Study Tips for Language Learners
By Cristiane Vicentini

Hawai'i TESOL, the local affiliate of TESOL (Teachers of English to Speakers of Other Languages, Inc.), is a nonprofit organization dedicated to building a community of professionals teaching English as a Second Language (ESL) in the state of Hawai'i.

(Continued form the September 2012 issues of *The Word*.)

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To the Teacher

This collection of tips was originally drafted in 1997 to help answer common questions such as: What can I do to improve my listening? Can you give me some suggestions to improve my writing? With the fast advance of technology throughout the years and the availability of more self-access strategies for language learning, there was a need to update the list to include useful software, such as Skype, and websites such as Pandora.com to the original collection. This update resulted in the current version of Study Tips for Language Learners. The study tips are divided into 5 different sections:
1) Tips for improving oral fluency and pronunciation;
2) Tips for improving listening;
3) Tips improving reading;
4) Tips for improving writing;
5) Tips for improving all language skills.

Each section contains an average of 20 tips accompanied by a picture to better illustrate the information. Tips with odd numbers have their pictures on the left, whereas even-numbered tips have pictures on the right. The topics are spread over two pages, to make it easier for printing front-and-back, if so desired.

It is our hope that this collection can help you share these useful tips for language learning with your students as a whole class or when giving them individual support. Please feel free to share it with your colleagues, students, or anyone interested in getting further English language practice.

Study Tips for Language Learners . . . (cont.)

(Continued from page 1.)

13) Tell your story or main ideas to someone before trying to write them. The writing will be easier.

14) Draw pictures and then add English labels.

15) Write English captions for your photos.

16) Choose a topic from your textbook. Think about it today. Do a 5-minute quick write about it tomorrow.

17) Pretend you are a reporter. Practice writing a news story for something that happened today.

18) Practice writing funny requests, complaints, and incident reports.

19) Try to connect spoken English with written English. For example, listen to other people just for fun and then write down what they said.

20) Make a practice routine: Day 1 free-write, Day 2 revise, Day 3 proofread, Day 4 get comments. Day 5 post on your blog.
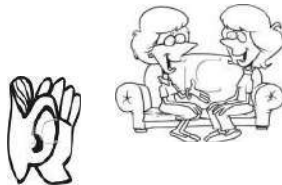
Improving Grammar

1) Try to practice newly-learned grammar patterns after class.

2) Try to use newly-learned grammar patterns in your writing.

3) Try listening to everyday language for *English* rather than the content (ex. TV). This is not easy to do at first.

4) Study all marked mistakes carefully. Can you understand your mistake? If not, ask your teacher.

5) Ask your teachers questions about errors when you do not understand.

6) Copy your errors into a special place in your notebook; correct them; and review them frequently.

7) Use your ESL learners" dictionary to check for grammar information as you write.

8) Make yourself a checklist of common errors. Then use it to proofread your papers.

9) Type your papers. Use spelling checker to help you check them. (Grammar checker is not so easy to use.)

10) Proofread for verb forms; check time phrases.

11) Proofread slowly and with your voice.

12) Proofread with a classmate. Use your voice.

13) Use old unmarked writing from other classes as a proofreading exercise.

14) Proofread every paper you write for every class.

15) Analyze your errors to see which are caused by translation.
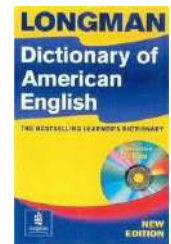
Study Tips for Language Learners . . . (cont.)

(Continued from page 2.)

16) Take old papers to a tutor for proofreading exercise.

17) Do not worry about grammar on the first draft. Work on ideas first.

18) Tell your friend a story for 1-2 minutes. Then, repeat it again slowly to pay attention to your words and grammar. Take turns.

Improving All Language Skills

1) Believe that making mistakes is a normal part of learning.

2) Be patient with yourself.

3) Carry something to read with you everywhere like a magazine, free newspapers, Kindle, or even your phone.

4) Carry a small notebook with you everywhere. Use it for your language notes.

5) Do some research on famous people. Use Simple English Wikipedia.

6) Watch Youtube videos in English. Sometimes they have captions, too.

7) Join a club and do volunteer work to make friends and hear natural English.

8) Socialize. For example, form a Friday night dinner group.

9) Form study groups and use English to communicate with each other regu-

10) Review. Review. Review. Use flashcards, music, and even chants to

11) Rest and take breaks. It is not good to cram before tests.

12) Do not try to do homework after midnight. If you are still awake, use that time for pleasure reading.

13) Visit your teachers often, sometimes just for fun. Don"t stay long; just ask a question or two.

14) Visit the tutoring center often, sometimes just for fun.

15) Go to free events where you will see local people.

16) Visit a new place every weekend, even for just an hour.

17) Get a public library card (free). Go to the library to browse or read newspapers and magazines regularly.

18) Read newspapers and magazines online: Sites like http://www.onlinenewspapers.com/ can be really helpful.

19) Write people emails or call them.

20) Use the telephone to call businesses, ask questions, and get information just for fun.

21) Use smartphone apps for learning English. Some of them can be lots of fun! (ex. StarMaker)

22) Use your textbooks well: write in them; review them; keep them.

Study Tips for Language Learners . . . (cont.)

(Continued from page 3.)

23) Be a part of language learning community sites such as LiveMocha and Buzuu.com
24) Sing Karaoke songs online, through Youtube or sites such as KaraokeParty.com

About the Author: Cristiane Vicentini has finished her MATESOL degree at Hawai'i Pacific University and graduated in December 2012. She has been an English teacher since 1995. Her experience includes teaching at a variety of language schools in Brazil and in the United States. She is currently teaching at ELS Language Centers Honolulu.

Incorporating Video Lectures in Place of Class Lectures:
A Teacher Action Research Project on Teaching English Grammar in the Adult ESL Classroom
By John Duplice

Introduction
Project Rationale:

The problem I chose to address comes from a difficulty I have had in getting through the entire desired curriculum in a high intermediate level grammar class for young adult English language learners. The program the class is taught in is intensive English as a second language program for international students preparing to enter a public university in the United States. Our program has recently grown with a large population of students from Saudi Arabia. Before this influx of students from Saudi Arabia, our student population was primarily from East Asia. With the increase of new students the class sizes have nearly doubled and the culture and learning styles of the students has also become much more diverse. I quickly learned that Saudi students are much more vocal and eager to ask questions in class. While this increase of questions is very important and gratifying, it has caused a severe strain on class time.

Over the past year I have found that the number of questions in class by the Saudi students has taken away a large portion of available lecture time. Consequently it has become much more difficult to include all of the desired material in the curriculum. In the past, I would teach the target material, answer a few questions, and then have the class work on a few problems to be reviewed during the same class. This would then be followed up by more questions and an introduction to the target material for the next class. With the recent increase of students the class would often be over before I answered all of the questions and would therefore not be able to have in class practice nor be able to introduce the next target material.

This program uses Moodle online education software for homework assignments and communication between students and postings. During the middle of the term, I decided to start posting video lectures of the targeted materials onto Moodle for students to view before class for optional practice and preview. The goal was to allow students to be able to practice the homework assignments and review the video lectures as much as necessary on their own. I then taught the lecture in class with different examples than were provided in the videos. Following the class lectures I questioned the students in class on how well the videos helped. My findings were surprising in that the students who normally didn't ask a lot of questions in class were very positive towards the home videos. The students who I had hoped would benefit the most, the Saudi students, didn't seem to pay much attention to the at home videos and continued to ask the same questions during the class. I then wondered if the "optional" aspect of the videos was the problem.

Method

Following this seven week term, I decided to form an action research project asking what results would come from posting the lectures online and requiring students to watch and complete homework practice before coming to class. The class time was not used for lectures, but simply for intense practice and further clarification. I made the rule that students must have watched the previous lecture and completed the required

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homework following the recorded lecture before they could ask questions on the material in class. Any student who did not complete the assignment would have to watch the video lecture and complete the homework without credit in class on one of the classroom computers. The goal of this short action research project was two-fold. First, I wanted to find out what would be the outcome on available class time and the amount of desired curriculum I would be able to cover in comparison to previous sessions. Second, I hope to use this class research project as a starting point for a much more in-depth and lengthy research project. I feel that the amount of data in this project isn't enough to formulate a strong conclusion regarding the benefits or detriments of using recorded online videos as the main lecture. The future goal is to collect an entire year's worth of data through five complete seven week sessions of the same grammar class. With this future data a more robust research project can be completed.

The data collected in this initial seven week project consisted of end of class teacher journal notes, overall completed curriculum, test and quiz scores and an end of course student questionnaire. The end of class teacher journal notes focused on amount of time used on targeted curriculum in answering questions, number of students who did not complete the recorded lecture and homework assignment, and general observations on in class participation. Test and quiz scores were compiled and tallied as a class percentage for each section of the course and then at the end of the course as a whole. The course was broken into five main sections. These sections included; perfect tense review, noun clauses, gerunds and infinitives, adjective clauses, and adverb clauses. Each section received between three and four in class hours of work. The classes were 50 minutes taught on Mondays, Wednesday, and Fridays and lasted for a total of seven weeks. There were a total of 18 students in the grammar class. The students' nationalities are illustrated in the following table.

Nationality	Number of Students
Saudi Arabia	9
Japan	4
Korea	2
China	2
Iran	1

Gathering Data

During the seven week class there were a few small problems that may have skewed the data. During the first week of the class a number of students moved up to the next level. There were also a few new students who joined the class during the second week. The 18 students in the table above were all in the class for at least six of the seven weeks. In addition to the incoming and outgoing

students of weeks one and two, the online class software we used, Moodle, was down for the first week and I was not able to implement the project and collect data for the perfect tense review part of the class. Moodle was back up and working from week two through the rest of the class without any problems. Data was therefore collected on noun clauses, gerunds and infinitives, adjective clauses, and adverb clauses.

The teacher journals offered good insight after they were gathered and reviewed at the end of the session. These only took a few minutes to complete each day of class and were done immediately following the end of the class. The journals were written on the back of the daily lesson schedule and were therefore easy to evaluate in comparison to the daily lesson plan and objectives. The journals were the primary source of how much of the daily and weekly curriculum was covered and how much time was used for review, follow-up questions, and in class practice.

The end of session grade percentage was broken down into the following:

End of Session Grading Percentages

Attendance	5%
Participation	5%
Coursework (primarily homework)	40%
Exams (including quizzes)	50%
Total Grade Percentage	**100%**

The grades were calculated as a total class percentage. The exams consisted of similar questions as previous sessions, but scrambled to help prevent cheating by students from previous classes providing past tests. Furthermore, there were two different versions of each exam with the same questions, but in different order to help prevent "wandering eyes" and cheating. There were two short 10 question fill in the blank quizzes, a 25 question mid-term, and a 25 question final exam. The mid-term and final exams consisted of fill-in questions, error correction questions, and multiple choice questions.

The tallied end of session questionnaire was given to all 18 students the class before the final exam. I illustrated to the students how to fill out the form and instructed them not to put their name on it and to turn it into the school office at the end of the course. Of the 18 questionnaires, 16 were turned in. Overall the attitude towards the online lectures was positive. The one area some students felt was lacking was the amount of questions and examples illustrated in the videos. There were six students who had a neutral or negative reaction to the number of questions illustrated in the videos. On average, three to four examples were worked out the instructor for each new grammar point taught in the video.

Implications and Conclusion

Through the data and process of implementing this action research project I have gained some valuable insights into

Incorporating Video Lectures . . . (cont.)

what may help students in this specific grammar class. The total test grades were only slightly higher than previous sessions, but I was able to include much more of the desired curriculum by using the recorded lectures. In the past I would not be able to include much if any instruction into adjective clauses and only half of the adjective clause curriculum. By using the pre-reordered lectures, I was able to incorporate the entire adjective clause and adverb clause curriculum. Although this was my fifth time teaching this class over the past year, this was the first time I was able to include the entire desired curriculum.

This class research project illustrated some promising findings through the end of class teacher notes. Once the class was finished, I was able to go back and review the notes to look for common problems and patterns of successful curriculum implementation. One specific problem I found early on in the project was the need for students to be required to watch the lecture and complete the homework before coming to class. Since each section of this class builds upon previous sections learned, the possibility of students getting behind if they do not understand previously taught material is very high. In order to incorporate this kind of lecture at home curriculum, the teacher must be strict when it comes to students being prepared with the homework before class. I found that this class could easily become a two lecture class, one lecture at home and one in class, teaching the same material without time for practice of the material.

In the end of session questionnaire three students commented that they especially liked the ability to review the lectures on their own before the exams. I believe this is an added benefit that should be re-

searched further in a longer multi-session research project. Furthermore, a few of the more advanced students were able to work on implementing the grammar taught in the recorded lecture in essay writing during the in class practice time. For highly motivated students the open ended classroom was especially beneficial. In previous classes, students who wanted to move faster and be more challenged were slowed down due to the in class lectures taking up majority of the classes. This project is in no way complete. It is just a stepping stone towards more in-depth action research and implementation of what helps students succeed.

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The Privilege (and Perils) of Teaching a Spouse:
What I Learned about Giving Corrective Feedback
By Gordon West

"This is so annoying."
"Do you remember how you were angry when I tried to teach you Korean like this?"

This is feedback, that you would not normally get, from a student in your writing class, but it is the type of honest, blunt feedback that we need as teachers.

My wife, Eunsil, and I made the big move from Korea, where we had been working as EFL teachers at the same

school for over three years, to Hawai'i in August of this year. Despite having taught EFL in Korea, Eunsil enrolled in an advanced ESL class at McKinley Community School for Adults so she could build her confidence and make friends in the community. She agreed to allow me to tutor her and give her written corrective feedback (WCF) on her writing assignments for one of my MA classes on teaching second language writing. Through this unique experience of teaching my wife, I gained insights into the difficulties of the learning process

The Privilege (and Perils) . . . (cont.)

and my own teaching style and methods of giving corrective feedback that would be impossible to gain from working with other learners.

I gave comments electronically through Word for her first draft, focusing only on expanding her content. She found some comments, especially about breaking long sentences into multiple sentences and expanding the ideas, helpful, she resisted others. On my suggestion to expand her conclusion into a more "typical" conclusion that mirrors the introduction, she wrote back, "I meant to write short ending. I like short ending, because it gives aftertaste." Her conclusion remained unchanged. Our relationship allowed her to strongly disagree with me, where other students may not have felt empowered to disagree with my judgment on a text.

Ryuko Kubota, a prominent TESOL scholar at the University of British Colombia and herself an L2 user of English, wrote about her own difficulties, feeling like she was losing control of her writing during the revision process, stating, "I eventually felt that much of the content and language did not really belong to me; I felt I had lost the ownership of my ideas and words" (Kubota, 2003, p. 63). This happened while Kubota was writing as an academic for publication. The fact that she felt a loss of agency as a professional helps to show how much more vulnerable learners may be to these feelings of loss of their own words and ideas in the revision process.

We ran into more trouble on the second draft. I gave WCF on both form and content on the second draft by hand with marginal comments, an end note, and error categorization throughout the paper. Initially, I began by simply underlining errors, based on findings that learners were able to make corrections regardless of whether or not a label was given, and that teachers often give incorrect labels anyway during WCF (Ferris & Roberts, 2009). Halfway through this process, I realized that this project may not be an appropriate place to test this theory, given the strong learner preference also indicated for labeled errors (Ferris & Roberts, 2009; Ferris & Hedgecock, 2005). Therefore, I began to label four categories of error I felt would be helpful (i.e., V = verb error, WW = wrong word, ^ = missing word, A = article), while leaving other errors indicated by only an underline.

Her rewriting quickly turned into an impromptu writing conference, beginning with Eunsil's comment on how annoying it was correcting the errors that were indicated solely by an underline. When I sat down with her and looked again at some of the errors I had underlined, I realized that some of them were beyond her ability to fix since they were idiosyncratic sentence structure errors (Ferris & Roberts, 2009). Her frustration was justified given my poor clarification. Her pointed critique about how much I hate learning Korean

when she used a similar process simply stating that I had made an error, so I should fix it, helped me to realize how demotivating this process can be when the errors are beyond the ability of the student to correct without some support. Not to mention the conflict that it can cause when your teacher is your spouse.

It is fair though, to make students work a bit to correct the errors that are within their ability to fix, but we also have to be aware of other factors that may be affecting their learning. I know in this case, on the night that Eunsil sat down to begin rewriting her second draft, she was attempting to work on these revisions at 10:30 p.m. after having worked from 9:00 a.m. to 10:00 p.m. on the same day. She was exhausted, but would have no other time to revise the paper in the next few days due to her demanding schedule. The damaging effects of demanding or stressful life situations on learner investment have been well documented (Peirce, 1995). Peirce describes investment as differing from motivation in that motivation is thought to be intrinsically controlled by inner will power, but investment is impacted by outside factors, both positively and negatively (1995). In this case, Eunsil's investment in making corrections was negatively affected by her work schedule and a dispreference for the (admittedly poor) feedback given on her essay. I would not have been privileged to see directly the effects of a stressful, busy life on any other student.

I was lucky to have access with Eunsil that allowed me to see the conditions in which my wife was writing, and to see how long she spent on writing her essays. I knew what her day had been like at work before she sat down to do homework at night. Our close relationship meant that she felt comfortable telling me exactly what she did not understand, and free to ask questions and question my own judgment when I gave her feedback on her papers. Knowing about our students lives in such detail, and having the type of rapport where our students feel free to ask questions until they are satisfied is rare, if not impossible. These things, though, are often the most vital.

The Privilege (and Perils) . . . (cont.)

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Book Review:
Using the Language Experience Approach with English Language Learners: *Strategies for Engaging Students and Developing Literacy*
By Danielle Brightdawn Strutton

In an increasingly diverse public school system most teachers, novice or experienced, are presented with the challenges of having English language learners (ELLs) in their classes. If they are fortunate, they have had an introduction to ELL class in their degree program. However, the many who are not so lucky are left with the challenge of building their own personal toolbox to help their ELL population. If they "google" on the phrase "English language learner," they will find over six million hits including hundreds of recommended strategies and approaches. How do busy teachers locate strategies that will help their ELLs, particularly when they have a classroom full of other students needing their time and talents as well? I hope this simple book review will introduce readers to a versatile strategy that works well for English language learners of all levels and can even help struggling readers who are native speakers of English as well.

Language Experience Approach (LEA) was originally designed to help young children learn to read in their own language by building on the spoken language they already know when they enter school. It has been used for over 50 years in the elementary schools of North America, Australia, New Zealand, and the UK and is often employed in adult literacy classes as well. However, until relatively recently, ESL handbooks seldom mentioned LEA, and when they did, it was often discussed in such general terms that readers unfamiliar with the process were not likely to fully understand it. Nessel and Dixon's book, *Using the language experience approach with English language learners*: *Strategies for engaging students and developing literacy*, is an important contribution to the ELL literature because it fully introduces LEA, which any teacher whether they have background in teaching ELLs or not, whether their students are children or adults, or whether their students are at a beginning, intermediate, or advanced level proficiency in English can benefit from.

The cover is an eye-catching yellow featuring an excerpt of a student-authored story to give readers a glimpse of what the book is about. It is a short, easy read of only 153 pages but feels complete because it includes suggested reading lists, sample lesson plans, and clear descriptions of activities. Images, tables, and other graphic information break up the text, displaying important information in a compact way, and further enhancing the readability of each chapter.

In the introduction, Nessel and Dixon outline the steps of LEA as it is typically applied to emerging readers. Briefly, these steps are:

1. The teacher and the students discuss a recent shared experience such as a school field trip or the examination of an unusual object. As they discuss their observations and reactions, the students' understanding of the experience is deepened while oral vocabulary and language skills are developed and reinforced.

2. As students formulate and express their ideas, the teacher guides them in creating a dictated account of the experience. Students offer statements that they want included in the account, or the

Book Review . . . (cont.)

teacher selects statements from the ongoing conversation and suggests that they be used. The teacher records the students' statements on chart paper, constructing the text while the students observe. Seeing their words written down, students connect what they have just said to what appears on the paper.

3. The teacher reads the account to the students, modeling the sound of fluent, expressive reading. Students then read it several times, with the teacher's help as needed, until they become familiar with it.

4. With the teacher's guidance, students learn to recognize specific words from the account and develop additional reading skills of recognizing words in context, noticing spelling patterns, applying phonics rules, and conducting structural analysis, using their account as a resource. In other words, students use the story they had a hand in developing as their reading text. As they become more proficient, their stories will become more elaborate, and the teacher's need to guide diminishes. Students may also write their own thoughts to supplement and extend the dictation. Many follow-on activities are possible.

Chapter 1 provides an overview of LEA for teachers of English language learners, particularly immigrant children in North American classrooms. It explains how children typically learn their first language in a pleasant, informal, familial setting, but that learning English as a second language is often a very different experience for immigrant children who struggle with the new language as well as with cultural and social adjustments in their new environment. When teachers utilize experiences that the whole class has shared as a starting place for literacy lessons, all children, including the ELLs, become authors of their curriculum.

In Chapter 2, Nessel and Dixon show readers how to apply LEA with beginning language learners. Subsequent chapters focus on intermediate and advanced level speakers of English. Chapters 5 and 6, respectively, address the study of vocabulary and writing in a LEA program. There are chapter summaries for Chapters 2 through 6. Chapter 7 is appropriately titled "Putting It All Together" and is followed by an appendix listing the California standards for ELLs and providing examples of corresponding LEA activities.

LEA is a great addition to your toolbox and is compatible with any language arts or content area course. It has the potential to improve the literacy skills of all students, not just those learning a new language. It validates the background and circumstances of each individual learner, integrates rich oral and written English language experiences, and allows the ELL student freedom to make mistakes without penalty. The informal chats that precede composition of

an LEA text replicate the comfortable supportive environment in which children learn their first language and are consistent with Vygotsky's sociocultural theory that language develops socially. Having students recall their experiences and make connections to those experiences in their newly-learned language support cognitive academic language learning practices as well (Chamot, 2009). With just a quick reading of Nessel and Dixon's *Using the language experience approach*, you will find ideas, plans, and knowledge that will make you not only better at teaching reading and helping your ELLs, but also better at teaching in general. Once you finish the book, you are likely to look back, as I did, and think that it was all common sense that you should have discovered earlier.

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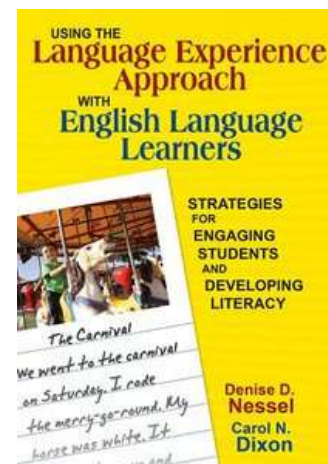
Who Invented Penicillin?
By Lisa Kawai

During the Opening Social in September 2012, participants were asked to provide a favorite activity to share with other teachers. Although I was not able to attend the meeting, I was able to see some of the interesting activities that people brought that night. As a teacher with a very busy schedule, I know how important and helpful it can be to get ideas from collogues. I love to see what other teachers have put together to supplement their classes and also to share my ideas with them. Through sharing and collaboration something simple can be built upon and elaborated into something quite wonderful.

Having supplemental material not only adds interest to the class, it also helps the students learn in a fun way and adds variety to the class. Since each class has its own dynamics, having a variety of activities helps the teacher adjust to the present group and keep them engaged. It is also something to fall back on when everything else has gone awry or taken less time than planned. It is reassuring to know that there is something that I can pull out of my back pocket and use in a pinch.

One activity that I find that has been useful over the years is a type of Jeopardy game in which the students have to answer questions (using the grammar point that we have been studying). I use it when I teach passive voice, but I am sure that it can be adapted to other grammatical points as well. This activity was actually something that a student teacher used in class to help teach the grammar point. The students in the class really enjoyed it and so, I have continued to use it. Thank goodness for fresh ideas in the classroom provided by fresh new teachers brimming with new ideas that they cannot wait to try out.

The game is easy to set up and conduct in class. First divide the students into groups and explain and model the game. Then just play and have fun. I draw a grid on the board with five categories such as 'Art,' 'Chocolate,' '1sts,' 'Found,' and 'Inventions and Discoveries.' Any category that lends itself to the use of passive voice will work. In the grid, I include columns under each category numbered one through five, one being the easiest and five being the hardest to answer (or so I think).

The teams take turns picking any category worth any number of points. If the team can answer the question correctly using passive voice, the team earns that number of points. In the end the team with the most points wins. I try to provide a small prize such chocolate (enough for the whole class—the winners usually share) for the winning team to add to their motivation. Chocolate works wonders on students' motivation to win and use the grammar point correctly.

Examples of questions that I use for art are 'Who painted the *Mona Lisa*?' (one point), or 'Who painted the *Scream*?' (five points). The students should be able to answer using passive voice: "The *Mona Lisa* was painted by Leonardo Da Vinci;" "*The Scream* was painted by Edvard Munch.'" For the category of art, I always provide the students with pictures to help them recognize the works of art. The questions can be varied a bit depending on the demographics of the class. The Norwegian students will have an advantage with the Edvard Munch question while most, if not all, of the student should know the Da Vinci question.

Other questions include 1sts for five points: 'Where were the first windmills used?' A trick question it seems because everyone thinks of The Netherlands when they think of windmills. But the answer is Egypt in AD 1 (confirmed) or Mesopotamia 17thc BC (speculated), so the Middle East would also work as an answer. Generally, I find that I have to draw a picture of a windmill for the students, so in addition to grammar practice, they are also learning vocabulary.

Art	Chocolate	1sts	Found	Inventions and Discoveries
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5

Who Invented Penicillin (cont.)

(Continued from page 10.)

The following is the list of questions that I use in my game. You can vary the questions according to class demographics or topics.

ART
1. Who painted the *Mona Lisa*? The *Mona Lisa* was painted by Leonardo Di Vinci
2. Who painted *Sunflowers* in 1887? Vincent Van Gogh
3. Who painted the ceiling of the Sistine Chapel in Rome? Michelangelo
4. Who painted the *Scream*? Edvard Munch
5. Who painted *Guernica* in 1937? Pablo Picasso

FIRSTS
1. Who was elected the first black president of the US? Barack Obama
2. Where were fireworks first used 1000 years ago? China
3. What country first used paper 5000 years ago? Egypt (papyrus); 2000 years ago—China (mulberry fiber)
4. Who was allowed to reign as the first queen of England? Queen Mary in 1553
5. Where were the first windmills found? The Middle East—Mesopotamia

CHOCOLATE
1. Where is most of the world's cocoa grown? Ivory Coast or Who brought cocoa to Europe? Spain
2. Where was cocoa first grown in the world? Mexico and Central America
3. When was cocoa first brought to Europe? 16th century
4. In what country do people eat the most chocolate? Switzerland
5. Which country imports the most cocoa? The Netherlands

FOUND
1. Where is the Eiffel Tower found? Paris, France
2. Where are penguins found? Antarctica
3. Where is the tallest building found? Dubai
4. Where is the city with the largest population found? Tokyo, Japan
5. Where is the tallest waterfall found? Angels Falls, Venezuela or Where is the largest diamond mine found? Cullinan, South Africa

INVENTIONS AND DISCOVERIES
1. Who invented the electric light bulb? Thomas Edison
2. Who invented the printing press in 1450? Johannes Gutenberg
3. Who discovered x-rays in 1895? Wilhelm Von Roentgen in Germany
4. Who discovered penicillin? Alexander Fleming
5. Who invented the thermometer in 1593? Galileo Galilei

(Without the answers provided would you be able to answer these questions?) Generally, I leave the questions on the board until they have been answered correctly. Since some of the questions are rather difficult, they stay up for quite a while and then, I have to start giving hints to help them answer the questions. Just watch to be sure they are not looking up answers on their iphones. The game can last from 30 to 60 minutes.

"I'll take 'Art' for four points."

Note: If you are interested in getting great ideas from new teachers (like I do), you may want to mentor a student teacher. Please see the February 2012 issue of *The Word* for the article "Mentoring adds New Life to a Veteran Teacher" by Lisa Kawai.

About the Author: Lisa currently works at Hawaiʻi Pacific University, McKinley Community School for Adults, and at Education First International Language Center.
She is also the editor of *The Word*.

One-Minute Mysteries

By Christine Guro

At the annual HITESOL Social on September 24, 2012, those who brought copies of a classroom activity could pick-up copies of activities provided by other attendees in the ESL Activity Swap. Then, those with copies could share one or two especially interesting ones with a group without copies. This was such a great idea, and it generated a lot of discussion and laughter as we did some of the activities. The one that I brought, which was a hit at my table, was not my creation, but one that I found on the Internet.

Needing an activity to occupy students waiting their turn for an oral exam, I searched the web for some one-minute mysteries, which I had successfully used in years past in reading classes. Fortunately, I found a wonderful website, http://oneminutemysteries.com, on which John Warner and Sandy Silverthorne provide a generous sample of the material found in their books, including *One-Minute Mysteries and Brain Teasers* (Harvest House Publishers, 2007).

These mysteries are best solved in pairs or small groups. They are also good as a timed competition between teams. In a group, one person is chosen to be the case master, and everyone else is a detective. The case master reads the puzzle aloud and consults the solution at the back of the book. The detectives can then ask questions of the case master that he or she answers by saying "yes," "no," or "doesn't matter." If the detectives get stumped, the case master can turn to the clues and provide them as needed. The activity takes ten to thirty minutes depending on the student level and number of mysteries to solve. Use the mysteries with intermediate to advanced-level students.

Enjoy!

About the Author: Christine Guro is the Assistant Director of the Hawai'i English Language Program (HELP) at the University of Hawai'i at Manoa and one of the founding members of HITESOL.

The 10ᵗʰ Professional Developmental Teacher Training Seminar:

"Teach Others - Learn Yourself"

By Kateryna Uryvalkina

The basic means of transferring knowledge presently is still through the words from the teacher. That is why the process of listening and repeating words and phrases from another language after the teacher or through audio recording is one of the main activities when learning a foreign language. When you listen and hear someone who speaks a foreign language, you actively develop not only listening but also pronunciation. Through listening, you learn the intonation, sounds, and rhythm of a foreign language

The problems of teaching listening skills were addressed at the 10ᵗʰ Regional Professional Developmental Teacher-Training Seminar held at Nizhyn Agrotechnical Institute, Chernihiv Oblast of northern Ukraine. "Teaching and Learning Listening" was the topic of the presentation of Jerrold Frank, Regional English Language Officer (RELO) for Ukraine, Azerbaijan, Belarus, Armenia, Georgia and Moldova, of the U.S. Embassy in Ukraine. Jerrold Frank was invited because he has great experience in teaching students a foreign language. Mr. Frank has worked for 23 years in universities in Sapporo, Japan. In addition, he has taught English in colleges and universities in the U.S. A. and has also worked as a teacher-trainer in South Korea. Mr. Frank has visited many countries in Asia, Africa, Australia, and North America, but Ukraine was his first European country. Coincidently, Nizhyn (the first provincial town) and Nizhyn Agrotechnical Institute became the first provincial Institute in Ukraine to be visited by the RELO.

As always, teachers of English from town schools and those who work in far-off village schools, the medical college, the regional Pedagogical Lyceum at Nizhyn University (named after Mykola Gogol), and professors from the University came to the seminar. A group of first-year students from the Department of Electrification and Automation of Agriculture – future electricians- developed and practiced their

The 10ᵗʰ Professional Developmental . . . (cont.)

listening and speaking skills with a native speaker too.

The seminar was opened by Mrs. Tolochko Svitlana, the Vice-Director of the Institute, responsible for educational work there. Mrs. Tolochko expressed words of sincere gratitude to all the participants. Words of special respect were expressed to the presenter of the seminar, Jerrold Frank. "Such training seminars are kept in the memory of the teachers of English language for a long time because they have practical direction and supplement the treasury of your knowledge in methods of teaching English, besides they improve your listening and speaking skills," said the Vice-Director.

"It has become a tradition to organize teacher-training seminars delivered by the representatives of the Public Affairs Section, U.S. Embassy in Ukraine since 2006. We are extremely grateful to all the previous presenters who visited Nizhyn Agrotechnical Institute and made their presentations, namely John Silver, Jennifer Herrin, Lisa Harshbarger, Thomas Santos, Thomas Tasker, Carroll Haddaway, and Mary Martin Lane, "said Mrs. Tolochko before giving the floor to Jerrold Frank.

From the very beginning of the seminar the participants were immersed in strenuous work as they were asked to tell about themselves as Mr. Frank was interested in knowing who the audience was that had gathered in the auditorium. Sometimes it was a bit funny for us when Mr. Frank could not pronounce the Ukrainian names quite right but then we understood that it was the tactical means used by him. We find ourselves, Ukrainians, in the same situation studying a foreign language. After acquaintance with the audience, we started discussing the problems of teaching listening and came to the conclusion that the perception of a foreign language by hearing is the biggest problem to all who study it. As soon as we hear a foreign language, we do not understand everything that a foreigner says because a person speaks very fast (or so it seems to us) or with an accent and as a result, we often panic. "But you are not alone in this problem," said Mr. Frank. "Even native speakers are in confusion sometimes when someone speaks about a problem you are not interested in or uses a lot of special terms. It's possible to avoid this problem if you train your students in listening," stressed the presenter.

After that, the audience smoothly moved on to the discussion of different approaches in teaching and practicing listening skills. A great interest roused the so-called "minus approach." It seems strange but the "minus approach" in teaching listening skills has only positive aspects. The participants engaged in different kinds of activities. As they worked in groups of fives, students and teachers worked together and discussed activities which can be effectively used in teaching listening. Not only teachers but students also proposed some very interesting activities for developing listening skills. At the end, the participants made a list of the most effective forms of pre-, while-, and post-listening activities that can and should be used for teaching students listening skills.

Of course, it was impossible to touch upon and discuss all the problems in teaching listening skills during one presentation. However, it made us think that though listening is a communication channel that is the most frequently used, we as teachers work less at developing students' listening skills than at reading or speaking skills.

Unfortunately, the time rushed by and the presentation came to the end. Mr. Frank was presented with a calendar with the views of Nizhyn and famous Nizhyn cucumbers. On behalf of the students, Katya Priadko presented Mr. Frank a little bell with the inscription "Nizhyn".

After the seminar, participants asked questions to Mr. Frank concerning the problems of teaching English as a whole, followed by friendly group and individual photos for memories as the seminar came to the end.

After that, Mr. Frank continued his acquaintance with our institute. We proposed that he make a short excursion around our institute. He visited the museum called "The Past of Ukraine" and "The Museum of Fighting and Labor Glory." He was impressed by the diversity and beauty of the Ukrainian embroidered towels, shirts, and many other exhibits stored in the museum, "The Past of Ukraine." Jerrold Frank was also very grateful to the teachers of History for their interesting stories about the heroic past and labor achievements gained by the teachers and students of our institute during its long history and left his impressions about them in "the Opinion Book."

The seminar ended, but I am sure it will be remembered by the participants for a long time, both by the teachers and students, because the process of teaching closely ties these two groups of people: teachers are interested in how to teach students listening and speaking a foreign language, and the students are interested in how to do it. It goes without saying that the ability to speak a foreign language is the main goal in teaching a foreign language but speaking is absolutely impossible without listening. So, listen more when you study a foreign language, and then when questioned "Do you speak English?", you will answer surely, "Yes, I do."

About the Author: Kateryna Uryvalkina is the Senior Teacher of English Language at Nizhyn Agrotechnical Institute.

At a Café: Designing a Beginner Lesson Plan
By Matthew Michaud

Level of the students: Beginner
Type of lesson: Communication lesson using target language
Function: Learners will focus on the functions of language typically used in a coffee shop setting.
Aims:

- Greeting (day, date, weather)
- An *Ice Breaker*
- To provide practice in conversational English in a coffee shop setting
- Phonological aim is to have the teacher work with students until activities are finished.
- Keep the class fun and interesting, as this would be a lesson plan for a second or third grade middle school class.
- Use role-play as a way to get the students active while using English vocally with classmates and teacher.

Time: 50 minutes
Assumptions:

- Students more than likely will copy set phrases, so the key is to make sure the native language teacher doesn't translate the English into their language. It is imperative to teach the students what is highlighted in the class.
- Depending on each class, some students may understand some of the English composition and grammar.

Anticipated problems and solutions:

- Pronunciation of words.
- Verb conjugation, correct students where you see fit.
- Make sure the students watch their word endings, correct them if they say eg: *She shezu...*

Aids:

- 8x10 picture cards of certain objects.
- Regalia: Coffee cups, uniforms, money, fake sandwiches/baked goods, chairs and table(s), things which are commonly found in coffee shops.

Presentation Stage:
Aims:

- Economical aims are to introduce set phrases and teach new words to students. Effective aims are to show examples, have students practice with themselves and with the teacher, and or watch teacher's examples. Memorable aims are to get the student talking freely, i.e. pair dialogue. "Test the teacher..."
- Present common English language used in the context of today's lesson (at the coffee shop).
- Develop Ss' speaking skill getting them to speak in the class. Practice new language via dialogue with examples from pictures, or internet video clips.

Time: 15 minutes
Interactive pattern: T-S; SS (Pair work)
Aids: Board and cue cards

Procedure:
Step 1 - *Ice Breaker*
Step 2 - Practice phrases with students. Practice as a class and with partners.
Step 3 - Produce the key part of the lesson. After having the students practice pronunciation with the teacher, and after they have overviewed new words and phrases have the entire class come up with their own phrases. Also, they can write examples on the board and get the students asking questions and have them brainstorm together so that they can create their own phrases regarding normal coffee shop dialogue.

Practice Stage:
Aim:

- Speaking and listening skills: By using set phrases and phrases students make with each other.

Time: 25 minutes
Interactive pattern: SS (pair work), SSS
Aids: Vocabulary cards, regalia, cue cards

Procedure:

- Information Gap:

One student has a piece of paper which has certain information on it which the other student doesn't have. They work back and forth to try to come up with their own phrases.

An Example Beginner Lesson Plan (cont.)

Takako: Would you like a coffee?
Akira: Ok.
Takako: What size?
Akira: What sizes are there?
Takako: Small, medium, and large?
Akira: I would like a large coffee please.

- Choice: The speaker chooses the correct phrase to get what he/she wants.

Function: Asking for something/requesting something.

Customer: Can I please have a large coffee?
        Can I have two coffees?
        Two large coffees please.
        Can I also have a biscuit?

- Feedback: Depending on the feedback received from the speaker, he/she will know if the communication that he/she has used was correct or not i.e. reciprocal language practice.

Customer: Can I have two coffees?
Barista: Yes sir/mam.

Production Stage:
Aim: Speaking skill: students and teacher(s) speaking in English.
Time: 10 minutes
Interactive pattern: SS and SSS
Aids: Photos on the board, regalia

- Role Play: (Activate phase)

Role playing is an activity that tries to bring home what the students have learned during the class. After they have tried the information gap exercise, and have worked on the coffee shop conversation exercises have them make their own

coffee shop dialogue.
Example: At the coffee shop

Omi: Hello
Jin: Hi Jin!
Omi: What would you like to drink?
Jin: Coffee please.
Omi: What size?
Jin: Large, please.
Omi: Anything else?
Jin: No, thank you.

- Have the students come in pairs to the front of the class to practice the phrases. The students are encouraged to use the realia provided. Teacher should watch, listen and not interrupt phrases. Evaluate pronunciation and delivery afterwards.
- Students are encouraged to ask the teacher questions.
- Goodbye!

About the Author: Matthew Michaud is a lecturer at Kyoto Seika University as well as a teacher at Ritsumeikan Junior & Senior High School in Kyoto. His current sights are set on using creative means such as music, film, and design to create a curriculum for his EFL students. His interests include the development of oral communication in the classroom, EFL teaching methodology, and SLA.
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HITESOL Travel Grants

Travel grants are offered for members to attend the Hawai'i TESOL Conference and a TESOL conference outside of Hawai'i. The travel grants are funded entirely by membership fees, member donations, and proceeds from grant fundraising ventures, such as the Travel Grant Raffle. Travel grant winners are announced at the Hawai'i TESOL Conference.

New Travel Grant Applications become available starting in January prior to the conference every year, so be sure to apply next year for the 2014 conference.

This year HITESOL was able to award four travel grants for attendance to the 2013 Conference: Lighting the Fire. HITESOL would like to congratulate the recipients and welcome them to the Island of Hawai'i and the conference. We are looking forward to meeting each of you and are looking

forward to reading your articles in the upcoming issues of *The Word*.

The recipients are:

Jenny Hickman,
Tyson Umberger,
Erin Oceltree, and
Gordon West

Congratulations!

A Day in the Life of HI TESOL

By Jean Kirschenmann

As Hawai'i TESOL's liaison with our Sister Affiliate TESOL Ukraine, I sometimes receive announcements about special projects and events in Ukraine. In late 2011, I received one such announcement about a project called "A Day in the Life of Ukraine" organized by Peace Corps Volunteers teaching English as a Foreign (EFL) Language in Ukraine. At the February 2012 conference of Hawai'i TESOL, I shared the story of that project during our closing workshop and invited everyone present to participate in a local variation of "A Day in the Life." Twenty-one of you did so. With this column, I would like to briefly retell the story of the project, share the contributions of those who participated, and suggest ways that we might all use the ideas behind the project in the various classes that we teach.

History of a Day in the Life of Hawai'i Project

You are probably familiar with video, photo, and writing contests or projects with "Day in the Life of..." titles. In the fall of 2011, a group of Peace Corps Volunteers (PCVs) in Ukraine created an English writing project called "A Day in the Life of Ukraine." Organizers had several goals for their project including these:

- To showcase the people of Ukraine today—rich, poor, urban, rural, farmer, businessman, Ukrainian, Russian, young, old, traditional, modern, similar, and different
- To create intra-cultural and international awareness of Ukraine and Ukrainian life
- To create an authentic and engaging purpose for writing in English
- To use English to enhance understanding among speakers of different languages
- To give voice to all individuals and cultures in Ukraine
- To involve as many people as possible

Project participants were asked to write about their "experiences on December 13, 2011—work, study, travel, chores, food, friends, family, and more." Contributions could take any form such as an essay, a letter, a poem, and so forth, but contributions had to be true and the original work of the authors who submitted them.

I wondered whether HI TESOL members might create a similar project that we could use ourselves but also share with both TESOL Ukraine and the PCVs who organized the Day in the Life of Ukraine project. I shared the idea a few weeks later, at the annual conference of Hawai'i TESOL, at Hawai'i Tokai International College. At the closing workshop, I reported briefly on the history of the HI TESOL and TESOL Ukraine relationship, provided background on the Day in the Life of Ukraine project, and suggested that interested partici-

http://commons.wikimedia.org/wiki/File:1999_-_Surf_%C3%A0_Waikiki_Beach_Honolulu_Hawa%C3%AF.jpg

pants write about Friday February 10th, the day before our conference, for a collection to be called "A Day in the Life of Hawai'i TESOL." Among the goals for the Hawai'i project were these:

- To create a collection of low level, high interest, place-based personal accounts for pleasure reading by ESL students in Hawai'i
- To lead by example, encouraging our students to write their own personal stories
- To harness the principle of "many hands make light work." We could each contribute about 30 minutes of time, but we would get many stories in return.
- To create a gift collection of stories to be shared with TESOL Ukraine and the PCV organizers of the original project in that country

Over 20 stories were submitted over the next few weeks. HI TESOL Web Master Perry Christensen posted them on our (now retired) website where you can still access them at http://www.hawaiitesol.org/day%20of%20hawaii.pdf. The link was also shared with TESOL Ukraine and the PCV organizers of the Ukraine project. If you, your colleagues, or your students would like to contribute to an expanded collection of Day in the Life of Hawai'i stories, please follow these guidelines:

1. Read through the present collection
2. Choose one day in your life here in Hawaii—a typical day or a special day—as you wish.
3. Compose your story, keeping it to one letter or A4 size page.
4. Include at least one color photo taken by you or a friend, no internet photos!
5. Send your story as Word attachment to jkirschenmann@hpu.edu. Include these words in your message: *I hereby give permission for this story and the accompanying image(s) to be shared, used, and disseminated (in print or online) by HI TESOL, TESOL Ukraine, and ESOL teachers everywhere, for instructional purposes only.*

Using collections of student- and teacher-authored texts

In some respects, a homemade collection of texts such as A Day in the Life lacks some of the qualities of a professionally published volume. The pages are plain; the paper is cheap; the layout is amateurish; and, as many teachers are quick to observe, there are no exercises, vocabulary lists, or comprehension questions. On the other hand, such collections, especially those written by students themselves, also have some strengths that are lacking in professionally produced books. Whereas

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

the assigned English class textbook is often at students' frustration reading level, stories written by their peers, or teachers who know them well, are likely to be at their instructional or even independent reading level, meaning that they can read them for pleasure. Furthermore, students want to read the stories because they can relate to the authors, the settings, and the events firsthand. Sometimes they know the authors personally. Because the stories share a common theme, in this case everyday events, readers are likely to see common expressions, fixed phrases, and important sentence patterns again and again in different, but authentic contexts. By printing just one copy of each story, slipping it into a plastic sheet protector, and carrying the collection to class, you will always have something ready for students who finish their work at different rates. Of course, with e-mail, blogs, and course web pages, paperless story collections are possible, too.

Closing Notes

- If you sent a story last year that did not make it into the online collection, please let me know and be assured that it will be added with the next update.
- As we did last year, we will collect stories over the next few weeks and post the revised collection prior to our Language Experience Night in May.
- To read more about student-authored texts, look for readings on the Language Experience Approach such as Nessel, D. & Dixon, C. (2008). *Using the Language Experience Approach with English language learners: Strategies for engaging students and developing literacy*. Thousand Oaks, CA: Corwin.

About the Author: Jean Kirschenmann is a professor at Hawai'i Pacific University. She is also the HITESOL/TESOL Ukraine Liaison.

Sister Affiliate in the Ukraine

TESOL Ukraine was formed in June 1995 and received International Affiliate status in October 1996. The membership includes over 500 educators involved in secondary and higher education.

TESOL Ukraine has special interest groups in ESP, methodology, research, linguistics, testing, teacher training, CALL, and young learners. The organization sponsors many regional conferences as well as the annual national conference which takes place in January. Members of TESOL Ukraine receive four TESOL Ukraine Newsletters annually. More information about our sister affiliate can be found at <http://tesol-ukraine.at.ua>.

In April 2001 Hawai'i TESOL took the first step to establish a sister relationship with TESOL Ukraine when the Executive Board agreed to the proposal. The official Partnership Agreement was signed (see web site) by representatives of both affiliates during the TESOL 2002 Convention in Salt Lake City.

Also feel free to drop by the TESOLers in Ukraine collaborative web Blog at <http://tesol-ua.blogspot.com> and leave some comments or notes to our friends in the Ukraine.

English Language Acquisition in a Virtual World

By Aaron Faidley

A major trend in education is the integration of technology, and language teachers are in the avant-guard. Language schools are adapting instructional methods to enable students to practice their skills via electronic media. EF Language School, for instance, has implemented iPad laboratory classes, where the teacher serves as a guide for the students in the language acquisition process. The students are engaged, and the learning taking place is representative of the student's activities in their daily lives outside of the classroom. Beyond the traditional uses of basic software applications, researchers are now going a step further, venturing into virtual worlds and second-life programs. In particular, Dr. Zheng, Assistant Professor in the Department of Second Language Studies at the University of Hawai'i, has been researching the effects on language acquisition, motivation, and values through this type of technology. Commercially, virtual world programs such as SIMS and World of Warcraft have been highly successful worldwide, so Dr. Zheng has incorporated the concept with English language learning.

During the Hawai'i TESOL Fall Workshop held at the Kapi'olani Community College campus, Dr. Zheng was invited to discuss her research and explain how virtual worlds may be utilized as a tool for language development. Dr. Zheng offered a window of insight into virtual worlds through videos, discussion, and data from research. One video that was shown included a group of students in the United States who were communicating with students in China. They had to utilize their language skills to accomplish specific tasks, such as hanging a painting on a wall. The virtual world consisted of a room with varying pieces of furniture that could be manipulated through typed commands. Both groups had pieces of information that were required to accomplish the tasks. The students were engaged in the lesson and expressed elation when they were able to achieve one of the stated objectives. The language use was natural and authentic, as the tasks emulated real situations that a person will regularly encounter in society.

Dr. Zheng stated that a student who participates in a virtual gaming environment for English language development will demonstrate a greater proficiency for conceptual understanding, character insights, and an ability to take multiple perspectives. Through the inclusion of virtual environments, students may work in groups and take part in quests, which may represent real-life scenarios. Furthermore, another significant finding is that it greatly increases the student's motivation and academic efficacy. Although younger English language learners understand the value of English, they commonly express it as one of the least favorite subjects to study; therefore, the increase in motivation through virtual environments is a potentially major breakthrough in ESL instruction. In the virtual worlds of Dr.

Zheng's research, there is a discernible element of entertainment that is innate to the student due to the game-like nature of the language activity.

In the workshop, Dr. Zheng also discussed her research of English as a lingua franca of the World of Warcraft (WoW) game and the emotional attachment that students have towards their characters. In WoW, people from all over the world play and interact virtually, and situations often occur where speakers of different languages in different countries exchange ideas and information in English. The teamwork involved assists in the emotive and affective development of the learner. In the game, the player takes part in quests, which may require the character to purchase objects, receive instructions, discuss options, cooperate with other players, and fight an enemy. It becomes apparent that that this is an ideal situation for *languaging* and the practicing of language learned.

From a socio-cultural linguistic perspective, it was measurably noticeable that the students in the United States interacted much more in English than the counterparts in China. In EFL programs in most of East Asia, there is dominance towards the instruction of form over function of English. As such, English is often viewed as a quantifiable subject that one may acquire through rigid grammar and vocabulary exercises. Oral fluency is not often a principal objective, which may have the effect on the learner to become more intrapersonal and reflective in the language acquisition process. Therefore, the student will potentially be less likely to take risks when speaking and often be more reserved in oral exchanges. Through the virtual gaming activities of Dr. Zheng's research, it removes the students from the bottom-up approach and actively involves them in a top-down communicative environment. In theory, it could be postulated that the student in China will begin producing more language in the activity through longer exposure to the communicative style of engagement in the virtual world. The restricted scope of time was a limitation to the study, as the student's output over an extended period was not measured.

In spite of the benefits mentioned, the integration of virtual worlds in a language program is complicated, as funding, training, and access to the programs may be considered too much of a risk. With current budgetary concerns, specialized programs are often not given proper attention or simply overlooked. Nevertheless, language acquisition and the promotion of communicative skills through virtual worlds is an innovative area of research that is a reflection of the changing trends in education. Dr. Zheng considers language instruction as the perfect forum for her research of the integration of virtual worlds and education, as language teachers are continually pushing the boundaries of the application of technology. Ultimately, the research has shown that language learning through virtual worlds is successful and enjoyable for the students.

Tic Tac Toe or Naughts and Crosses if You Prefer

By Lisa Kawai

The ubiquitous tic-tac-toe game, played across the globe, is one of the easiest games to adapt in an English language classroom. While it is adaptable, the other useful aspect of the game is that the rules are already known to most of the students, so even low level learners can quickly catch on to the variations that language teachers make to the game. There are numerous ways to change the game to suit any class regardless of the skill of level. I have used this type of game from low-level grammar classes to advanced-level speaking class and other teachers have shared their variations with me. The following are just a few of the ideas that can work with the tic-tac-toe board.

Adapted by Tom Rowan (EF International Language Center)
1. To practice vocabulary:
    - divide the class in half to make teams
    - the teacher can either give a definition and the students give the word, or the teacher can give the word and the students give the definition
    - if the team get the question correct, they can pick the square they want
2. To practice verb forms:
    - divide the class into teams
    - draw the tic-tac-toe grid on the board and write in the infinitive forms of verbs
    - the students pick one verb and give the simple past and the past participle form of the verb. If they answer correctly, they win that square

Adapted by Jennifer Hickman (EF International Language Center)
3. To practice conditionals:
    - divide the class into teams
    - draw the tic-tac-toe grid on the board and write in partial sentences with the grammatical structure being studied. For example, the teacher could use 'If I were you,'; 'She would have finished the exam,'; Unless he finished soon,'; 'He wishes'; 'If you hadn't been so rude,'.
    - the students need to finish the sentences correctly in order to win the square

Adapted by Lisa Kawai
4. To practice verbs followed by gerunds and/or infinitives:
    - divide the class into groups of four, two players per team
    - handout premade tic-tac-toe games with verbs that are followed by either gerunds or infinitives and verbs that can be followed by both
    - teams pick one of the words on the board and creates a sentence using the verb followed by the correct form (gerund or infinitive)
    - the opposing team can accept the sentence or challenge it. The teach is the mediator.
    - if the sentence is correct, the team wins the square
5. To practice subject/object pronouns:
    - divide the class into teams
    - draw the tic-tac-toe grid on the board
    - the teams take turn creating sentences using the pronoun given by the teacher. The teacher can have students make sentences with just the one pronoun or with both the subject and the object forms. For example, if the teacher give the students the word *him,* the students can answer with "I gave the book to him," or "He gave the book to him."

I am sure that you see how easy it can be to adapt this universal game to fit your needs and have fun while the students practice the language point.

About the Author: Aaron C Faidley is a language teacher at EF Language School in Honolulu, Hawai'i and Vice President of Hawai'i TESOL. He received his BA in Bilingual Education and is currently working on his MA TESOL. He speaks Spanish, Portuguese, and some Chinese Mandarin. He has taught abroad in Ecuador and Taiwan and has traveled to 25 countries.

About the Author: Lisa currently works at Hawai'i Pacific University, McKinley Community School for Adults, and at Education First International Language Center. She is also the editor of *The Word.*

A Message from the President

It's been an exciting year for Hawaiʻi TESOL. We have welcomed two new officers this year—Aaron Faidley, our new vice president and Vanessa Balagtas, our new secretary. They are marvelous additions to our team. Vanessa has undertaken the massive task of updating our membership list. Aaron was vital in the planning of our fall professional development workshop and has tons of ideas for his tenure next year as president.

We started in September with a new format for our first event of the year. At our Activity Exchange/Round Table Discussion, we shared material from a variety of levels and types of classes. We also had engaging discussions about topics such as CALL and feedback. This event was also an opportunity to introduce everyone to our new website at http://hawaiitesol.wildapricot.org/. We demonstrated some of the features which include online membership renewal and registration for events. We hope to soon employ the message boards as another method of sparking dialogue and learning among our members.

Our fall professional development workshop gave us new insight into teaching ESL in virtual worlds. Dr. Dongping Zheng shared her research on using computer programs often used for online gaming to design cooperative, task-based learning environments for ESL learners.

Our spring conference this year showcases the leadership of our Big Island Chapter along with "explosions of innovation" from our colleagues both here and abroad. All of the presentations invite us to reexamine our existing notions of teaching and learning ESL.

Our last event of the year will be our language experience. It's an opportunity for all of us to remember the experience of language learning in an immersive environment—the opportunities and the struggles. More information on this year's language and presenter is soon to come.

In 2013-2014, we hope to continue our growth and to improve our connection to you. Thank you all for your support and interest in Hawaiʻi TESOL. We couldn't keep this great organization going without all of you. We hope that you all enjoy the conference and hope to see you at our next event.

Sincerely,
Jenny Hickman

Article Submission: *The Word*

Topics
We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaiʻi. 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 Hawaiʻi. (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

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