USA, the European Union and Russia* (history, political influence, economic links and priorities, social and cultural similarities and differences) and
- *Ukraine's actual and potential membership with international organizations: UNO, UNESCO, CIS, WTO, EU, NATO, others* (goals of the structure, our country's priorities, motivation, risks and advantages).

This approach improves students' research skills, offers authentic materials to inspire discussions and subject related communication. The class investigates and discusses topics, going from comprehension and reproduction to production. It involves comparing and contrasting, problem solving, brainstorming, sharing experiences and opinions, and performing creative tasks. Such an English course not simply develops the language competence and communication skills of students, but also motivates and challenges participants, offers professional knowledge, enhances their awareness of cultural matters and promotes tolerance and partnership between cultures and nations.

Using Google Reader . . . (cont.)

Many desktop applications are available, but in my opinion, a web-based reader is the most convenient. A web-based reader is available to you on any computer that has Internet access, so you can sit down at anyone's computer or in a library and read your feeds. You can even read them on your mobile phone while you are waiting for a meeting or a doctor's appointment.

My preferred web-based reader is Google Reader. It is free to use, and if you use Gmail, you already have an account. If you don't yet have a Google account, signing up is quick and easy. Here's how to get started.

1. If you don't have a Google account, sign up for one at https://www.google.com/accounts/NewAccount.

2. Once you have a Google account, you have a Google Reader account. Log in to your account and click the "Reader" link at the top.

3. Add some feeds! You can click "Discover" to add some feeds that Google recommends, or you can check out my recommendations below.

4. To add the feed of any blog or site that you want to follow, look for the feed icon on the site. Usually, feed icons are orange, but they can be other colors, too.

When you click one, you will get a choice of how to subscribe to the blog. Simply choose "Google," and you will be able to add the subscription to your reader. Even if you do not see the icon, you may still be able to subscribe to the page. Look in the address bar of your browser. If you see the feed icon or the letters "RSS," you can click it just as you would the icon on the page.

Figure 2: Feed Icon

In addition to the convenience of Google Reader for managing the feeds that you want to read, it also has a social feature. You can share posts with a list of friends. You can choose who you will share your posts with by changing the "Sharing settings." After you have set these options, you can share a post by clicking "Share" at the bottom of it. You can also send the URL of your shared posts to anyone. For example, my shared posts are at http://is.gd/cRtS.

If this article piques your interest, you can view a detailed slide show of how to get started with Google Reader at http://betsylavolette.com/?p=367.

A Day in the Life . . . (cont.)

2) Role Separation

It's really different to be working from home. When you are working outside the home, you have specific hours when everyone knows they can count on for you to be fully focused and deliver your best work – and that you are unavailable to fulfill other personal obligations and responsibilities. When I work at home, everyone thinks that I'm available at any time of the day and once contacted, I can be fully focused and deliver my best work. Untrue. Yes, I am at home. I am at home – working. It is a mishmash of every single role I have as wife, mother, teacher, student, daughter, sister, friend, neighbor, etc.

It was evident in each of those roles that since I was "home" . . .

I was expected to take Elias – the babysitter had other things to do. It was not a big deal that she drop him off early since I was already home. This would not have happened if I was in an office until 6. She would not have come by my workplace. But, I was home.

I should be able to give my children my attention by playing, feeding, and just taking care of things.

It was generally expected that I may be contacted at any time of day by students, colleagues, etc, and adjust my schedule accordingly – at any time of day.   Actually, work is on my mind and addressed all day. Is this really an adjunct faculty position? Management of time, space, and roles are CRITICAL. It is critical to not only my well-being and sanity, but critical in my work performance in all aspects of my identity. I guess one could say that the state of my home right now is a true reflection of what is going on internally for me. I've become stressed, irritable, and impatient. I know that I'm not doing my best work in anything although I feel like I'm working harder than ever.

Epilogue

   To be successful in teaching future courses, tech support issues need to be addressed for off-campus adjunct faculty and an efficient organizational system must be implemented and mastered. I wonder if other work-at-home professionals have the same kinds of issues and if anyone has resolved the types of concerns that I have experienced.

   A new semester is beginning, and I have asked myself if I am ready to do it again. The answer? Definitely yes! I do prefer teaching in-class; however, distance ed teaching is not only perfect for my current life's situation, but it also provides opportunities of learning for a wide audience that otherwise might not pursue an education.

About the Author:

Lorraine Lucrecio is a stay-at-home-mother-of-two-active-boys, a graduate student, and an online educator for Brigham Young University-Hawaii. Her interests include online instruction strategies, intercultural relations, and keeping sane.

American Cultural ... (cont.)

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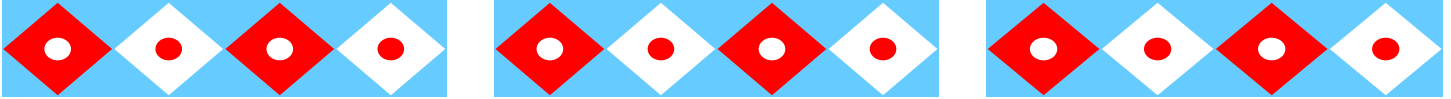
Using Google Reader… (cont.)

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Suggested Blogs and Websites

I recommend subscribing to the following blogs and other websites. You can always unsubscribe if the content is not useful to you, so subscribing is risk free. The links below and all other links in this article can be found at http://is.gd/dWyl.

ESL

adVancEducation

http://advanceducation.blogspot.com/

E|FL 2.0

http://maberui.webs.upv.es/

Larry Ferlazzo's Websites of the Day

http://larryferlazzo.edublogs.org/

Quick Shout

http://quickshout.blogspot.com/

Technology and Education Box of Tricks

http://www.boxoftricks.net/

Teaching English as a Second or Foreign Language

http://tesl-ej.org

Non-ESL Education

All Teachers Are Learners

http://ogrady.globalteacher.org.au/

Inside Higher Ed - News

http://insidehighered.com/news

Educational Technology

Cliotech

http://cliotech.blogspot.com/

Free Resources for Education

http://pdonaghy.blogspot.com/

Free Technology for Teachers

http://www.freetech4teachers.com/

iLearn Technology

http://ilearntechnology.com/

About the Author:

Elizabeth (Betsy) Lavolette received her MA in second language studies from the University of Hawaii at Mānoa in December 2008. Her research interests are computer assisted language learning and corpus linguistics. She is currently a research and design assistant in the Distance Course Design & Consulting group of the Department of Educational Technology and a freelance copy editor. She has taught ESL/EFL in Hawai'i and Japan. You can contact her via her website at betsylavolette.com or e-mail her at betsy@betsylavolette.com.

Hawai'i TESOL Calendar of Events 2009

March   42nd Annual International TESOL Convention
        March 26-29, 2009
        Denver, CO

April   Business Meeting and Highlights from TESOL
        April 17, 2009
        Location: TBA
            The annual business meeting serves multiple purposes: to hear reports from members who attended the Internal TESOL Convention, to reflect on Hawai'i TESOL's year of events with reports from the board members, finally to elect new officers to serve on the board. Have you been thinking about getting more involved in Hawai'i TESOL? This is your opportunity to step up and join the executive board.

May   Language Experience
        May 20, 2009
        Location: TBA
        Target Language: TBA
            Don't miss out on our final event of the year. The language experience introduces a language learning experience through a mini lesson by a native or fluent speaker, allowing participants to sample a new language and culture. Audience members have fun attempting an unfamiliar tongue and are reminded what it is like to be the student instead of the teacher.

Keep up to date with Hawaii TESOL events online at www.hawaiitesol.org

Executive Committee
2008-2009

President	Mark Wolfersberger
Vice President	
Membership Secretary	
Treasurer	Jeff Mehring
Program Committee	Kyung Hee Choi
	Reggie Gentry
	Chiharu Iwamoto
Socio-Political	Adam Pang
Conference Chair	Laura Kimoto
The Word Newsletter Committee	Elise Fader
	Ashwin Pandit
	Lisa Kawai
Member at Large	Nicole Ernst
	Shawn Ford
Webmaster	Perry Christensen

Hawai'i TESOL Opening Social
At McCoy Pavilion, Ala Moana Beach Park Monday September 22, 2008

Hawaii TESOL Practical Workshops
November 6, 2008

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 <u>no more than 4 pages</u>, 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 nest deadline for submissions will be posted on the website. Please submit the articles via E-mail to Elise Fader at fader@byuh.edu.

We look forward to receiving your submissions!

The Word Newsletter Committee:
Elise Fader, Ashwin Pandit, and Lisa Kawai