



# HAWAII TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

## THE WORD - VOLUME 19 ISSUE 3

### Inside this issue:

A Few Highlights from the Boston TESOL Party	1, 2
Using Colors to Give Feedback on Grammar in Writing	1, 4, 6
MCSA's Unique Student Council	3
My First Online Learning Experience: Findings from the "Blind Side"	5-7
Lesson Plan for Computer-Assisted Extensive Reading Course	5, 7-10
Advocating for International Education	8, 9
Using Video in the Foreign Language Classroom	11-12

*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.hawaiiitesol.org](http://www.hawaiiitesol.org)**

### A Few Highlights from the Boston TESOL Party

By: Aubrey Olsen

When I left for Boston, I had no idea how rewarding my time at the 44<sup>th</sup> Annual TESOL Convention would be. This multi-faceted professional conference made it possible for me to gather new ideas, mingle with colleagues and friends, search for employment opportunities, discover helpful resources, and contribute to the conversation about educational technology distance learning. I am grateful for this opportunity to share a few highlights from the Boston TESOL Party.

Before the conference officially began, Ellen Bunker, Maureen Andrade, Gael Weberg and I gave a pre-convention institute entitled, "Re-imagining Your Language Course for Distance Education." This was a four-hour workshop which focused on basic principles and steps for making effective online language courses. It was satisfying to review the process our own development team has undergone and then guide participants as they

began drafting plans and documents for their own distance courses. Because the TESOLers in attendance had either begun or were planning to launch online programs of some sort, they were attentive and engaged throughout the presentation. At times we had to rush them through the activities in their planning workbooks, so if we ever give the presentation again, we will probably opt for a six-hour session!

Howard Gardener was the featured speaker at the opening plenary session of the conference. The theme of his address was "Five Minds for the Fu-

ture," which is also the title of his most recent book. As he introduced the disciplined mind, the synthesizing mind, the creative mind, the respectful mind, and the ethical mind, he explained the ways our students will need each of these kinds of "minds" in order to be successful in this modern, digital age.

(Continued on page 2.)



### Using Colors to Give Feedback on Grammar in Writing

By: Murad Khalliev

On Thursday, March 25, Dan Brown delivered a rather intriguing presentation on using an innovative technique in giving feedback to student writing at TESOL's 2010 Convention in Boston, MA. The presentation introduced a new approach to error correction that featured the use of colors as a code. Brown, who presently teaches English at Toyo University in Tokyo, Japan, set out to ascertain whether "using colors to highlight patterns in students' errors allows

them to readily notice their strengths and weaknesses in grammar." He claimed that "this enhanced awareness focuses attention and motivates students to develop grammatical accuracy."

The first slide that appeared on the screen had three goals that Brown wished to accomplish through his presentation:

- Introduce a new technique in giving corrective feedback on student writing

(Continued on page 4.)

## The Boston TESOL Party . . . (cont.)

(Continued from page 1.) He encouraged educators to nurture the five minds by modeling positive examples and cultivating each of the minds in our own lives.

Gardner's five suggestions for teachers of language were note-worthy. First, keep in mind the world in which your students will be living. Second, explore the assumptions regarding the five minds in your students' home countries. Third, use the Internet to provide your students with examples from different societies. Fourth, model the kinds of minds you desire and that you hope your students will exhibit; and fifth, provide guidance about the deployment of the five minds. He concluded with the idea that the true goal of education is intelligence AND character, and that character is more important than intellect. For all who attended, it was an enlightening and thought-provoking speech.

During the conference, there were plenty of valuable ways to spend time. Due to the large number of presentations offered each hour, I often found myself making a difficult decision between two sessions which both sounded helpful and interesting. One of my favorite sessions was entitled, "Student Writing without Teacher Death" by Karen Stanley. Some of her materials are available at <http://karen.stanley.people.cpsc.edu/TESOL2010>. Other aspects of the conference I found useful were the Exhibitors booths, the TESOL bookstore and the Job Marketplace. The resources available in each of these areas helped me to have effective experiences networking, shopping, and job-hunting. I am thrilled with the contacts I was able to make and the new books I was able to bring home.



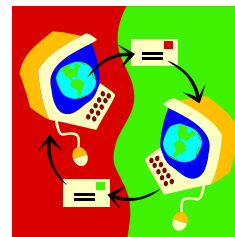
Another highlight was the Hawaii TESOL - TESOL Ukraine lunch meeting. It was fun for members of both organizations to get together, exchange gifts, share a meal, and discuss ideas from the conference. Thanks to Jean Kirschenmann for organizing this event.

Overall, my stay in Boston was most enjoyable. When I wasn't busy benefitting from all the conference had to offer, I was out with my colleague Amanda Wallace exploring the city, visiting historical sites, and enjoying the local cuisine. While it has been my pleasure to participate in several professional conferences in the recent past, the TESOL Convention in Boston proved to be a particularly rewarding experience for me. Thank you, Hawaii TESOL for helping to make this possible.



**About the Author:** Aubrey Olsen is a lecturer in the English as an International Language program at Brigham Young University Hawaii. Her interests include curriculum development, distance learning, and systematic vocabulary study. Aubrey earned a masters degree from Utah State University.

Keep up to date with Hawai'i TESOL events and see pictures online at [www.hawaiitesol.org](http://www.hawaiitesol.org)



## MCSA's Unique Student Council

By: Ray Sasaki

Fast rewind to 2001 where an ESL-6 class discussion on Hawaii's social services leads to a greater discussion of how students could develop a sense of building to the community by contributing to those services that serve the most vulnerable in our community. As a lesson in planning and conveying ideas clearly, the class discussion continues for a week as the students suggest that an organization would be more effective than one student's efforts. The discussion escalates as the students hammer out the imagined organization's purpose, logistics, and mechanics, and most importantly, how the organization could involve all MSCA stakeholders.

Coincidentally, the WASC Accreditation Visitation Team is visiting MCSA and that ESL-6 teacher is among many to be interviewed by the visitation team and elaborates on his class's discussion when queried, "Cite examples that exemplify how MCSA demonstrates inclusion." The example stirs an enthusiastic response from the team, further development of this discussion is one of the team's recommendations to the school's administration, and the MCSA Student Council is born.

Fast forward now to 2010 where after almost a decade, the MCSA Student Council continues to be distinguished as the only student council in the community adult school system nationwide and grows each year with the students, faculty and staff, and administration working cooperatively in familiarizing students with public meeting protocol and Robert Rules of Order, improving the school's environment, contributing to the community, and providing each a voice as stakeholders.

All day classes from Pre-Literacy to GED select two council representatives per semester, and class representatives must discuss proposed projects with their fellow classmates and cast their votes according to the consensus of their class. Projects undertaken by the Council may be suggested by anyone through his respective representative. Each semester the Council elects its executive officers and teachers serve as

advisors for one week thereby involving as many as possible. Meetings are called-to-order and adjourned promptly once a week for forty-five minutes between morning and afternoon classes with a brief agenda and minutes for each meeting prepared and distributed to all by each advisor.

For almost a decade and through the Student Council, the over one thousand immigrant students at MCSA continue to learn about American governing and meeting procedures while increasing advocacy for a myriad of community charities: from the annual Great White Elephant Sale for AUW, health walks, rallies at the State legislature for the preservation of community adult schools, annual Christmas caroling concerts at several senior care facilities and children's hospitals to coordinating drives for the Hawaii Food Bank, School Supplies for Tots, Meals on Wheels for seniors and the disadvantaged, River of Life Mission, school wide Flu vaccinations, the Hawaii State Library, and Hawaii Public Radio just to name a few.

The Council's newest and most anticipated project is the weekly Farmers' Market which will commence this summer. The market was conceived by the Council to generate income to assist MCSA in becoming more self sufficient. Also, through the suggestion of a council representative, a mini library of books donated by the students for everyone's use will be initiated this summer.

Over the years, the MCSA Student Council has continued to grow in addressing students' concerns thereby providing each a direct voice to the administration and in developing students as assets to their new community in which they live.



MCSA Student Council's annual Great White Elephant Sale for AUW



MCSA Student Council's Christmas concert at senior care facilities



MCSA Student Council's Spring "Americana" concert at senior care facilities

**About the Author:** With ten years at the McKinley Community School for Adults (MCSA), Ray currently teaches ASE-High "Critical Thinking", the highest course in the ESL program where all students do lessons electronically and is a precursor to GED. A former instructor at UH Manoa, Ray came from the private sector as the principal and founder of ADR Productions, Inc., Hawaii's largest model/talent agency and production company. At MCSA, Ray is the Student Council Mentor, a member of the school's Leadership Team, the Community Advisory Council, and the former Honolulu district coordinator for *the No Child Left Behind* tutorial program.

## Using Color . . . (cont.)

(Continued from page 1.)

- Illustrate why and how this technique can be effective, and in which contexts
  - Encourage creativity in responding to student errors in more beneficial ways
- “Do you spend a lot of time giving students feedback on their writing?” was the question Brown asked his audience after the initial introduction. The response was a unanimous agreement among the attendees that giving written feedback is one of the most time-consuming activities English language teachers engage in.

Some of the popular approaches to corrective feedback currently used in the field, Brown said, were the following:

1. Correct all errors for students
2. Guide students to self-correct:
  - Show exact location of errors (circling or underlining); students self-correct
  - Indicate in margin that there is/are error(s) in a particular line; students locate and self correct
  - Show *location* and *error type* using a code of symbols to represent different categories (such as “SV” for subject-verb agreement); students self-correct
3. Focused Feedback:
  - Focus on one type of error in each writing assignment, often as a follow-up to classroom instruction
  - Focus negotiated with students (student request)
4. Holistic: Comment generally on student weaknesses
5. None: Don’t waste time on error correction

While the last approach to corrective feedback generated laughter in the audience, conference participants did agree that at times this was exactly how writing teachers felt when they were inundated with error correction on student writing. “There are different ways of giving feedback,” Brown said, and proceeded to explain that “effectiveness” of error correction is

displayed by “students’ improved accuracy in new writings over time.” According to Brown, research on error correction in second language writing states that focused feedback has shown more substantial evidence toward improved accuracy, and that students tend to prefer having the opportunity to self-correct. However, the research is still inconclusive, and “more research is needed that looks at learners and how they react to and engage with feedback, not just looking at their writing,” Brown said.



Next, Brown referred to his handout, *Sample “Color Grammar Key” for Students*. (The handout and Power Point files from Brown’s presentation can be accessed on TESOL’s website at: <http://www.slideshare.net/event/tesols-44th-annual-convention-exhibit/slideshows>). The handout depicted a color code and a few corrective symbols, each color and symbol representing a specific grammatical error. Highlighters and markers could be used to highlight parts of text where errors occur, Brown explained. Red was used to highlight parts of text where students had an error with subject-verb agreement; orange for parts of text with errors in singular-plural forms of nouns; yellow for parts of text with errors in verb tense; blue for parts of text with errors involving articles; green for parts of text with errors in the usage of prepositions. Symbols were used to identify spelling, word order, word choice, run-on sentences and frag-

ment errors.

Brown asked his audience to review the handout with the color coding system, and to glance through student A’s writing portfolio, as he went through seven slides depicting an essay with parts of text highlighted in red, yellow, blue and some green. “What do you notice about her grammar, or how can you describe this student’s strengths/weaknesses in her written grammar?” he asked the audience. It was obvious that the student had more errors in subject-verb agreement and usage of proper articles since there were more marks in red and blue color.

Next, Brown presented another set of seven slides with the same student’s writing, but a different teacher’s feedback. This time, feedback was given in a slew of different symbols ranging from slashes, cross-marks, arrows pointing from one word to another, underlines and written feedback in margins. When asked what they thought of the student’s grammar this time, the audience agreed that it was rather difficult to pin point anything specific due to a large variety of symbols and marks.

“One purpose of using colors is to raise students’ awareness,” Brown explained, as he referred to current theory in second language research. The next slide read, “Noticing and awareness are necessary for language acquisition (Shmidt, 2001; Nabei & Swain, 2002).”

Brown’s first action research study on exploring students’ reactions to color-coded feedback took place in a content-based, 8-week-long ESL course at the University of Hawaii. The writing-focused course required 1 writing per week, had a diverse group of 15 adult learners, whose English needs were mostly for academic purposes. Most students expressed strong interests in improving accuracy in writing, according to Brown. Throughout the term, students had to submit re-writes in the form of self-corrected second drafts. Grading was

(Continued on page 6.)

## My First Online Learning Experience: Findings from the “Blind Side”

By: Keita Takashima

“What could an undergrad student contribute to the development of a new online course?” was my original question prompting me to do this project. The new administration of the university I attend decided to reach out to more nations, focusing on countries and people in the Pacific Rim, through distance learning. After the first online EIL course was developed as a pilot course and distributed, I was hired as a student researcher to help evaluate the effectiveness of the online English language course. With my education and training in TESOL and Cultural Anthropology, I immediately became curious about understanding the culture of technology-mediated learning and what the students go through that was different than what they would experience in a traditional classroom. Having been inspired by an anthropology professor, Rebekah Nathan (2005), who conducted an ethnographic participative observation at a university by “enrolling” as a new freshman, I decided to become one of the students in the pilot online course and study with other students. While being a student, I could make qualitative observations and gain understanding of what the students experienced in the course.

The course I enrolled was a twelve-week intermediate English Reading/Writing course taught during Spring/Summer terms of 2009. To make this project more interesting, I took the first half of the course from on campus while being a full time student, and the latter half of the course from Japan while working full time as an intern. Besides having a great time being a student in the online course for the first time, I was able to observe the classroom from a critical point of view. My unique status as a student researcher helped me reveal a “blind side” of the online course – what the teachers and the developers could not see, and the students are hesitant or careless to report. In this paper, I would like to tell stories of my participative observation and discuss the experience from a student’s perspective.

At the early stage of my participation, I had an incident that made me realize the challenge and limits of advanced technology use in the language learning course. As a student in the course, I was required to take weekly online chapter tests. The test was composed of chapter comprehension and vocabulary in multiple choice and matching styles. While I was moving my mouse around to manipulate the cursor on the screen from one question to another, I realized that a small box was popping up when the cursor went over some of the words in the test questions. I moved the cursor to one particular word, held it there, and was shocked to find that the box had a translation of the word in Japanese! The Japanese Windows operating system on my



## Lesson Plan for Computer-Assisted Extensive Reading Course

By: Moonyoung Park

The primary objective of this project is to adapt, adopt, and create lesson plans and teaching materials for a Computer-Assisted Extensive Reading Course based on instructed second language acquisition theories. Lesson plans and materials for this project are designed for an advanced, university level, ESL extensive reading course. Materials were developed and selected based on their appropriateness for adult and young adult learners in a multicultural ESL or EFL context, such as a major state university. The creator of the lesson plans operates under the assumption that materials would be subject to change and negotiation pending an analysis of the more specific levels, needs, goals, and desired outcomes of the students enrolled in the course.

The class is hybrid and will meet face-to-face for one hour and fifteen minutes, three times per week, presumably Monday, Wednesday, and Friday, throughout the course of a semester. The class employs Computer Assisted Language Learning (CALL), shown to be an effective method of second language teaching (Chapelle & Jamieson, 1991; Doughty,

1992). The majority of assignments, both in and outside of class, will require the use of technology, specifically computers and internet access. Students will be assigned two to three hours of homework per week. The instructor(s) will be available to students by providing a regular, physical presence during office hours, as well as a virtual presence in the course chat room for two hours every week. Students will also be encouraged to use e-mail as well as online discussion forums to send and post comments and questions.

This lesson plan was designed for a class of students who are at the intermediate to advanced stages in their levels of computer literacy. Additionally, this course will take place mid-semester, at which point learners should already be familiar with specific technological tools such as WebQuests, Wikis, and blogs. Each week of the sixteen-week semester will focus on a different genre of literature.

(Continued on page 7.)

## Using Colors . . . (cont.)

(Continued from page 4.)

based on content and organization, but not on grammar; students were also encouraged not to be afraid of making errors.

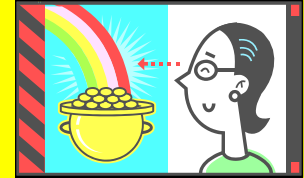
At the end of the term, Brown compiled students' reactions to the color-coded feedback by interviewing them in their native languages. Brown's findings showed that increased awareness of the areas of one's grammar deficiencies contributed to an increase in motivation to improve those areas. Also, increased motivation meant an in-

crease in monitoring and focused effort by students.

However, before giving color-coded feedback, certain factors, such as proficiency level, educational setting, student motivation, importance of accuracy, age, prior grammar knowledge and color blindness, need to be considered, according to Brown. "It takes about 1 hour of class time in the first week to introduce the grammar-color code," Brown said. He recommended that students work in pairs to make corrections on an example writing that

has received color feedback. Giving time for students to ask questions and get comfortable with the system could also be helpful.

About the Author: Murad Khalliev is an ESL Instructor and International Student Adviser at the English Language Institute at Leeward Community College.



## My First Online Learning Experience . . . (cont.)

computer comes with a built-in automatic translation program. It is a very innovative and user-friendly program that supports non-native speakers' (Continued on page 6.) (Continued from page 5.) English web-experiences; however, it totally defeats the purpose of taking tests because the translation gave me the answer to most of the questions. I doubt that any international online students in the course have had English operating systems on their computer; thus, my assumption is that most of them had a similar translating program in their native language. This is surely a security issue on the provider's side, but seriously, who tells your teacher that they have a cheating tool provided by the technology? I cannot think of a solution to this challenge, but in the near future, some kind of security must be implemented as we plan to start giving university credit to the online students.

Despite the rapid and never ceasing development of new and better technology, the technology sometimes fails to perform the task we command. One of the most frustrating things that happened to me while I was taking the course was that my computer decided to freeze while I was submitting a test to the learning management system. Perhaps it sounds like I am exaggerating my frustration, but it was a threat to my grade because there was a one-time-only limit on the test. The choices I had were either to wait until something miraculous happened on the computer or to shut down the computer and forsake the test, and neither of them was a reasonable solution for me. In other words, I was stuck. After I made the agonizing decision to shut down the computer and lose all of my work on the test, I sent an email to the teacher and found out that she could remove the attempt, and I was able to take the test again. The technology failure regarding the test was compensated for at the end, but the psychological pressure and the feeling of powerlessness over the situation made my learning very difficult and frustrating for a time.

The challenge of being an online student was not only technological, but also pedagogical. When I went back to Japan to do my internship, I was taking the second half of the course. Like many of the students in the course, I had to work every weekday and work on the course assignments after I came home from work. One day, I set aside a couple of hours at night for working on the course tasks; however, when I returned home and opened the course website, the assignments for that week were not available, so I refreshed the webpage and waited patiently; still there was nothing. As I had learned in doing my research, distance education theories support the idea of student self-regulation and time management as crucial factors for success in an online learning (Moore, 1972, 2007; Garrison, 2003), and I was responsibly in charge of my learning on that day until I found the content was not there. My self-regulation and commitment to study on that day was forcefully taken away, and I was very discouraged. Moreover, I had to find another time to work on the tasks I was planning to do that night which led me to fall behind the schedule. The teacher would not find this an issue in a traditional classroom because she would be able to alternate the class schedule or fix the issue, but in the online course, the absence of the teacher made the learning impossible with no access to the course materials.

If I have to choose which one of the technological or pedagogical failures was more challenging for my online learning experience, I would say the pedagogical failure was more frustrating and difficult to manage because 1) technological failure was something I had no control over, 2) pedagogical failure was not my responsibility, and 3) pedagogical failure could have been avoided if the teacher was aware of the course structure and the content. Thus, my suggestion from the observation is that the teachers and the providers of distance education should be consistent in managing and keeping the course up-to-date.

From my unique experience of being a participative observer in the online English language learning course for 12 weeks, I

## My First Online Learning Experience . . . (cont.)

was able to understand some of the challenges specific to online learning and gain perspective of the learners' experience in online learning. Revealing the "blind side" of the online course helped the developers know about this (Continued on page 7.)

(Continued from page 6.) type of security problem and have a more complete picture of the course - the gap between the teacher and the learners was drawn closer. Despite the time and energy it takes to complete, I strongly encourage considering a research project such as mine to gain deeper understanding of the course itself, how the learners function in the course, and if there is anything causing unexpected difficulties for the learners in your class.

### References

Garrison, R. D. (2003). Self-directed learning and distance education. In M.G. Moore & W.G. Anderson (Eds.), *Handbook of distance education* (pp. 161-168). Mahwah, NJ: Lawrence Erlbaum.

Moore, M. G. (1972). Learner autonomy: The second dimension of independent learning. *Convergence*, 5(2), 76-88. Retrieved August 4, 2008, from <http://www.ajde.com/Documents/theory.pdf>

Moore, M. G. (2007). The theory of transactional distance. In M. G. Moore (Ed.), *Handbook of distance education* (2nd ed., pp. 89-105). Mahwah, NJ: Lawrence Erlbaum Associates.

Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student*. New York: Penguin Books.



**About the Author:** Keita Takashima received his B.A. in TESOL from Brigham Young University Hawaii. Besides TESOL and Distance Education, his interests are Applied Anthropology, Sociolinguistics, Conflict Resolution, and Peace Education. He is going to Trinity College Dublin to study Conflict Resolution and Reconciliation for his Master's degree this year.

## Computer-Assisted Extensive Reading . . . (cont.)

(Continued from page 5.)

### Lesson Plans

#### Reading Mysteries (Day 1)

#### Let's Explore 'Mystery' through WebQuest!

**Support Documents Included:** Introductory power point presentation.

#### Learning Objectives:

- Explain one's own definition of mystery and a variety of stories in the genre of mystery.
- Obtain information about mysteries to solve given tasks.
- Analyze information, summarize, and explain important features of the assigned WebQuest...

#### Personalized Instruction:

- Students, who need more time to understand their role, can receive other members' help to clarify their roles in the group.
- The instructor or other group members can assist stu-



dents who may need more analytical or technical assistance.

- Students who require more background knowledge on their task can search the website using their L1 for better understanding.

#### Related Web Resources

- WebQuest Main page <http://www.webquest.org>
- Mystery- Fiction WebQuest <http://www.kn.att.com/wired/fil/pages/webmysteryje.html>
- King Tut's Conundrum <http://teacherweb.com/IN/PNC/Mills/h3.stm>
- Solve It With Logic [https://www.msu.edu/~reethskr/myweb/gwq/cover\\_page.htm](https://www.msu.edu/~reethskr/myweb/gwq/cover_page.htm)
- NASA Project <http://projects.edtech.sandi.net/miramesa/teachernasa/>

#### Class Procedure:

**Introduction to WebQuest [5 minutes]:** The teacher will deliver

(Continued on page 8.)

## Advocating for International Education

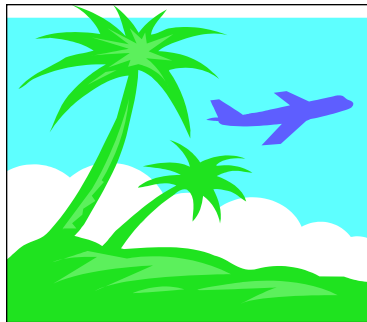
By: Ivan Lui

Washington, D.C. - On March 17, 2010, I joined fellow NAFSA members from across the nation to visit the Senate and House of Representative offices. The visits focused on the late Senator Paul Simon Study Abroad Act, which promotes more American college students to study overseas. If passed, the act's goals to create a more globally informed American citizenry would become a reality.

Maybe because of my green aloha shirt and green lei (it was St. Patrick's Day, and I wanted luck and to avoid being pinched), or that I was Hawaii's lone representative, I was fortunate that NAFSA's Associate Director of Government Relations, Carolou Goodridge, accompanied me to the offices of Senators Akaka and Inouye. She reviewed my notes from the prior afternoon and evening's briefing and discussions, and she

reminded me that other key points to this act were:

- Encourage diversity in student participation in study abroad
- Diversify locations of study abroad, particularly in developing countries
- Make study abroad a cornerstone of today's higher education



“With more Americans studying abroad, especially in nontraditional destinations, America's image may positively improve and create more opportunities for US students to succeed. With the help of the Paul Simon Study Abroad Act, America can increase its ability to engage with all parts of the world by studying abroad,” I intoned.

Unfortunately, I did not actually meet with the Senators as anticipated, but did meet their Legislative Assistants, who were very courteous, professional and extremely well-informed. The meetings were no more than 15 minutes, but it was very good to know that Hawaii's Senators have considered the merits of the Act, have staff who keeps them up to date, and to experience our democratic process. Senator Akaka has voted for the Simon

## Computer-Assisted Extensive Reading . . . (cont.)

(Continued from page 7.)

a power point presentation on WebQuest. Students will be familiarized with the organization and process of WebQuest.

**Activity 1 [35 minutes]: WebQuest on mystery** (Group) Students will:

- be divided into groups of four.
- find and work on the assigned WebQuest on mystery through the Internet.
- make sure their team members understand their assigned roles.
- read the resources that are useful to their team.
- play specific roles according to the WebQuest instructions.
- collaborate together to solve the given tasks within 15 minutes.
- keep a short journal of their findings.

**Activity 2 [10 minutes]: Jigsaw activity** (new Group) Students will:

- be divided into a new group of four.
- share what they have experienced and found from the WebQuest activity.
- explain their own definition of mystery and compare it with

those generated by other members.

Based on Activity 2, students should compare their findings and their own definition of mystery, and broaden their background knowledge for the upcoming extensive reading activity on the mystery genre.

**HOMEWORK:** Blog about your WebQuest experience and about the definition of 'mystery' and any personal experience with mysteries

### Reading Mysteries (Day 2)

**Support Documents Included:** Hot Potatoes Activities (JQuiz and JMatch), a vocabulary list, and graded readers

### Learning Objectives:

- Understand the vocabulary and the plot of the selected mystery.
- Be familiar with the overall plots of a selection of mysteries and be prepared to read the one of their choice.

**Related Resources:** Hot Potatoes Activities, Graded Readers – mystery stories



## Advocating for . . . (cont.)

(Continued from page 8.)

Study Abroad Act, and Senator Inouye is considering its merits further.

No meetings were scheduled with the House of Representative offices, since Hawaii Rep. Abercrombie had resigned by this date (Continued on page 9.) and Rep. Hirono is not in my district. I did use the opportunity to visit other senate offices and hear my colleagues and legislative members explore the Action Act, Comprehensive Immigration Reform, Travel Restriction Reform and Export Enhancement Act and S.1338 Accreditation of English Programs (to be introduced). One of the external challenges to these acts being considered was the focus on health care reform, which eventually passed the weekend after the NAFSA visits. However, if all of these international education-related acts are not passed, next spring brings another opportunity to advocate in our nation's center.



**About the Author:** Ivan Lui traveled on a NAFSA grant provided for the Hawaii/Pacific Region. Despite flying for half a day each way, he enjoyed the educational experience and encourages others to be involved. He would be happy to share more information with you if interested and can be reached at [ilui@els.edu](mailto:ilui@els.edu). Lastly, Ivan would like to thank NAFSA, Study Hawaii, ELS Language Centers and his family for their support.

## Computer-Assisted Extensive Reading . . . (cont.)

(Continued from page 8.)

### Class Procedure:

**Introduction:** Today is the second day of our short unit. Students will be familiar with the processes involved in Hot Potatoes activities. They will be asked to complete two Hot Potatoes activities related to mysteries.

**Activity 1 [35 minutes]:** (Individual) Students will:

- review the 'Helpful Vocabulary' list.
- JQuiz: read the mystery provided and answer the subsequent comprehension questions.

**Activity 2[10 minutes]:** (Individual) Students will:

- JMatch: match the title of the mystery with the blurb that describes the plot.
- check JMatch answers using hard copies of the books (graded readers).

**Activity 3 [5 minutes]:** (Group) Students will:

- select one reading from the JMatch Title and Blurb activity that they would like to read.
- find other students interested in reading the same mystery and form groups of three; there will be four groups in all.

Students with extra time should use that time to post in their own blog to reflect on the Hot Potatoes activities as well as which mystery story they chose, why, and any predictions they have about the plot.

**HOMEWORK:** Read the mystery that your group of three selected. The instructor will provide each group member with a copy of the mystery story. Students should complete the reading before the next class meeting in order to be able to participate in the follow-up activities.

### Reading Mysteries (Day 3)

**Support Documents Included:** Resources will all be available online.

### Learning Objectives

- Post to and edit a wiki page in a pre-existing class wiki website.
- Chat about various aspects of reading a mystery story.

**Related Web Resources:** [www.messenger.yahoo.com](http://www.messenger.yahoo.com)

(Continued on page 10.)

## Computer-Assisted Extensive Reading . . . (cont.)

(Continued from page 9.)

### Class Procedure:

**Introduction:** Today is the last day of our short unit. Students will be familiar with the processes and should know what to do fairly well. Since the last class, each student should have read their book. Their task today is to edit the class wikis for: the story they read, the author, and vocabulary words they learned in the book.

**Activity 1 [50 min/ full class]:** (Group) Students will work together to compose and post a wiki entry on the

- **Author's page.**
- **Vocabulary page.**
- **Main page.**

### Students are to get into groups based on the books they read.

They should sit near each other, but each student should be near enough a workstation to do their own work. One student in the group should be logged into the class wiki site so as to monitor the work of other students since the last time they posted to the wiki. Once in the groups and after they've checked the wiki, the groups must work to post new information to each of the three main pages on the wiki: Front (stories), Authors, and Vocabulary. As they will be using Internet-capable computers, they should use the Internet to gather information about their author and vocabulary words.

**For the Front page,** the group must write a short, useful summary of their story. Especially since it is mystery week, they must be careful not to give away important plot points. Their review should highlight some strengths of the reading and is meant to be a useful review for other students who may be interested in reading that book in the future. As tastes may vary, positive aspects of each reading must be found; no review should be a complete pan because another reader in the class might enjoy what one student absolutely hates. An example passage is posted at the top of the wiki.

**For the Authors page,** the group is to post a short biography highlighting some important facts about the author. If a wiki entry for their author already exists, they should edit or add to the existing entry. They may have less work to do than other groups, but not much, as there should always be something brief they could add or edit, especially to the list of work the author has written.

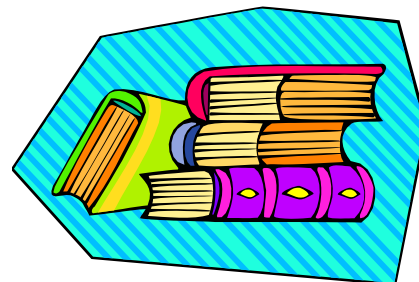
**For the Vocabulary page,** the group is to post at least 1 new word per member. In the event that students claim to have understood all words in their book, they should still post at least one word per member, so as to help the other students. There are some example entries posted and entries from other units on the wiki that serve as examples. The students should give a definition for the vocabulary word **in their own words**. They must also use it in an example sentence to be useful for other students.

**Students have all class to work on the wiki.** Early finishers should post to all the pages and notify the teacher. Students with extra time should use that time to post in their own blog to reflect on the wiki writing process. Groups may also wish to use the time to start the chat that they will be assigned to complete over the weekend.

**HOMEWORK:** Using Yahoo! Messenger, (or any chat program all group members can agree upon) chat with your group members to discuss the mystery genre and the story you read (comprehension and discussion questions will be provided). At least one student must save the chat conversation and send it to the teacher. The teacher must have a copy of the chat transcript by Monday.

### Chat questions

1. What did you learn about the author this week? Would you like to read other works by him/her? Would you like to meet them? Why or why not?
2. What did you think of the ending of this week's book? Was it as you predicted? Would you like to see another ending?
3. Take a look at the wiki right now. Which of the other groups' books interest you the most? Which interests you the least?
4. Which characters did you like or dislike the most this week? Why?
5. Would you like to visit the setting of this week's book? Could this story take place somewhere else? If so where? If not, why not?



About the Author: Moonyoung Park (M.A. in English-Korean Interpretation and Translation, Keimyung University, 2008) taught English in secondary schools in Korea for five years. She is currently working towards a master's degree in Second Language Studies at University of Hawaii at Manoa. (mp4@hawaii.edu)

# Using Video in the Foreign Language Classroom

By: Fauziia Abliakimova

Authentic teaching materials, such as news reports, weather forecasts, video, and interviews, have distinct beneficial points as they provide learner's exposure to the language naturally occurring in life. Educators agree that authenticity of language materials is invaluable in developing learners' communicative skills. Video is one of such effective tools. Although being a time-consuming and challenging educative means, I value it immensely since video stimulates students' critical thinking, promotes enhancing of their vocabulary, facilitates consolidation of grammatical structures, and is just fun and exciting.

This article provides teachers with insights on developing creative approaches to using video in a foreign language classroom.

Video is a great resource to use in teaching a foreign language because it combines visual and audio stimuli, provides real language and cultural information, and it allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

## Teaching tips

The selection of films is the most important step in the process and constitutes the biggest challenge. It can be based on thematic content to reinforce and consolidate topics treated within the language syllabus, such as moral issues, generation gap, problems of youth, ecology, education, or to illustrate language functions and grammatical patterns in real use.

When choosing a film, decisions on subject matter should be based on well-thought-out criteria since it may go beyond the learner's linguistic and conceptual competence and may not be in keeping with her/his needs and interests. The students' age and psychological maturity must also be considered when making a choice, and care should be taken so as not to offend the learner's sensitivity.

There are three stages of working on video materials in class and every stage should be accompanied by specific activities.

## I. Preview

At this stage a teacher should first consider what movie length (or clips) will be used in the classroom as there are two possible ways of showing a movie:

- A teacher can split the film into 2 parts (45-50 minutes) and view it with the whole class.

- A teacher can provide a limited exposure to a movie (no longer than 10-15 minutes) as longer sessions can overwhelm learners.

Before showing a movie, the teacher's task should be to activate the students' background knowledge. This method serves as a kind of a hook for learners that relates the knowledge they already possess and the one to be acquired, making the acquisition occur more smoothly. Choose one of the possible ways to start work on the film:

- Introduce the theme of the movie. Have a group discussion of the theme. Ask students what they already know on the topic of discussion. Ask them to predict from the title what they think the film will be about. Will it be a comedy? A drama? A documentary? Ask them to predict the story line. Introduce students to the general vocabulary. Scan the items of the worksheet.
- Another way is to show a scene without the sound to elicit where the people are, who they might be, what they are talking about, etc. Have students write or discuss these items.

## II. While-viewing activities

If you are showing a clip, have an aim. You should know why you are using the clip: to look at greeting forms and practice them? To give students practice in giving a commentary, telling a story? To lead to a discussion on an issue? Give a concrete task for students that should be short and not too overwhelming to complete while viewing. Learners should watch attentively to be able to answer true/false questions, what/when/why/how/who questions, focus on details, e.g. signs, buildings, vehicles, follow some characters to describe them afterwards. The teacher may turn the sound down and students imagine a possible line of dialogue between the characters, or try to predict what will happen next and then check their guess after the teacher turns the sound on. While students watch, they should pay attention to the language: conversational formulae, idioms; cultural and traditional issues.

## III. Post-viewing

It is appropriate to begin a post-viewing session with

(Continued on page 12.)



## Using Video . . . (cont.)

(Continued from page 11.)

language-development tasks:

- Word partnership. Match the words with their definition.
- Explain the underlined word combinations and phrases.
- Finish the sentences in your own words.
- Answer the questions.
- Who said this/ Explain in your own words.
- Complete the conversation with the words given below.
- Restore the dialogue in the correct order.
- Restore the events according to the order.
- Use video to contextualize target vocabulary.

### Discussion

In the discussion session try to relate the film to the students' own lives or the world in general.

### Some suggestions for class or small group discussion

- After the section ends, groups can summarize the events that occurred.
- Choose a character. Compare that character's life/actions/ideals with your own.
- How would the movie have been different if certain characters had taken different actions?
- Debate the pros and cons of a controversial theme in the movie.
- How do cultural norms influence the action? (Would the plot be plausible in another culture? Why or why not?).

### Grammar practice ideas

Choose a grammatical structure that is used several times in the film and create your own exercise. One possibility: if a particular scene uses future conditional tense, transcribe the scene and omit the verbs. See if students can fill them in.

### Expansion

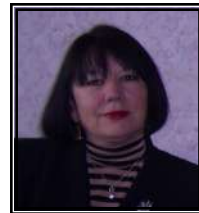
- Conduct a team competition based on detailed student-generated true-false statements or who/what/when/where/ why/how questions about the segment (including visual content).
- Imagine characters in other situations.
- Retell the content of the segment based on notes taken

- Use the transcript to note linguistic features such as slang, abbreviations, technical terms, word formation or syntax.
- Compose dialogues or narratives based on a list of idiomatic phrases from segment.
- Discuss customs or cultural stereotypes to be encountered in the segment.
- Write a summary, journalist's report, critic's review.

The given framework for working on video materials can provide enjoyable language learning opportunities for students if the teacher chooses appropriate films and tasks which are purposeful and tailored to students' learning needs and proficiency level.

### References

- Budden, J. (n.d.). *Using Video 2*. Retrieved from <http://www.teachingenglish.org.uk/language-assistant/teaching-tips>
- Ishihara, N., & Chi, J. C. (2004). Authentic video in the beginning ESOL classroom: Using a full-length feature film for listening and speaking strategy practice. *English Teaching Forum*, (1).
- Richard, P.A. (2003). *Making it happen: From interactive to participatory language teaching: A more critical view of the theory and practice*. White Plains, NY: Longman.



**About the Author:** Senior English language teacher, Simferopol, Crimean Engineering Pedagogical University, History and Philology Department, English Chair. TESOL-Uzbekistan member 1997-2001, Open Society Institute " Faculty Development Program" Alumna, (University of Pennsylvania, Philadelphia, 2000-2003) TESOL-Ukraine member since 2004, regional deputy coordinator.