



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Using a Mini-Debate to Introduce Argumentative Essay Writing By Michael Sagliano and Julie Sagliano

"The WHAT?" Not the dreaded research paper and an argumentative one on top of that! Frequently, that is students' first reaction to writing an argumentative research essay. Combining critical thinking, arguments and counter-arguments, evidence, organization, and citations into a well-written essay can seem like an insurmountable task for ESL students. However, learning to enjoy and excel in the process builds a much-needed confidence and provides essential higher learning skills to ESL advanced college learners. We teach the argumentative research essay in advanced ESL college classes and use methods and activities that we have developed over the years to facilitate the writing process while integrating all skill areas. Based on teaching debate in ESL college courses, we follow a step-by-step process that guides students from warm-up mini-debates to writing an argumentative essay with strong arguments,

counter arguments, and refutations based on researched evidence intertwined with students' own comments and opinions. The first step, a mini-debate, greatly facilitates the writing process.

At Leeward Community College, we teach the argumentative essay in our advanced-level ESL 21 and 22 reading and writing courses – a six-hour block each week for 16 weeks. ENG 22 prepares ESL students for the credit course, ENG 100E, COMPOSITION I. The students vary in composition – age, background, motivation, etc. Some students take ESL courses voluntarily while others are there because they are required. Most are immigrant students, some having been in the US a short time while others most of their lives. In these classes, there are numerous 1.5-generation students, ex-military, spouses of military, and international students. What all these students have in common though is unfamiliarity with argumentative

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ESL Peer Review: A Lesson in Perspective By Misty Dawn Carmichael

I fondly remember the first semester I assigned a peer review writing assignment in an Academic Writing class at Pohang University of Science and Technology in South Korea. I had been teaching English at Georgia State University for two years, and had this assignment down pat. I was an experienced college English teacher, after all! How hard could it be? Every student dutifully showed up with a printed copy of their most recent draft, and awaited

further instructions. This was going to be a piece of cake. Students were directed by the well-prepared and knowledgeable English instructor to read over the other student's paper carefully before completing the handout, and to then carefully respond to each question. I gave students my well-rehearsed speech on being critical and polite followed by a handout with open-ended questions addressing organization, support, and the thesis, and Likert scale ratings for transitions, topic

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Using a Mini-debate . . . (cont.)

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writing. Many recent high school graduates from O’ahu, however, do have experience with research paper assignments, and some with debates.

We break the class into four five-student groups: two con teams and two pro teams. We decide who are the pro and con teams and the proposition each will argue. A proposition is assigned to a pair of opposing teams. We have used local issues for each team to discuss, such as whether or not the train should be built on Oahu, or if gambling should be allowed in Hawaii. (Hawaii is only one of two states that does not have any form of legalized gambling.)

We distribute a handout for the teams to brainstorm and make a written list of arguments to support their proposition. This is marked on their **Team Planning Sheet**. (See **Team Planning Sheet**.) Students should discuss each argument that is mentioned. We circulate from group to group to monitor progress and give hints if they are stuck. After a few minutes, we tell them that they should think of how they are going to support each argument that they have written down. When this is accomplished, we have the students anticipate what the opposing team will argue and list those arguments too. Finally, within their group, they must determine ways to attack the arguments the opposing team will use in the debate. Depending on the students, instructors have to gauge how much time they will allot to this planning phase (20 minutes or so) and encourage completion of this task as quickly as possible. Our students are allowed to use laptops or other devices to gather arguments and evidence, but classroom research is not necessary.

Students decide their roles in the mini-debate – who will present each argument. (See **Team Debate: Roles**.) Then, we give them a few more minutes to jot down some notes or statements so that each member of the team will be able to present an argument with some elaboration. The team elects a leader who decides the order the arguments will be given.

Two teams debate while the other two teams observe and rate the winner. We set up the teams in two rows facing each other. They are seated while debating. We decide which team begins. Each team will alternate giving one argument. For example, the pro team presents the first argument while the con team listens. After that, one member of the con team gives his/her response. The pro team is quiet. Next, there is a free for all in which members of either team can jump in and argue their viewpoints. We restrict discussion to the one argument initially presented. We judge when it is time to move on, and the pro team has the opportunity to give its first argument. The same procedure continues as we explained earlier.

After the five arguments are given by both teams, the debate ends. The winning team of the debate is decided by the non-participating students. This can be done by a show of hands (Who debated best?) or secret ballot. Instructors could have students grade the team in several areas – demonstrated knowledge of the topic, the ability to argue and refute, etc. and create an elaborate point system if desired. Once one

debate is over, the other begins, and we repeat the procedure.

In the next step, we explain how the mini-debate experience and an argumentative paper resemble each other. Students know and have experience writing a typical five-paragraph essay; this one will be six paragraphs in length. The proposition becomes the thesis. Each of their debate arguments is a topic sentence in the written argument. However, there was not much evidence given in the mini-debate. That is the difference between the debate and the paper. Students will need to research and support each argument in a body paragraph. The other team’s arguments are present in the paper as the counter-argument paragraph, the fourth body paragraph. In this paragraph, two opposing viewpoints are presented and also refuted.

We use a textbook to show a graphic that illustrates the 6-paragraph argumentative essay – the introduction, three body (argument) paragraphs, the counterargument that consists of opposing viewpoints and refutations, and the conclusion. After students read a sample essay in the textbook, they analyze the various parts of the essay and their functions.

We have found that the attraction of an oral mini-debate stimulates interest in arguing effectively and understanding the dynamics of argument. Students more readily face the challenges of conducting research on a topic of individual interest, and they can more easily begin to make the leap from debating orally to writing well-organized argumentative essays. Each student realizes that convincing readers in writing is actually conducting a debate, but on paper.

About the Authors: Michael Sagliano is an ESL Professor and the ESL Coordinator at Leeward Community College. He has taught EFL/ESL in Japan and Bahrain. Julie Sagliano is an ESL Assistant Professor at Leeward Community College. She has taught EFL in Peace Corps Ecuador and Peace Corps Tunisia. She has also taught EFL/ESL in Spain, Bahrain, and Japan.



Using a Mini-debate . . . (cont.)

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Team Planning Sheet

1. Your arguments	2. Evidence to support your arguments
3. The other side's arguments	4. Ways to attack the other side's arguments

Team Debate: Roles

Team Presentation Order

Argument # 1

Debater _____

Argument # 2

Debater _____

Argument # 3

Debater _____

Argument # 4

Debater _____

Argument # 5

Debater _____

Introduce one argument. Then explain it and provide evidence to support it.

Argument # _____

ESL Peer Review . . . (cont.)

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choice, etc. – an easy enough handout to be critical but thorough.

It bombed.

Students completed the first review in record time and shot out the door before I had time to monitor their progress. After I scanned over the first “completed” handout, I turned to catch the student who’d given it to me, but before I could catch him, three more students had turned in their handouts. Everyone had answered so benignly that the peer reviews were useless. It was a teachable moment . . . for the teacher.

As tempting as the idea was, I did not decide to scrap peer review altogether. The next class, I let students out a few minutes early and snagged a few of the better writers and asked them about the assignment, because teacher research can cure all classroom ailments, right? Our dialogues went something like this:



“Woo-yeol. . . your peer review. . . was the assignment not clear? You just marked everything as perfect! Did you really think Soo-ok’s paper was perfect?”



“Oh no! Very clear. But I can not say her, ‘bad job!’ She is so nice person!”

“So did you think peer review was not. . . useful?”

“Peer Review very good. Soo-ok effort very much! I write ‘good job!’ for transition word. Oh! And I add comma.”



It’s been a good 5 years since that first semester of ESL peer review. Since then, I’ve implemented a great deal of social constructivist approaches in my teaching of writing. Before peer review begins, students talk story for 3-5 minutes about

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ESL Peer Review . . . (cont.)

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their day, then I explain the favor they're doing for each other (e.g. giving the gift of revision to a peer), show them a model peer review, and then have them orally review what they have written with their partner before returning the peer review sheet. I learned that what I had initially thought was "sloppy work" was really a cultural misunderstanding on my part. I simply had no perspective beyond the native-speaker classroom.

When I think back to that first semester, it makes me realize how much my ESL experience taught me about my own student expectations and the struggle to balance the ideological standards with the educational philosophy. Having had this experience in a room full of non-native English speakers in their home country, I am better able to diagnose students' difficulties with assignments as more than merely an L1 issue. I share this story to encourage those who are newly approaching the teaching of writing in an ESL classroom, and to stress how much one can learn from a year or two (or five!) of working with non-native speakers. Bless you, ESL teachers; you are a hard-working bunch.

About the Author: Misty Dawn Carmichael graduated from the University of Georgia and taught English for several years before moving abroad, obtaining a CELTA, and teaching ESL, IELTS, TOEIC and TOEFL for 5 years in Spain and Korea. She is currently an English Instructor at Hawai'i Community College.

Behind the Whiteboard A New Website



The ESL industry now has its own satirical E-newspaper. *Behind the Whiteboard* is *The Onion* for hardworking ESL teachers. Here visitors will find articles satirizing the ESL industry, absurd polls, a horoscope for ESL practitioners, and a photo gallery of our own "English" from Southeast Asia. However, the site is more than just comic relief. In the column Career Paths, visitors will read how veterans in the field grabbed opportunities that took their careers in unique directions. Another section profiles doctorate programs in the field, and visitors will find conference information from across the country. Want to show off your creative side and think you have a knack for satire? BtW wants to hear from you! Submit content or ideas and make money from your writing.

About the Author:

Nathan Mills was born in Columbus, Ohio and attended Ohio University. After graduating with a degree in Linguistics, he did various jobs such as waiting tables and cleaning airplanes. He also once worked a polling station to personally warding off hanging chads. Besides that, he was a voice actor for several campy kung-fu films, dubbing them into English, and a Nicholas Cage look-alike on a Thai television program. Since finishing his Master's degree in Applied Linguistics, he has taught English both in the United States and Thailand. He currently lives in Ashland, Ohio with his wife and daughter.

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Review Article for the *Adult ESL Training Video Project* (2012) The New American Horizons Foundation <http://www.newamericanhorizons.org> By Chika Miyashita, Sue Lyn Shinsato, and Aya Terzawa

Across North America, adult immigrants have access to ESL classes offered by community schools, literacy centers, and faith-based organizations. These programs frequently run on shoestring budgets with low-paid or volunteer teaching staff. The New American Horizons Foundation was formed in 2009 to support such programs and states on its *About* page that it values adult immigrants and "now more than ever we look to them, recognizing the tremendous contributions they can make to our society if given the chance to participate fully." The Foundation seeks to give more immigrants this chance by enhancing the quality of ESL teacher education for the adult immigrant community with its *Adult ESL Training Video Project*.

The Video Project currently consists of eight high quality half-hour video episodes packaged for purchase in three DVD volumes but also freely available online at the

American Horizons Foundation website. The videos depict various classroom settings where teachers demonstrate effective techniques for promoting the use of integrated language skills and building overall English fluency. Viewers see how to teach life-skills such as talking on the telephone, develop beginning literacy skills, build student-centered lessons, address challenges of multi-level classes, contextualize the teaching of vocabulary and grammar, and assess student progress. Additional videos are in the planning stage. The people behind the Video Project have impressive credentials in language teaching, materials development, teacher education, scholarship, and video production.

Each video segment begins with a description and background information about the class and students. Lessons feature integrated skills and interactive activities that the students are visibly enjoying. Watching the videos comes

Adult ESL Training Video Project . . . (cont.)

(Continued from page 4.)

close to live, in-class observations. In addition, the videos include brief interviews with the featured teachers. These interviews are extremely helpful because during in-class observations, we do not always have the opportunity to speak to the classroom instructor about how or why they do certain activities or what decisions they had to make about teaching them. The Video Project also provides valuable advice about handling classroom needs that every teacher faces such as planning lessons, sequencing activities, motivating students, and handling their questions.

We have identified four particular strengths of this video series, particularly from the perspective of novice ESL teachers. First, the teachers and the narrator explain what is happening in the lesson that we are watching. The teachers also explain why they use certain activities and how the activities help develop students' English. For example, in one segment on developing listening skills, we see how the teacher prepared the students for a listening task by using a strip story as a pre-listening activity. While we watch, the narrator explains what a strip story is, and the teacher talks about how strip stories can help students get into the topic and anticipate the language and themes that will come up in the actual listening task later. Thus, it is easy for novice teachers to see the purpose behind activities that teachers choose and why they use them when they do.

Secondly, the video scenes are clearly organized and easy for inexperienced teachers to follow. They all include discussion of the topic, techniques, rationale, materials, and assessment. Therefore, it is easy for novice teachers to see what the teacher is trying to teach and how she handles classroom challenges. In addition, in several segments, the camera focuses on the worksheets and other materials that students are using. These close-ups are particularly valuable for novice teachers.

A third strength is that teachers mention the background of the students in the beginning of the interview portion of each video. It is useful to hear how master teachers use this information in planning and teaching their lessons. The teachers explain how having background information about their students helps them understand how students may respond to certain stimuli or subjects in different ways and how they use this information to choose topics, activities, and methods of teaching. Background information also helps teachers find ways to reach students as individuals, gaining their trust and improving their interpersonal relationships.

A final strength of the series is that it shows multilevel classes. Meeting the needs of learners at different levels is

usually difficult for novice teachers, yet it is a very common situation, particularly in classes for adult learners. The videos show how skilled teachers approach different levels of learners in different ways, using different tone of voice and words to meet their needs. Thus, novice teachers can use the video series as a model for when they teach in multilevel classrooms.

We also identified three features of the video series that could have been improved. First and foremost, from the perspective of the novice teacher, too little camera time is devoted to watching what the teachers are doing during the lessons. The teaching scenes seem short. The specific scenes that are discussed in the interviews are shown, and both the interview and narration give the viewer helpful advice about what to look for in those scenes. However, it is difficult to see the big picture of a lesson from just these short scenes. Novice teachers would benefit from watching longer teaching segments, even if they are not all narrated or discussed. Besides being short, the classroom scenes

tend to focus on close-ups of individual students rather than on the teacher or the class as a whole. It is great to see students' reactions, behaviors, and facial expressions. However, it would have also been helpful to see the entire classroom, to observe the classroom dynamics, and to note where the classroom teachers were, how they moved about the class, and what they were doing. For example, when teachers explain language points and give instructions about group work, how do they look? Do they use strong facial expressions or a lot of body

movement? What do they do during group work? Do they simply walk around listening, or do they engage with the students? Do they approach student groups or wait to be invited? Do they give assistance or comments on their students' work, and if so, how?

Second, the narration somewhat overwhelms the visual aspect of the lesson. As we observe a classroom scene, we hear the narrator describing it, explaining what the teacher is doing and why. Unfortunately, the narration affects our ability to attend to the teachers and their teaching. Since the package also includes interviews with the teachers about their teaching methods, goals, and activities, the voiceover narration sometimes seems redundant.

Finally, although the audio recording of the teachers' voices is clear, it is quite difficult to hear or understand their students. Thus, for example, if we hear a teacher's question, we may be able to see who answered it, but we cannot hear what the student said. This makes it difficult to understand the teacher's response or follow up question. This difficulty



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Adult ESL Training Video Project . . . (cont.)

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occurs in both small group and in full class configurations.

Overall, novice teachers have much to learn from watching this video series. In fact, we encourage ESL and TESOL programs to recommend it to both pre- and in-service teachers, particularly those who are interested in working with adult immigrants or who lack background in second language acquisition and language teaching pedagogy.

About the Authors: The authors were all students in the BA TESOL program at Hawai'i Pacific University when they wrote this review. Chika Miyashita is from Hokkaido, Japan. Besides her studies in TESOL, she makes time for hula, Hawaiian, and Korean. Sue Lyn Shinsato is from Oahu and has just completed her BA. She is interested in the use of technology to enhance language learning and hopes to teach in Korea. Aya Terazawa is from Osaka, Japan and works as a tutor of Japanese, English, and Spanish. Aya and Sue Lynn recently completed their practicum experiences in an adult immigrant ESL program. They were advised and assisted on this review by their TESOL instructor, Jean Kirschenmann.

"I Huff and I Puff, but I Still Can't Get in" Using Folk-Tales and Guided Reading in the ESL Classroom By Zane Ritchie

ESL students often find it difficult to follow readings within the classroom because of the difficulty or content of materials, which have been poorly chosen by the instructor. If we examine how children learn to read in their first language (L1), they often prepare for reading by listening to stories, being read to, and by interacting with adults about the stories they have already heard. Therefore, one of the better ways of getting L2 learners accustomed to reading is to read aloud to them.

Particularly useful are folk or fairy stories as learners are already familiar with the genre and may even know the plots, which aids L2 comprehension. An advantage of folktales such as "The Three Little Pigs" is that they often contain frequent repetition of language, are straightforward and easy to read, and most of all, are enjoyable. Furthermore, when children first learn to read, they learn from books that are interesting, well-illustrated, not very long, and use language that is close to the spoken language. In addition, the texts are often predictable but in an interesting way.

Reading in English (L2) should not be just for 'studying' but should reflect the same goals as 'real' reading: for information, pleasure, and relaxation. To encourage this in language learners, they need to have enough L2 knowledge (i.e., vocabulary and structure), so L1 reading and skills can be used to efficiently help comprehend L2 texts. In other words, students should not be spending too many of their mental resources trying to comprehend the language of the L2 text to allow pleasurable reading. Texts may be difficult because of linguistic demands, unfamiliar topics, poor organization, or merely insufficient time to read. To encourage student motivation in reading, it is important to have them read at their own comprehension level. This encourages fluency and the learning of vocabulary in context and lowers the need for detailed analysis of grammar, syntax, and vocabulary because the learners are assumed to already understand most of what they are reading. This is one reason a story such as "The Three Little Pigs" works well in an ESL / EFL setting: It is a straightforward, easy-to-read story that appeals to all levels of learners. Although it does not have many complicated grammar structures, the content can still be thought provoking.

The lesson introduced below focuses on encouraging learner autonomy to maximize learning opportunities as well as offering opportunity for them to consider the content more deeply. The exercise is loosely based on guided reading; a genre of teaching reading used in many primary schools and usually involves the teacher reading a story with the students, with periodic discussion. The sessions usually follow a simple format: an introduction, supported reading, and a follow-up activity. The text is introduced to the readers, who are then 'guided' through it. Effective guided reading lessons should involve the children in the reading and discussing as much as possible. Pre-reading exercises are an important part of guided reading, and it is important to discuss what characters the students know, concentrating on their meta-cognitive knowledge from L1, as they might already know the story (or similar ones) in their own language. Follow-up activities can cover all manner of things,



Using Folk-Tales . . . (cont.)

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varying from responding to written questions, cloze exercises, role-plays, vocabulary extension, paired-reading, or rewriting the story.

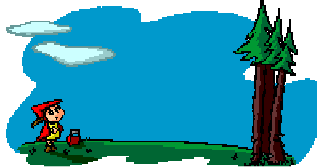
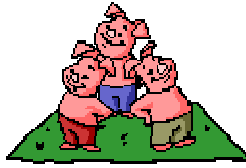
Model Lesson Plan

This reading activity is designed around the timetable of one 90-minute class, and consists of four discrete parts with the time recommended for each part indicated in parentheses. Further comments for each part have been added as necessary.

Part 1: Pre-reading Discussion (20 minutes)

Present students with pictures of straw, some sticks, and a brick. Let them discuss the textures, weight, and strength. Ask them to think about a story, which uses these materials. If they guess "The Three Little Pigs" (they should guess this, as the story has been translated into many languages), then have them try to explain what they know about the story. Who are the characters? What happens to the wolf at the end? In addition, explain that there are various endings to the story, but do not tell the students what these are! If they have never heard of the story (unlikely, but possible) then introduce them to the characters through pictures. Mention that the story is based on the adventures of three pigs and a wolf. Ask them whether they think a character is good or bad, and why. Show them pictures of the various houses, and have them guess which is stronger. What would it take to bring down each house? This time is also good for introducing unfamiliar, but key, vocabulary such as chimney, cauldron, or the materials used to make each house.

In this exercise, students are asked to rely on their background knowledge (metacognitive knowledge) as much as possible. The students should all take part in the discussion, and told there is no right or wrong answer. It is also important to make sure the emphasis is on the story context and relating the story to the learners' own experiences and knowledge; to encourage them in their understanding of the story overall without focusing so much on individual letters, words or sounds. In this case, because the story is grammatically straightforward, told mostly in the past simple tense, it should not overtax the mental resources of the students. Further, it incorporates repetition of specific words and phrases and includes enough new phrases to make it ideal for lower-intermediate learners of English to improve their English fluency.



Part 2: Reading (10 minutes)

Read the text aloud to the students while they follow along in their own copies. Have them underline any words / phrases they do not recognize. Because the students are of an advanced enough level, armed with meta-cognitive knowledge about the story in their own language, as well as with the necessary grammatical understanding of the English, there will be few words / phrases they do not understand. This is especially true because they would have covered most of the important vocabulary and ideas in the pre-discussion phase. However, inevitably, most (if not all) students will be stumped by set-phrases, such as "Not by the hair of my chinny chin, chin."

To tackle these issues, after having completed the reading, put the students into groups and have them devise possible answers. If they cannot solve them, provide a few hints by asking them what they would say if a wolf came to their door and threatened to destroy their house, for example. In this way, they can use their own knowledge and the context of the story to try to decipher the meaning of what the pigs said.

Part 3: Reading Discussion Exercise (30 minutes. 15 minutes to think of questions and 15 to provide answers)

The students individually scan the text for information and develop at least three original questions from the information in the story. To guide students in question creation, one could gently remind them of the typical Wh-questions. The teacher's role here is to mitigate the discussion and to make sure the questions are not too similar among the groups. After thinking about their questions, they then "pool" their questions with other members of their group. Then, as a group, they choose three or four of the questions that they think would be challenging enough to test other members of the class. One member then reads questions to the rest of the class who can then write the answer. Repeat for each group until all questions have been answered. The purpose of this exercise is to encourage students to develop scanning strategies that could be used in comprehending almost any text. Furthermore, students are listening to one another and writing the answers, which uses additional language skills.

Part 4: Fluency practice (20 minutes)

In their groups, have the students create an ending for the story. The teacher' role is to encourage the students to be creative and use the some of the vocabulary they have covered in the story to express their own message. A good starting point is the moment when the wolf is turned away from the third house after he fails to

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Using Folk-Tales . . . (cont.)

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blow it down. Choosing this point allows students more latitude to create their own endings, rather than asking them to start from when the wolf descended the chimney.

Once they have finished their ending, they must nominate somebody within their group to read it to the class. The class can then decide which is the more interesting. Of course, one could expand the activity to have the students actually record their endings, play them back to other groups, and have them try to write an account as if they were reporters.

This activity / approach can liven up a reading lesson by using an engaging story, scaffolded vocabulary, guided reading, self-generated questions, and a creative retelling of the story.

For more information on guided reading, see the following works.

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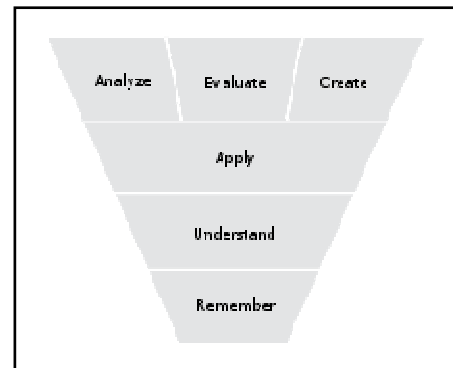
About the Author: Zane A. Ritchie is an assistant professor at Rikkyo University. His research interests include content-based language instruction, task-based & project-based instruction, globalization issues, the geopolitics of petroleum, computer-mediated learning, and pragmatics of internet communication.

Flipping the EFL Classroom By Jeff Mehring

Just the thought of standing in front of a class prepared to lecture for 90 minutes sends chills down my spine. Sousa (2011) showed student attention wanes after 20 minutes, so why do teachers continue to lecture? Working in an immersive English as a Foreign Language (EFL) program in Japan involves finding new and creative ways to present material that enable students to interact with the teacher, classmates and material in authentic, academic discussions. If I spend 50 or 60% of class time lecturing to students, it leaves them few opportunities to interact with the teacher or classmates about their new learning and to make the new knowledge their own. *Flipping* provides the teacher with more opportunities to scaffold learning, develop critical thinking skills, and to spend more time on task.

When the classroom is flipped, students have access to new material enabling them to come to class better prepared and to take part in in-class activities. EFL students' access to a video lecture beforehand creates the possibility for them to connect new information with background knowledge and develop their thoughts and ideas in an asynchronous environment. Providing new information when students are ready, just in time, scaffolds use of new vocabulary, grammar structures and content in authentic environments. In class, the teacher continues to guide students through their Zone of Proximal Development (ZPD) empowering them to perform at their highest potential (Vygotsky, 1978). Through scaffolding, students encounter supported opportunities to practice the language and material that empower them to become better critical thinkers as well.

In my classes, I partner flipping with pre-class online



Categories in the cognitive domain of Bloom's Taxonomy

discussions or forums through a CMS. After watching the video lecture, students discuss questions or ideas enabling them to work through Bloom's first three levels of critical thinking. I play the role of a peripheral participant as I follow student postings, making notes of new ideas or places where learning can be extended in class and of areas where students may exhibit comprehension difficulties. Then I am able to plan the next class based on the students' needs and focus on Bloom's higher levels of critical thinking (analyze, synthesize, and create). This format offers students the ability to begin as peripheral learners and build self-confidence. As students gain new knowledge on the topic, they will become more centripetal during in-class discussions, and more time on in-class activities can be spent on task.

Flipping offers precious class time for students to do pair work, or small group work, and analyze and synthesize the new material with immediate and valuable feedback from the teacher. Opportunities for more time on task empower students to grow and expand their language potential.

Flipping the EFL Classroom (cont.)

(Continued from page 8.)

Classes become places where the students lead and experiment with their ideas, and the teacher guides and poses valuable follow-up questions and feedback.

Flipping is a valuable tool for both teachers and students in the EFL classroom. Opportunities to scaffold learning, develop critical thinking skills and to spend more time on task empower students create an environment for authentic language use.

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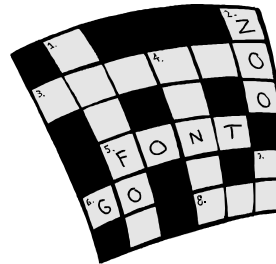


A Wiki Way to Learn By Janan M. Malinowski

My high school ESL class of international students developed a class wiki (a digital portfolio which can be set up for free at www.pbworks.com), and each student has a folder of digital pages for various assignments, especially writing and vocabulary. Students can view each other's pages and leave comments and questions about content and language use. This way, they are involved in teaching each other in a collaborative 21st century skills approach. Their posted work can be used as a basis for grammar, composition, reading and conversation lessons when it is viewed by the whole class using an LCD projector, or it can be viewed individually by students in a computer lab or even using the students' own i-phones or other personal digital equipment.

Typically, we have a weekly assignment to find five "new words from the real world." This new vocabulary can be from radio, TV, movies, music, conversations with native speaking classmates, or reading other than textbooks—in other words, not vocabulary they already have to learn for another class. Each week they post their lists along with the sentence they saw or heard the new word in, its dictionary definition, and an original sentence.

We have several digital methods of reinforcing this vocabulary. One is that after posting twenty words, each student uses <http://puzzlemaker.discoveryeducation.com> to create a crossword puzzle for classmates to complete; these can be exchanged by pairs or larger groups depending on the size of the class. Students use each other's wiki pages to help them complete the puzzles, thus learning at least



two new sets of words.

A second vocabulary building activity we have done with these words is using them to write imaginative stories, again using a certain number of their new words. These have been presented in several ways. Students can simply type their stories in the writing section of their wikis and add illustrations, either

drawings or photographs by scanning them in or using Google images to download illustrations.

Alternatively, the students can use www.storybird.com, which allows them to create a digital picture book, using a provided library of cartoon-like illustrations. When we do this, students present their stories orally to the class using the LCD projector, and they critique each other's work. Students have gotten very creative with their vocabulary use, and we have had a lot of fun and laughter as we shared the work.

The students also created a section of the wiki where they posted photos and write-ups of new things they have seen, done, and learned about Hawaii and our school. This is to help each other and to orient new international students who may come to our school in the future.

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A Wiki Way . . . (cont.)

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Some students even took the initiative to create other wikis for special purposes. One senior who very successfully completed the college application process created a senior project wiki to help others attain the college dream by explaining the steps to go through, the things to think about, and the pitfalls to be wary of, and by providing links to many important websites related to college planning, testing, and financing. Others created a wiki with information about their home countries, their customs, food and so forth to help orient host families to the cultures of students who would be living with them during the school year. Others have created video demonstrations, like sushi -making, which can also be uploaded to the wiki using YouTube.

Wikis are useful and fun at many levels of language and culture learning, and they really engage today's "digital native" students. In fact, it was my students who did a lot of the teaching as we learned together how to integrate new technology into our curriculum (they were **much** faster than me). That process did a lot for their self-esteem as they struggled to adapt to their immersion in an all-English environment.

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Apps for Language Learners By Cristiane Vicentini

(Continued from the February 2012 issue of *The Word*.)

Nowadays, smart phones and tablets are ubiquitous, creating new ways and means to study languages. This annotated bibliography was compiled in order to give your students technologically advanced options for studying English on their own. The apps in this list address all four major language skills as well as pronunciation, grammar, and vocabulary. They include business English, comics, dictionaries, flashcards, games, idioms, learning communities (*Busuu*), music, picture search engines, story books, story archives (*StoryCorps*), TV shows and movies, TOEIC and TOEFL preparation, and tongue twisters. They are organized in alphabetical order to facilitate the





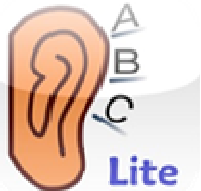
inclusion of additional apps as you find them. All are available on iTunes, and some might be available on the Android app market, too. At the time the list was compiled, most were lite (or free) versions with sample lessons or exercises making it easy for students to try them out. Further practice is generally available at a low cost.

This project grew out of a course assignment in the MA in TESOL program at HPU. I owe special thanks to Professor Jean Kirschenmann, for her support and guidance, Dr. Candis Lee, for the opportunity to work on this project, and my classmate Monica Smith, for suggesting several of the apps that have been included on this list.

13	Grammar Up (Lite) 	This app was designed to replicate questions found in the TOEIC test. You can take varied grammar tests in multiple-choice format. Topics include conditionals, conjunctions, pronouns, adjectives (word choice), adverbs (word choice), among others, for a total of 90 possible questions. Notes: 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) Full version available with more than 1800 questions(\$4.99); 3) Suitable for intermediate to advanced learners.
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Apps for Language Learners (cont.)

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<p>14</p>	<p>Idioms</p> 	<p>This is an app for learning English idioms. You can learn the meaning and the story behind each idiom, with illustrations and captions.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) Free version includes 23 idioms starting with letters A and B; 3) Packs of 70 or 140 idioms available (Prices range between \$1.99 and \$3.99); 4) Best for intermediate to advanced learners.
<p>15</p>	<p>Introduction English Conversation Vol.A</p> 	<p>This app helps you practice your speaking skills, through video lessons presented by the host, Virginia (American English pronunciation).</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) 2 videos in each lesson: Video A introduces new language; Video B focuses on pronunciation practice; 3) 20 lessons available. Topics include jobs, hobbies, the weather, asking and giving information, among many others; 4) Complete scripts to all the lessons available; 5) Suitable for beginner students.
<p>16</p>	<p>Johnny's ESL Book App</p> 	<p>This app helps you practice listening and reading. It contains 13 content-based chapters, each offering a short story with audio (American English) and key expressions.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) After each story, there is a complete explanation of the expressions, with more examples in context; 3) No other stories are being offered at this time.
<p>17</p>	<p>K12 Timed Reading Practice - Lite</p> 	<p>This app helps you practice reading for fluency and speed. First, it tests how fast you read and gives you the number of words you read per minute. After that, you can choose different stories and read them for practice or just for fun.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) Lite version includes 25 free stories; 3) Option to pause timer in each story; 4) Full version includes more than 250 stories (\$1.99); 5) Suitable for beginner to intermediate levels.
<p>18</p>	<p>LinguaTalk English (Lite)</p> 	<p>This app helps you develop listening skills. You can listen to President Obama's inaugural speech read naturally or with stops or pauses for dictation.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) See or hide the captions in each sentence; You can also replay each sentence as many times as you want; 3) Lite version only offers 2 minutes of the inaugural speech. 4) Speech is <u>not</u> being read by President Obama; 5) Other versions of this app offered for \$0.99 (all 5 versions are related to Obama's speech); 6) Suitable for intermediate and advanced learners.


Apps for Language Learners (cont.)

(Continued from page 11.)

19	<p>Merriam-Webster Dictionary</p> 	<p>This dictionary app allows you to look up words by typing them or through voice search. It is user friendly: the same page has the definition, a “sound” icon for pronunciation, examples, word origin, and synonyms. The app also offers an option to add the word to a list of favorites. A “Word of the Day” feature (usually very advanced vocabulary) is available, with examples and word origin.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) It does not show IPA.
20	<p>OneTouch Listening Clinic</p> 	<p>This app develops your listening skills. Choose the level of difficulty and practice listening to words or phrases as they are pronounced in connected speech. As you click on a specific word or phrase, the app gives you its pronunciation by itself and in a sentence. It also offers listening practice exercises using American English pronunciation (arrange words to form a sentence according to what you hear).</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) It does <u>not</u> show IPA spelling; 3) The app was not created by native speakers of English. “Primitive” = basic level, and “Complex” = advanced level.
21	<p>Pandora</p> 	<p>This app is the smart phone and tablet version of the website www.pandora.com. You can personalize radio stations and listen to the kind of music you like. Just type in a song, an artist, or a composer, and Pandora will create a station by finding music that is similar to what has been selected. Other stations can be created following the same procedure</p> <p>Note: Free app – iTunes (iPhone, iPod Touch, and iPad).</p>
22	<p>PicSearch</p> 	<p>Use this app to search for pictures. It connects you directly to Google Images and shows you several thumbnails of the words you type. Click on the thumbnail and a full size picture appears. If you want, you can save it or email it to someone. The app provides great support when you cannot understand dictionary definitions or need pictures to help you understand them. It is fast, simple, and suitable for any level.</p> <p>Note: Free app – iTunes (iPhone, iPod Touch, and iPad).</p>
23	<p>Pronunciation Power</p> 	<p>This app helps you learn how to pronounce 52 sounds in the English language (American English).</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone and iPod Touch); 2) Side view animation – teaches you how to move your mouth and tongue to pronounce every sound; 3) Front view video – see a real person pronouncing the sound; 4) Practice – listen to the pronunciation of the sounds in sample words (sounds are highlighted); 5) Suitable for all levels.

Apps for Language Learners (cont.)

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24	<p>SMART Speaking TOEFL</p> 	<p>This app provides practice for the TOEFL IBT speaking section. You can get 10 different questions, record answers to them and then play them back to check on content and pronunciation. If you are not happy with the recording, you can record everything again, until you are satisfied.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Free app – iTunes (iPhone, iPod Touch, and iPad); 2) Even though the app's main objective is to prepare you for the TOEFL speaking section, it can help you with general speaking skills too; 3) Suitable for intermediate and advanced level.
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Note from the Editor: Cristiane Vicentini's list of apps is fairly extensive and therefore, **will be continued** in the next issue of *The Word* coming out in September. Stay ituned.

Getting Students to Use Word Cards Effectively

By Richard Miller

Commonly around East Asia, if you use any public transportation enough, one is bound to see students diligently using word cards to try and learn, what is usually, English vocabulary. These word cards, typically bound together with a hard metal ring, can be seen being used on buses, trains and elsewhere by earnest students trying to memorize English words. The question one wonders: Is all the effort really worth it, does it really work? The accepted idea is that vocabulary alone is an effective method of basic communication, and, according to Beglar and Hunt (2005), essential to understanding and of particular importance to EFL learners. In other words, vocabulary without grammar can be a helpful communicative device; moreover, it means that without a basic vocabulary there is very little we can do.

The importance of vocabulary can be illustrated in the following utterance: banks go I no money. While the grammatical structures are completely off, the communicative usage is effective. The interlocutor becomes aware of the fact that the speaker needs to get to a bank due to a lack of money. Therefore, even with a limited knowledge of grammar, a speaker will get his or her point across in this situation.

Aside from the communicative effect, the necessity for an expanded vocabulary in reading as well as listening comprehension is also proven to be vital for success in L2 acquisition and success, particularly with academic studies (ibid.). So, if vocabulary is not a priority in your classroom it might be something you want to consider giving more attention to. After all, when it comes to classroom

management and the goals of educators, vocabulary lists are often assigned and it is something that students will be tested on. In addition to the communicative pragmatics of a broad knowledge of vocabulary, the criterion-

referenced tests that students are required to take often dictate that they absorb a large amount of vocabulary, if not in your class, then perhaps another. Therefore, word lists became a necessity of success for many, if not most, students. So, the problem then becomes: How many words should a student attempt to learn at a given time to be able to learn the required vocabulary successfully? According to Ellis and Sinclair (1996), short-term memory has a limited capacity when it comes to learning and transferring that memory to the long-term. So, that means don't try and learn more than 6 to 8 pieces of information at a time as it has the potential to become lost (think of yourself trying to remember 12 new names as you are being introduced at a party). When trying to learn new vocabulary, repetition and seeing the new word in different contexts is important, and Nation (1990) concluded that it took 5 to 16 times to remember a new vocabulary term.



... Use Word Cards Effectively (cont.)

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Practical application:

With vocabulary learning of such importance, we educators should be teaching students how to effectively learn it, and one way is through the use of word cards. I learned an effective way to teach word cards in Prof. David Begler's class at Temple University while studying there. In fact, I use the technique myself in studying at another graduate program for quickly remembering jargon in classes as diverse as marketing and corporate ethics, as well as formulas and financial management. So, I am a firm believer in word card uses if they are used effectively and properly.

The obvious problem with using the large metal ring that most cards come with is the size and the volume of words that the student is attempting to learn in a single setting, as many hard rings have 100 or more parts per ring. This is problematic for the reasons that were explored earlier and most students quickly forget the words as they go through the ring. Learners learn more effectively with the repetition, therefore the student needs to reduce the number of cards to the more manageable number of 6 to 8 word cards and have the opportunity for repetition.

When teaching this to a class, just before getting into the technique, I briefly explained to the class the concept and theory behind short-term memory and long-term memory. I find that the students are generally more receptive after getting that explanation: I use the example of meeting 12 people at a party, particularly if all of the people are foreign with names like Billy, Bob and Bryan. In order to illustrate this technique, I provide the class with eight words that a class of low-level students in the law faculty at Kansai University in Osaka, Japan were to be tested on. The eight cards that are used are examples with the Japanese translation on the opposite side of the card (in italics). These eight cards are numbered 1 to 8 for this example:

- | | |
|---|---------------------------|
| 1. Lawyer <i>bengoshi</i> | 2. Court <i>saibansho</i> |
| 3. Police <i>keisatsu</i> | 4. Judge <i>saibankan</i> |
| 5. Divorce <i>rikon</i> | 6. Lawsuit <i>sosho</i> |
| 7. Judgement <i>hanketsu</i> | |
| 8. Judicial Scribner <i>shihoshoshi</i> | |



Using the vocabulary list that was provided above, I suggest setting up a word card list that the students can see. I personally like to use larger recipe cards with black marker so that those at the back of the room can see. With

a large pile of recipe cards showing I explained that just to go through the entire pile might be a waste of time. So, I'll pull off the top eight cards, which happens to be the eight targeted vocabulary terms. The students would watch me take the eight cards and then pile them on top of each other with the English word facing upwards in the order I've listed. The first word that comes up of course is "lawyer" and I'll show the

class, pretending that it is a very difficult work, pausing to look at the back to see the Japanese.

When the student sees the English word and has no idea what the card means he or she will then look at the Japanese translation on the back. Being an example of a difficult card, I just then slip it under the next card, which comes up as "court." Since "court" might not be too difficult, I am then able to slip it about halfway towards the back of the eight cards. Suddenly the first card comes up again, "lawyer," and student quickly sees the first card that came up again. This exposes the learner to the difficult vocabulary word again, rather than later. With "lawyer" showing up again, I then pretend to show that it is again a difficult word and it once again ends up going down only one spot under the next card, "police." This word is also difficult so it goes under "lawyer." I continue the routine until "court" once again arrives at the top of the word file. Now if the word "court" was a bit easier for the learner then it is placed on the bottom of the pile. I then show that the easiest words are to be placed at the bottom of the pile - thus, the learner is newly exposed to the difficult vocabulary word each time until it is no longer difficult. This is because the review of those words that he or she is struggling with is repeated continuously until it becomes an easy word.

This process is continued until the entire pile is easily navigated and the students will then be able to turn all the cards over with Japanese, continuing the process until they can smoothly go through all of the cards. I would then

... Use Word Cards Effectively (cont.)

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explain that if the eight words that they just studied came from a large file, then the now easy small pile is returned to the larger pile. I also advise that they should keep all the cards so that when they have a large pile, they can go through it later, removing cards that are difficult and then starting over again. I have effectively had students learn this technique at the beginning of the course by giving each student 8 word cards I have brought with me, then having students prepare the cards based on the words that I chose. I then give the students a vocabulary test based on that short and difficult vocabulary list that I gave them. This allows the students a chance to attempt the process to give them a practical opportunity to try the technique. Later, as an extension, longer words or phrase chunks can be added to the word cards. In addition I encourage the students to keep the cards for further review later, always being sure to remove the cards that are difficult so they may be remembered using the original technique.

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Does the CLT Approach Really Enhance Thai Students in EFL Context?

By Denduang Boutonglang

In 1996, the Thai compulsory school educational system began mandatory English instruction for all grades from first to twelfth (Foley, 2005). Even after 15 years of this instruction, the Department of Educational Testing reported that the results of students' English proficiency were significantly lower than expected (Ministry of Education, 2008). Though its major aims were to improve "the students' linguistic and communicative competence" (Foley, 2005, p. 231), the majority of students failed to meet the required standard. Foley suggested that this is because of the sudden implementation of compulsory English. Both students and teachers had minimal training in English, and English is used rarely during classroom instruction. I did research on answering the question: Does CLT approach enhance student language learning? The Communicative Language Teaching (CLT) strategy was implemented into my 7th and 12th grade English.

The Communicative Language Teaching (CLT) approach was originally defined as, "the language teaching approach that has communication as its goal" (Lee & Vanpatten, 2003, p. 1). Its aims are to assist language learners in acquiring communicative competence and to develop procedures of language teaching which assist learners in meaningful communication (Liao, 2000a, 2000b). The main point of the CLT approach is to provide opportunities for learners to have interaction using the target language. This broad approach is used in English as a Foreign Language (EFL) classroom instruction, especially in China, Taiwan, and

Korea (Liao 2000a; Wei, 2010). In Thailand, Manajitt (2008) investigated the CLT conceptualization and practice of Thai EFL secondary school teachers in Bangkok. Findings indicated that the teachers moderately applied the CLT approach in their teaching because of the larger class size, lack of equipment, and the time it took. Both Thai and English commands had been used during the instruction process along with traditional approaches. Further, Kwangsawad (2007) introduced the CLT approach to teachers from rural classrooms. Teachers also attempted to implement CLT; however, they have only a basic level of fluency in English. Many teachers struggled with designing activities and using the target language replacing Thai language during classroom instruction. Kwangsawad further suggested that there is a need for support both in knowledge of English language knowledge and in pedagogical knowledge

I chose the rural secondary school located in Nakhonratchasima Province in northeast Thailand at which I am employed as my research site. Participants included 28 seventh graders and 13 twelfth graders. Both grade level students had different academic backgrounds. The seventh graders had studied English as a foreign language with their primary school teachers for 4 years before attending the secondary school in 2009. The twelfth graders, on the other hand, have studied English as a foreign language for 8 years. The content of the lesson plans for both seventh and

Does the CLT Approach . . . (cont.)

(Continued from page 15.)

twelfth grades were different in nature, but had the same purpose of communicative language teaching (CLT). Learners participated in English classes 20 times within 12 weeks. A survey were given before and after the teaching sequence modified from Christensen and Knezek (2009). This survey included 14 Likert-scale items asking students their perspectives on English language learning to measure their attitudes toward learning English in the language classroom. Looking through the results as a whole, both similar and different results were addressed and compared within grade level and across grade levels. The conclusion was drawn after comparing with other findings.

The pre-survey was given out to students in the beginning of June 2011, and the post-survey was given out to students in the middle of August 2011. In order to allow comparison, the pre- and post-survey results for each grade level were placed together.

Table 1: Student responses to items related to classroom experience: Agree and disagree

Item Number			7 th graders (N=28)		12 th graders (N=13)	
			% Agree	% Disagree	% Agree	% Disagree
1	I always have a chance to speak English in class.	Pre	14	32	15	0
		Post	64	0	54	0
9	My teacher speaks English to us for part of each class.	Pre	43	11	85	0
		Post	79	7	77	0

Positive side=SA, Strongly Agree (5); A, Agree (4) Negative side=D, disagree (2); SD, strongly disagree (1)

Table 2: Student responses to items related to personal development: Agree and disagree

Item Number			7 th graders (N=28)		12 th graders (N=13)	
			% Agree	% Disagree	% Agree	% Disagree
12	Revising my English exercises or assignments with teacher support helps me learn English better.	Pre	39	14	77	0
		Post	75	0	85	0

Positive side=SA, Strongly Agree (5); A, Agree (4) Negative side=D, disagree (2); SD, strongly disagree (1)

Table 3: Student responses to items related to effort expended in learning: Agree and disagree

Item Number			7 th graders (N=28)		12 th graders (N=13)	
			% Agree	% Disagree	% Agree	% Disagree
5	I work harder when the teacher asks me to speak in English more often.	Pre	29	21	62	15
		Post	68	7	54	0

Positive side=SA, Strongly Agree (5); A, Agree (4) Negative side=D, disagree (2); SD, strongly disagree (1)

Does the CLT Approach . . . (cont.)

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In addition, for both the 7th and 12th graders' results, students' responses related to their classroom experience has obviously shifted to a more positive agreement compared with the pre- and post-survey results.

Participation in classroom activities may help provide students opportunities to learn, however, it may not necessarily lead to academic level. Thus, Using CLT strategy in language teaching in an EFL classroom provides opportunities for students to experience "authentic language" learning. Teachers need to explore and maximize various forms of CLT approach in a language classroom to provide students with a wide range of opportunities, so they can experience and be exposed to the language being studied.

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The Impact of Direct Instruction in an ESL Classroom By Uraiwan Gibson

While a student at the University of Colorado at Denver, I did an inquiry research project to find out the impact of direct instruction on student writing. The rationale is based on the assertion by many educators that "a slight modification in classroom lessons and routines allows the teacher to focus on needed or additional instructions that can lead to improvement in student performance in a specific targeted area." My target area was student writing, and I wanted to find out whether teaching transition words and having students use them in the regular exercises and assignments, would improve students' writing in Level 6 ESL class—highest level before High School at the St. Vrain Valley Adult Education where I was volunteering. "Improvement" was signified by the increase in scores based on the criteria from the CASAS FWA's rubric used by the school.

The treatment included: explicitly teaching what transition words are and how to use them; providing handouts, examples, and periodic reviews; and encouraging students to use transition words in their writing assignments.

In addition to student writings from the qualified assignments, one interview and one survey were used to gather additional data.

For the initial stage, I interviewed two adult students from Level 6 who came to the ESL lab, as well as talked to the ESL Component Manager of the school about them. The data from these two students gave me a feel for their literacy background, life's goals, and what they expected from the class. Although these disclosures may seem insignificant because they are mostly qualitative in nature, they are valuable because I found a strong correlation between students' life's goals and the desire to write better.

From the interview, when the goal was to go to High School, the particular student wanted to write well and was more excited about learning new writing strategies. Later, I found the same correlation when I finally had a chance to talk with most of my student subjects. Meanwhile, under the guidance of the class teacher, I created four lessons to be

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used to instruct, prompt, and generate student writings that would provide needed data.

During the first lesson, I had students write a paragraph or two answering a written question from a unit in their workbook, and then had them do a second writing using a picture from the same workbook. I wanted to use these writings as baseline for comparison with writings after students had been given the treatment of being explicitly taught transition words. To obtain the score for the baseline, I used the CASAS FWA's rubric and then used the average of all the scores.

On another day the class teacher explicitly taught a mini lesson on what transition words are and how to use them in sentences and in paragraphs. Students were also given a handout with lists of transition words and phrases to use. The teacher worked with students and gave examples in subsequent writing assignments as well. A few weeks later, I did a review and taught five transition words for comparing—*also*, *but also*, *however*, *meanwhile*, and *whereas*. Immediately after that, I asked students to do a writing exercise using these words. In the last lesson, I again taught transition words and used them in exercises. All in all, I was able to collect 2 baseline writings and 4 other writings after students had received the treatment. Each time, the writings were scored using the CASAS FWA rubric and equated to a numerical score.

Upon close examination, I discovered that the majority of transition words used by students were simple conjunctions—*'and,' 'but,'* and *'because.'* I think the reason could be because these words are easy or very prevalent in any language. I was still glad to see that students used these words to put in details. However, since students used *'and'* so frequently, I decided to not include it. The data showed that after the treatment was applied, the number of transition words used mostly went up (in 3 of the 4 writings). Following is the summary of the number of transition words used before and after the treatment.

(Using average) Baseline: 1.7

Later Writings: 5.3 = + 3.6 words

In addition, I found transition words helped students add even more details, giving the writings higher scores in content, organization, and word choice:

(Using average) Baseline: 35.6

Later Writings: 39.65 = + 4.05 points

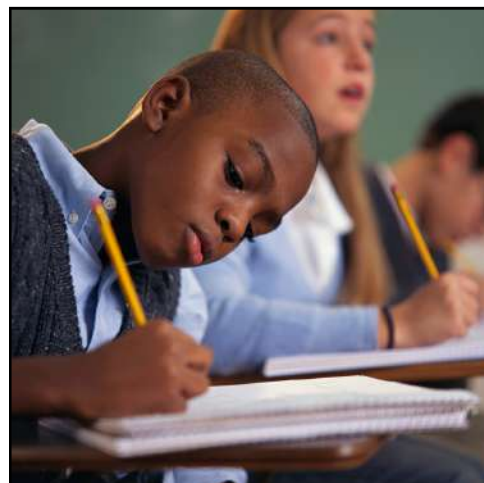
Of significant mentioning nonetheless, the number of transition words used and the scores for writing actually went down in the last writing, which perplexed me greatly. It was not until I recalled the circumstances involved that I came to an explanation that the reason was perhaps due to

the probability that students may not have had enough time to process and practice before having to apply the new knowledge taught that day, or another explanation could have been that the picture prompt was not very helpful. I strongly feel that both of these factors could have impacted the students' ability to generate ideas for this writing. As a matter of fact, it also occurred to me that these adult ESL students—with jobs, family responsibility, and other issues in life—could have been having a bad day that day. That is a factor no researcher can control.

Just for fun, I gave the students a survey that incorporated all the transition words taught. This was a way for me to re-teach as well as wrap up and showcase transition words in real use. It is gratifying to me from the results of the survey that the majority of the students had a positive feeling toward transition words. They indicated they knew how to use them and believed transition words would help them write better.

Based on the writings of students that I gathered and the scores I gave, I propose to conclude that the numerical data show there is an increase in the use of transition words, as well as an increase in the writing scores after students were explicitly taught and encouraged to use transition words in their writings. Thus, the results support the assertion that a modification in classroom instructions and routines can have a significantly beneficial impact on student learning and performance.

About the Author: Uraiwan Gibson gained her BA in TESOL at BYU-Hawaii and an MA in Curriculum and Instruction—Linguistically Diverse Education (ESL) at the University of Colorado at Denver. She worked briefly as an English instructor at Spring International Language Center—Auraria campus, but enjoys teaching adult ESL the most. Currently, she is living in Boulder, Colorado with her husband and two dogs—aptly named, L1 and L2.



Bridging the Gap among TESOL Communities

By Carrie B. Mospens



I was intrigued by this year's theme for the 2012 Hawai'i TESOL Conference, "Bridging the Gap." Initially, I wondered... what gap. However, as I read about the details of the conference, I realized how apropos the theme was. At a conference level, the theme referred to bridging the gap between English language professionals and English language learners. After attending the conference, I realized that the gap metaphor could extend well beyond the teacher-learner relationship to reflect the gap among TESOL communities themselves.

As intended, the conference provided an opportunity for ESL professionals to network. While attending the conference, I met many ESL professionals from around the state and abroad. Having been to a good number of TESOL events in the past, I was not surprised by the diversity of professionals. In fact, I was well aware of the many independent language schools on O'ahu. I was familiar with the language programs offered at the various universities represented. I even knew a fair amount about the noncredit English language programs offered within the University of Hawai'i System. Yet, what I came to realize was that not many TESOLers knew about my ESL community.

This realization became very apparent at the poster session. Being instructors from Hawai'i Community College (HawCC), my colleague, Misty Carmichael, and I decided to prepare a poster portraying our campus, which is located on the east side of the island of Hawai'i. We included demographics about our student population, program information, pictures, and projects to illustrate the cultural diversity of our campus and to emphasize the challenges that we face as we aim to meet the needs of all of our students.

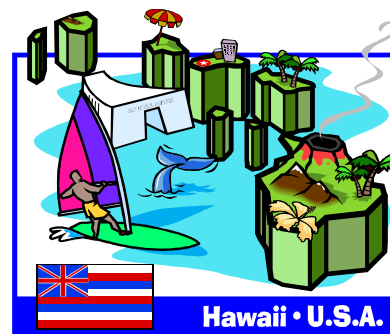
Our plan was for one of us to accompany the poster temporarily while the other attended another session being

offered. However, neither of us ever had the opportunity to attend one of the other sessions. From the moment the poster session opened, we were engaged in conversation about our poster! TESOLers from far and near came to inquire about our campus. Many seemed intrigued as we shared the details of our unique campus culture and *kauhale* (village) philosophy. While the focus of our conversations fluctuated, one element remained the same. As ESL professionals, we wanted to understand how we were connected and how we could benefit by learning more from each other.

On another level and from the perspective of a community college instructor, I also noted that TESOLers among the Hawai'i community colleges expressed interest in developing closer relationships among the campuses. I have been told that in the past, campuses would meet biannually to discuss semester developments and to promote collegiality. However, at some point the tradition stopped. With renewed interest and dedication, perhaps it is time to rebuild that bridge.

On the island of Hawai'i, we have recently begun to take steps to learn more about our own TESOL communities. Our goals are to foster relationships with other ESL professionals on the island despite geographical distances and/or distinct purposes as we each strive to accommodate different needs and populations. By gathering occasionally (whether in person or via polycom) we hope to share experiences, knowledge, ideas, developments, and best practices so that, we may benefit and grow together. Our annual Hawai'i TESOL Conference provides us with an excellent opportunity to come together as professionals statewide. Let us also consider the possible bridges that can be built between TESOL communities at all levels: state, island, system, or institutional.

About the Author: Carrie B. Mospens is an instructor with Hawai'i Community College. She recently received a travel grant from HITESOL to attend the Annual HITESOL Conference.



A Week in the Life of a Still-Optimistic, but Been-Around-the-Block (a Few Times) Teacher/Editor/Mother/Wife By Julie Mowrer



Monday: The week begins with a whimper (literally)

4:00am – I stare gloomily at the bedside alarm clock, shifting around a bit in the bed to try to move away from the two small feet pressed firmly into my back. My 2-year old son is sleeping in bed with me...again. He suddenly whimpers and sits bolt upright in bed, then falls face-first back onto the bed. He's still fast asleep. I suppress a laugh and then close my eyes and try to fall back to sleep, or at least rest a bit before having to get up in an hour.

8:00am – There is only one student sitting in front of me for my first class of the day and I jokingly ask him what he did to scare away all of his classmates. He looks back at me seriously – “No, Julie, I didn’t do anything.” I raise my eyebrow at him and he catches the joke. “Oh!” He laughs. We chat about his weekend, which is challenging because it seems that he didn’t do anything of note, until two more students wander in. By 8:10, I decide that we should start the final lecture practice. I’m grumpy since they all asked for more listening practice before the final exam, and I worked all Saturday putting together the practice lecture. I consider shifting some things in the lesson, but it won’t work so I press on. At the end of the lecture, the rest of the class has slipped in, looking abashed. It’s a Monday.



Tuesday: Can an English teacher learn code?

12:00—I’ve finished teaching my classes for the day and am off to my second job. About a year ago, our department was at its lowest enrollment ever and out of concern for classes being cancelled, I decided to accept a position as the University Catalog Editor. Today I am meeting with our webmaster to ask questions about the computer program we use. It is not a difficult program, but it has its quirks and I have a whole stack of questions. As the webmaster graciously went through each problem, my brain was totally with him for the first hour. During the second hour, I found

my attention starting to drift and then in the third hour when he went into the source code...I’m pretty sure the natural order of the universe was turned upside down. I have a bachelors in Literature and a Masters in TESOL. The expression, “It’s like it was in another language” came to mind, and then I realized that it really was in another language! Realizing that I was feeling how many of my students probably feel, I studiously took notes and then made my move to go. I would deal with the Greek tomorrow.

4:30pm – I pick up my son at daycare and he grins as soon as he sees me at the door. Now that’s a great way to end the day.



Wednesday: That darn cat!

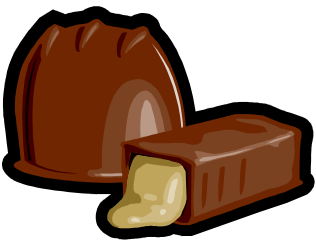
10:00am – My reading students are reading a great short story, *The Circuit* by Francisco Jimenez. I always feel nervous about having them read fiction because it’s heartbreaking if their language skills aren’t high enough to feel the emotion of the story. They begin by sharing their homework in small groups. I’ve asked them to write down 4 quotations from the story that they liked and respond to them (points deducted if all 4 are from the first page of the story, of course!). As I wander from group to group, I overhear snippets of quotes, “...for a few seconds I remained speechless...” and “...I kept getting angrier and angrier with myself. *I should have read, I thought to myself.*” My heart lifts a bit – they’ve chosen meaningful parts. At the end, I ask each group to share one quote and response that they really liked, and we talk about the character’s fear of reading out loud in English, his disappointment in having to move again at the end of the story, and how hard the job of picking grapes is for a 12-year-old boy. It’s a good discussion the kind that makes me remember why I love teaching. At the very end, my lowest level student pipes up, “Julie, this story is so sad!” I smile and feel incredibly pleased that he, with his lack of vocabulary and comprehension, could still feel the writer’s emotion. “Yes, it is sad. So why do you think the author wanted to write about this?” And we’re off!

6:00pm – Joshua and I have wrestled our way through the after-5pm crowd at the grocery store and are finally home. I’m racking my brain for dinner ideas and suddenly I realize

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

(Continued from page 20.)

that the cat is back. *The cat* is our next-door neighbor's longhaired Siamese who has decided to adopt us. I'm not sure why since we're not exactly welcoming her with open arms – my son is fascinated with her tail and tries to grab it, and my husband unceremoniously throws her off the lanai every time he sees her. Joshua is wiggling to get down, so he can pet her; but I rush him into the house. It's dinner time. A complete meltdown follows as Joshua stands at the door and reaches his hand up to the doorknob, twisting his hand to pantomime opening the door, as if I really couldn't understand what he wanted. "No, Sweetpea. It's dinner time. We can see the cat later." This reasoning doesn't go over well, and as my husband entices him into the living room to play. I continue to hear the wailing. Throwing him up in the air, swinging him upside-down, all the usual distractions aren't working. It's going to be a long night.



Thursday: Chocolate never fails

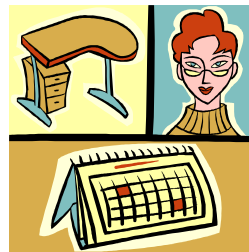
11:30am – My writing class is in the middle of a review game that never fails me. The students are in teams of two, and I have created a power point of all of the writing strategies that we've studied over the semester. The first team has 1 minute to discuss the question with one another before answering, and if they get the correct answer, they get chocolate. If they get it wrong, the question goes to the second team. This continues until we get a correct answer or we run out of teams, and I review whatever has stumped them. There's something about a game and chocolate that create great energy in the class. Classmates are leaning in towards one another with furrowed brows as they think about the question. Then I see looks of excitement as they think of the answer. We go over prewriting and proofreading, combining sentences using subordinators and coordinators, fixing problem sentences, and creating refutations for counterarguments. Full of sugar and with writing on the brain, I think they're almost ready for their final exam.

4:00pm – I have a few minutes before I need to pick up Joshua from daycare, so I run over to the public library. I quickly peruse the new books and check out. Back in the car, I look over at my treasures and realize that I've just checked out seven books. What fantasy world is this in which I have time to read seven books in three weeks? It's good to dream.



Friday: One decade ends, another Begins

5:00am – Today is my 40th birthday, and I'm surprisingly okay with that. Small feet pressed firmly into my back are probably going to give me a backache later. I worry about financial stability, escalating college costs, working on Saturdays (how else do you prep for a Monday 8am class?), not getting enough exercise and having very little alone time with my husband. I look over at the tousled head of my child and the matching curls of my husband. Smiling, I close my eyes for a few more minutes to savor the moment. Before even 30 seconds have elapsed, I hear the sound of a cat's claws pressing into the screen door. Time to get up!



About the Author:

Julie Mowrer is an instructor in the English Language Institute at University of Hawai'i at Hilo. She is also the catalog editor and has a very active 2-year-old boy.



How Does Reading Aloud Positively Affect Children's Language Learning and How Can Language Teachers Apply it to the Language Classroom in Effective Ways?

By Jihye Kim

Walter (2004) pointed out that “read aloud introduces students to the pleasures of reading” (p. 54). Some language teachers might think that read aloud in a target language is a waste of time, and it is not a meaningful way of learning language. However, in my own experience during graduate school observing and joining several storytelling sessions and reading books on this topic, I have found that read aloud enables not only language teachers to design a communicative language class but also engages children in effective language learning.

In fact, it was routine for me to read English books in a language class when I was a young language learner. What I remembered was that most of my English teachers in Korea usually let students repeat what they had read during reading lessons. The teachers seemed to have been reading to the books, and every student in the classroom, including myself, could not help but look at the English books without any interaction with our classmates.

Besides the English class, I also remembered that teachers in different subjects such as science, history, and sociology required students to read textbooks, aloud or the teachers read the textbooks aloud for students. Unfortunately, reading aloud was the worst moment for me to escape from. This was because I did not feel like I was learning something through the books, and it did not even motivate me to join the class at all. This activity just allowed me to concentrate on reading the book literally rather than thinking about the meaning of the context. It resulted in reading the same books again at home since I could not understand the content of the books.

Due to my bad experience of reading aloud as a learner, I did not want to apply this activity to my English class when I taught students in Korea. I taught the English vocabulary class to children in Korea. Every chapter of the book that I taught had a short story including English vocabulary words. I helped the students comprehend the story as well as use the English words in the story appropriately. In the class, I tried to teach my students in the way that I learned from my English teachers such as letting them read aloud together or reading aloud myself. However, after storytelling demonstrations that I observed and Walter's idea of the “read loud,” I noticed there were various methods I could have used for reading aloud in my class that could have helped my students in a better way.

According to Walter (2004), “read aloud is a highly supportive activity that brings about significant communicative and academic rewards” (p. 54). I totally agree with this idea

after two demonstrations of storytelling impressed me. One storyteller highlighted classroom activities regarding a story. While reading the story she continued to make eye contact with the students (missing from my youthful experience), and opened the pages of the book to show the students (also missing from my youthful experience). Moreover, using puppets of the main characters in the book during reading aloud was innovative because she communicated with her students regarding the story rather than focusing on reading it literally. The students seemed to have understood the story well as demonstrated in their role-play using the puppets afterwards. Every student laughed and talked with their peers actively without the teacher's intervention. That is, they were involved in communicative language learning even though the class was focused on reading a storybook.

One of my concerns as a non-native teacher reading English books is fluency. Luckily, a demonstration by my instructor at HPU using a tape with a storybook gave me a good idea for my future teaching. I can use a native voice, and at the same time, help my students understand a story in a book. While I use the native voice, I add classroom activities, facial expressions, and body movements regarding the story to enable my students to understand the story in a fun way. Moreover, it is a great idea for me to record my own voice reading the story to decrease anxiety of reading English books and concerns about making language mistakes in front of the students.

Therefore, as mentioned above, there are creative ways to use read aloud to promote children's language acquisition. Read aloud is not for only listening and reading exercise, rather it helps children learn a target language in a meaningful way. I believe that the more language teachers create innovative ways to design the read aloud time, the more the children will be eager to be involved in it with pleasure. Then, read aloud will successfully contribute to children's effective language learning.

References

Walter, T. (2004). *Teaching English language learners*. New York: Longman.

About the Author: Jihye Kim (Kelly) is a graduate from Hawaii Pacific University. She is currently a Ph.D. candidate studying English Education at Hanyang University, Korea.



Hawai'i TESOL 2012 Annual Conference

February 11, 2012, at Hawaii Tokai International College



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 Hawai'i. (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 Lisa Kawai at <lkawai@hpu.edu>.

We look forward to receiving your submissions!

The Word Newsletter Committee: Lisa Kawai, Elise Fader



Keep up to date with Hawai'i TESOL events online at www.hawaiiitesol.org

Message From the President

It's been an exciting year for Hawai'i TESOL. The main theme this year has been technology, and how to use it to expand our organizations, improve efficiency, and to stay better connected with each other.

The year started in September with the annual social at KCC, followed by the fall board meeting. At that meeting, we set goals to increase our membership on O'ahu, and to reach out more to neighbor islands. We also discussed strategies for recruiting officers and better communication with members.

The fall professional development workshop allowed the testing of various methods of remotely connecting with individuals throughout the islands. Dr. Perry Christiansen delivered a presentation on using timers in the classroom via Skype to a number of small groups in several locations, including the Big Island. Throughout the presentation, Mark Wolfersberger fielded questions from attendees by posting answers on HITESOL's new Facebook page.

The spring conference offered another opportunity to employ new technology. This year, for the first time, members were offered online registration via EventBrite. Over half of conference attendees used the site to sign up in advance. Following the event, the site was useful in analyzing the demographics, organizations, and a variety of other information about the attendees. Hopefully, this information will

make next year's conference an even bigger success.

At the spring board meeting, the committee reflected on the year and discussed plans for the future. In order to better accommodate larger membership numbers, it was agreed to try out online membership software for fall 2012. This software will allow members to check membership status and renew online. It also allows for the ability to promote events, post the newsletter, and collect registration fees for events in advance. In addition to the software, also discussed was revising the job descriptions of officers to clarify responsibilities and distribute them more equitably. Finally, spurred on by Sherri Fujita, the decision to create a Big Island chapter starting fall 2012 was agreed upon. HITESOL is very excited about this expansion and looks forward to working with the new board members.

The final event of the year is the language experience, which will also employ technology to broadcast to multiple sites. We look forward to seeing all of you there.

In 2012-2013, we hope to continue our growth and to improve our connection with you. Thank you all for your support and interest in Hawai'i TESOL. We couldn't keep this great organization going without all of you. Best wishes for a restful summer. Come back energized and ready to contribute beginning at the fall social.

Sincerely,
Jenny Hickman