



# HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

## THE WORD - VOLUME 19 ISSUE 2

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

**www.hawaiitesol.org**

### Pair Practice: More than Playing in Two's By: Harry Carley III

#### Introduction

As of December 2009, English language classes for Japanese elementary students had yet to become a required subject. Instead classes are given on a hit and miss approach. Some schools have them once a week, twice a month, once a month, etc. Regardless of the frequency (or in this case infrequency) of the classes, whenever the English lessons are held, they are normally for a 45-minute session. Not exactly a huge amount of time when one takes into consideration the frequency of the lessons.

It is extremely important to fully optimize the block of 45 minutes to its maximum learning potential. This means all the learners, all the class time. Thus all activities should involve everyone. This total involvement of the entire class is best resolved by having the students practice the target language in pairs. There are four major benefits to pair practice: **Everyone is involved.** Each student is either a receiver or giver of some form of language

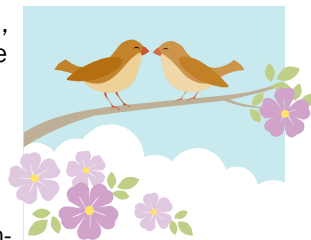
information. One student may be asking a question, for example: "Do you have a pencil?"

This requires the second student to give a response. The response can come in the form of a simple verbal reply or more actively, through the use of a response sheet, cards, or other form of task objective that involves an interchange of ESL.

**Frees up the teacher.** Through the active involvement of all the learners, the instructor(s) is able to assist those with difficulties. Additionally, this allows those learners who are able, to continue at their own pace.

**Eliminates troublesome students.** Students that are overly active (problem students) do not affect the entire class with their antics but are forced to participate in the tasks. This effect may not magically occur through a single class. It will actually require a greater amount of time over a larger amount of lessons. In the end though, in almost all class

(Continued on page 2.)



### It is Never too Late to Learn By: Kateryna Uryvalkina

Everybody knows that today the English language is as popular and important as ever. Not for nothing, Modern English sometimes described as the first global "Lingua franca," is the dominant language or in some instances even the required international language of communication, science, business, aviation, entertainment, radio and diplomacy. Approximately 375 million people speak English as their first language. Linguistic professor David Crystal calculates that "non-native speakers now outnumber

native speakers by a ratio of 3 to 1". In 90 countries of the world, the English language is either a second language or studied widely. And Ukraine, luckily, is not an exception.

Although the need to learn foreign languages is almost as old as human history itself, the languages and methods of studying them are changing, and of course they are in the field of vision of the teachers of foreign languages. Not by chance the role of a teacher of the

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## Pair Practice . . . (cont.)

(Continued from page 1.) room situations, even the most troublesome students can come around and begin to actively participate. “What about the individual who is the partner of the difficult student”, you might ask.

Depending on their personality, that partner may actually be the best one to persuade the difficult student to join in. Regardless, of what the instructor may say or do, it can actually be the other students who exert some simple peer pressure to convince everyone to participate.

**Memorable to ‘rememorable’.** This of course brings us to the last and most important benefit of pair practice. If the task or activity is designed in such a way that the students don’t have to do it, but **want** to do it, then that makes the language learning that much more achievable. Most importantly it not only makes the lesson memorable but **(re)memorable**. These are the bits and parts of the English language that the learners can remember because they want to. They are consciously or unconsciously putting lessons together to establish a language that they can and want to use.

### Summary

The use of pair practice encompassing the entire class over time can produce exponentially positive results. This is especially important when there is a lack of frequency between the lessons. Regardless of ESL ability, each student is able to fully participate. The instructor is free to assist those that need it. More advanced learners are able to progress. All these are genuine reasons why having students practicing in pairs can create efficient and effective language learning.

**About the Author:** Mr. Harry Carley has been living and teaching in Japan for the past 20 years. He has been teaching at some of the same schools for over 15 years. He has an M.A. in ELT.

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## Hawai'i TESOL Calendar of Events

March	<u><a href="#">44th Annual International TESOL Convention</a></u> March 24-27, 2010 Location: Boston, MA
April	<u><a href="#">Business Meeting and Highlights from TESOL</a></u> April 2010 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	<u><a href="#">Language Experience</a></u> May 2010 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 Hawai'i TESOL events online at [www.hawaiiitesol.org](http://www.hawaiiitesol.org)

## “To boldly go where no man has . . .”

By: Harry Carley

Okay, admittedly that sounds extremely sexist, but back in the late 60's that heralded the start of an American television show. At the time it actually wasn't very popular. It went on though, to generate a cult like following and expand into numerous movies; all under the name of 'Star Trek.'

The full intro (in case anyone has forgotten) went as:

*“Space...the final frontier. These are the voyages of the starship Enterprise. It's five-year mission: to explore strange new worlds, to seek out new life and new civilizations, to boldly go where no man has gone before.”*

I can say to myself, “yea, I've had days like that.” Or so it seems sometimes. Living in a foreign country like so many other teachers do, I too, feel as if I am on some sort of journey. I can remember when and where it all began. I have difficulty seeing the end though; comparable to the task of language teaching.

There is a time when the classes begin but, similar to a space ship being launched, where it goes, and what planets it will visit are not known. Likewise, whether we are employed in the public school system, working at a private school, or have our own school or business. The end product of – ‘how to engender competent speakers of English’ can also be unclear and fuzzy.

Similar to the ‘five year mission’ of the starship Enterprise (the show was canceled after three years) we may not see our students through to the end. They may graduate, move on to another school or area, or just lose interest. As with so many students at the elementary level that I interact with, once they start junior high school they just become too busy. They become transported to an entirely different universe; one of sports clubs, constant practice and preparation to ascend to the next greater universe-senior high school. Disheartening and sad to see the students go, but that is the nature of our work.

The time we do have with our students may be similar to ‘*exploring strange new worlds*’; for the students as well as ourselves, the instructors. The world of language learning; an ever changing, nothing constant, looking for the most direct path, “should we teach this, review that, or go on to something new” type of macrocosm. One never knows which way is truly best. A single direction of which may seemingly lead into a black hole or open up to reveal a whole new galaxy of wonders and areas of future exploration

At the same time that we may be exploring new worlds, we may also be “*seeking out new life*” or “any life?” (I've had a few classes like that too). Maybe we could even be trying to put some life back into ourselves while reinvigorating our own instruction. Probing into fresh methods of learning, new- ideas, games, and activities, anything with the word ‘new’ attached to it.

These all seem part of the ‘*final frontier*’. To not only boldly go but to also make a difference, to say that we achieved something and assisted others for their own life learning benefit. Language attainment is not easy, it is not a short journey but one that is continuous and ever challenging. At times it is not only about the language itself but additionally, the cultural aspects, the differences and the similarities where ever we may reside.

Boldly (hopefully) going where no (wo)man has gone before into the New Year and beyond.

**Live long and pronounce.** ---Harry Carley

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## It is Never too Late . . . (cont.)

(Continued from page 1.) English language at schools, lyceums and higher educational establishments is invaluable, as he/she not only teaches this language to students, but also helps them to realize gladness and happiness from possibilities of intercommunication. A teacher, who realizes his/her pedagogical capabilities creatively, develops and strengthens his/her internal bent for self-improvement – just the same teacher of English language is needed to modern schools nowadays.

With the purpose to improve professional skills, knowledge, and confidence through the interactive activities in teaching grammar, and to communicate with the native speaker, the English language teachers of Nizhyn district and town schools, regional lyceum of Nizhyn Pedagogical University gathered for a teacher-training seminar in the quiet reading room of Nizhyn Agrotechnical Institute. This teacher-training seminar was dedicated to a very important branch in teaching English language – grammar. It was conducted by Thomas Santos, the Regional English Language Officer ([RELO](#)) for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, and Moldova at the U.S. Embassy in Kyiv. By the way it was the seventh teacher-training seminar for the teachers of English language of Nizhyn district schools delivered by native speakers from the USA and Ukrainian trainers. We all remember [English Language Fellows](#) Ann McAllen, John Silver, and Jennifer Herrin; [RELO](#) Lisa Harshbarger; [English Newspaper Editor](#) Tatiana Mykhailenko, and of course, we are very thankful to all of them for their great help.

The theme of Thomas Santos' presentation was dedicated to grammar and called "Effective Frameworks for Teaching Grammar". It was chosen not by chance; in fact, without knowledge of grammar there can't be communication of full value between people.

At the beginning of the seminar Thomas Santos requested that the English teachers recollect theories in grammar a bit, and then he moved to the practical examples and interactive activities

in teaching English grammar. As a basis of his seminar T. Santos took "Perfect Tenses" because this group of tenses is one of the most difficult in English grammar for Ukrainian students.

So, at first teachers and Thomas Santos discussed the question "What is the role of grammar in a communicative approach?" It is worth mentioning that teachers of foreign languages recognize the importance of teaching grammar, but very often they associate grammar only with the form and communication with the meaning, and thus, they can't see how these two aspects easily fit to-



gether, and very often both students and teachers forget about the use of the grammar structure. Thus T. Santos helped the participants of the seminar to appreciate the fact that grammar is not just form and meaning. While grammar does indeed involve form in order to communicate, language users also need to know the meaning of the form and when to use them appropriately. At the end of the discussion, the teachers came to the conclusion that in fact, it is sometimes not the form but the meaning or appropriate use of a grammatical structure that represents the greatest long-term learning challenge for students. For instance, learning when it is appropriate to use the Present Perfect Tense instead of the Simple Past Tense, or Present Continuous instead of Simple Future Tense. To understand it better T. Santos presented the three dimensions of form, meaning, and use in the form of

a pie chart, with their interrelationship. After that the participants were asked to do the activities which helped them to illustrate "How is the grammar structure formed?", "What does the grammar structure mean?" and "When or why is the grammar structure used?" At the end of the first part of his presentation T. Santos emphasized that helping students learn to use grammatical structures accurately, meaningfully, and appropriately is the task of the teacher of the English language. "A person will be able to communicate meaningfully in English if he/she recognizes the undeniable interdependence of grammar and communication", said T. Santos and passed to the second part of his presentation.

The seminar participants were involved in different activities which demonstrated the interdependence of the three grammar dimensions (form, meaning and use). At the end of the seminar the teachers played different games, which helped them to use effective methods in teaching grammar.

Two hours of communication with Thomas Santos flew very quickly. On completion of the seminar T. Santos answered questions which interested teachers and got the invitation to visit Nizhyn once more. The picture made for the memory and the impressions left after the communication with T. Santos will always be remembered by the participants of the seminar.

But it was not the end of T. Santos' stay at Nizhyn Agrotechnical Institute. He also met with the students of the Economic and Management Department and was interviewed by two students – Vika Terebun and Vita Fesenko. These two girls, the students of the second course of Economic and Management Department, played the role of the journalists and asked T. Santos different questions. Before the meeting the girls were excited because for the first time in their lives they communicated with a native speaker in the English language. They were afraid to make some grammar mistake or that they could not under-

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## The Marked Paper Dilemma By: Dr. J. Perry Christensen



Like you, I often feel frustrated after I spend all night marking written work only to have students take a cursory look at their papers and then toss them in the trash. I also feel discouraged that there is so much I want to tell my students about their writing, but I just don't have the time to schedule one-on-one conferences. Furthermore, some common mistakes occur across the class that warrant a group discussion.

To combat my dilemma I decided to let the students tell me what mistakes they wanted to know about. I just didn't ask them bluntly, but in a subtle way. After I handed back their marked papers, I had them come up and write one of their incorrect sentences that I had marked on the whiteboard. I had lots of pens so several people were busy at once. When everyone's problem sentences were on the board, it was easy to go through and discuss each one. We

talked about how to fix the errors and the rules that may apply. Of course I bantered with them about the fact that they had shared their paper with at least three other classmates before turning it in, and why didn't they point out the mistakes then if they were so easy to spot now they were written on the board.

As a follow up, I asked the students to revise their papers and make all the corrections I had marked. I told them to **bold** the words they changed and put an underlined blank \_\_\_\_\_ for the words they deleted.

Besides having to mark the papers, this activity was easy to implement and provided the students with the much needed feedback I wanted to give them. No longer was the result of marking papers a fruitless tedious endeavor. There was now discussion, learning, and growth.

**About the Author:** Dr. J. Perry Christensen teaches several lively EIL classes at Brigham Young University -Hawaii. When he's not marking papers, he is off in the hills behind Laie hiking with his dog.



## HITESOL Executive Committee June 2009 - June 2010

### Elected Positions:

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*The Word* Newsletter Committee  
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Kay Choi, Reggie Gentry, and Mary Ann Townsend  
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Nicole Ernst and Priscilla Faucette  
Mark Wolfersberger

### Board Appointed Positions:

Conference Chair  
HITESOL/TESOL Ukraine Liaison  
Webmaster

Murad Khalliev  
Jean Kirschenmann  
Perry Christensen



## It is Never too Late . . . (cont.)

stand Mr. Santos. But it turned out that the girls' excitement was in vain. Thomas Santos, a very sociable and simple man, answered the girls' questions with great pleasure. From their interview the girls got to know that T. Santos was born in the smallest state of the USA – Rhode Island which has several nicknames, such as “Little Rhody”, “the Smallest State”, “the Plantation State” and others. But like many Americans, T. Santos likes to travel and has already visited some countries of the world. He worked in Hungary, Korea, Morocco, Czech Republic, Bangladesh, Slovakia, and some others. Answering the question about the education, the girls got to know that before he became a teacher, T. Santos was a professional actor, holding a Master of Fine Arts Degree in performance from the University of California, San Diego. Also he holds a Master of Teacher Degree from the School for International Training where he also taught for ten years. The question “What problems in teaching English language have you already noticed, working in Ukraine?” made Mr. Santos think a bit, but then he answered, “In my opinion, one of the main problems is a phonetic aspect because teaching English language takes place in artificial conditions. Both students and teachers, especially from village schools, do not often communicate with native speakers. It is possible to learn by rote the grammar rules or to learn by heart topics but it is difficult to imitate the pronunciation, intonation of the English language without listening to a native speaker”. As everybody, T. Santos has a dream – to retire

on pension and settle either in London or Paris, but now – work and once more work. We wish all your dreams come true, Mr. Santos.

The minutes of intercourse ran very quickly and time to part with the Regional English Language Officer came. But there is a hope that this meeting was not the last, new acquaintances, new impressions are waiting for the teachers of English language from village and town schools of Nizhyn.

The main result of this meeting is that it enhanced the teachers' understanding of English grammar, expanded their skills in linguistic analysis, and developed a pedagogical approach to teaching English grammar that is built on three dimensions. In their “Thank You Letter” to Mr. Santos the participants of the seminar wrote: “Your workshop “Effective Frameworks for Teaching Grammar” gave us some very brilliant ideas in how to present and teach grammatical structures in effective ways. We usually have many difficulties in presenting grammar (Present Perfect Tense in particular) and it was very important for us to understand how grammar works and what grammar exercises should be used to get good results. Our meeting was extremely useful for us because we had a chance not only to listen to a perfect expert in teaching grammar as you are but we had a chance to speak to a person whose mother tongue is English. Unfortunately most of our local schools are rather far from Nizhyn and we have no opportunity to gather very often and hear real English. Such meetings as we had with you help us to improve our pro-

fessional teaching skills and practice English. And it was a great pleasure to meet such a friendly and lovely man with great sense of humor. Once again, thank you very much for your presentation and beautiful ideas you have left for us. We are looking forward to meeting you again”.

A famous proverb says – “It is never too late to learn” and, dear teachers, let us follow these words because we are teachers of the English language.

**About the Author:** Kateryna Uryvalkina, Senior English language teacher of Nizhyn Agrotechnical Institute, Chernigiv Region.



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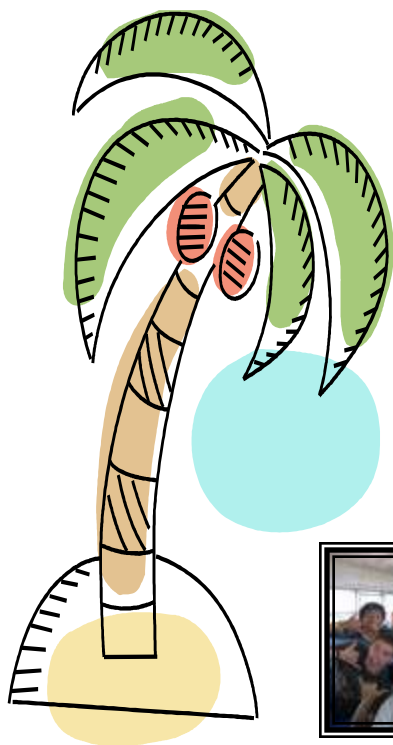
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## Hawai'i TESOL 2009 Opening Social at Ala Moana Beach Park

September, 2009



### 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 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

