



# THE WORD

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

## Educators and Copyright: Do the Right Thing An Electronic Village Online Session

By Anne Wheelock

For five weeks in January and February of this year, I participated in an Electronic Village Online (EVO) session called *Educators and Copyright: Do the Right Thing*. For those who are unfamiliar with EVO sessions, they are held yearly in January and February, lead into the annual TESOL convention, and are sponsored by TESOL's Computer-Assisted Language Learning (CALL) Interest Section. Rather than traditionally teaching and assessing, these EVO "courses" focus more on attracting educators to a topic and facilitating discussion and collaboration. Think of it as a conference coming to you.

*Educators and Copyright: Do the Right Thing* covered major principles of copyright and fair use that educators must be mindful of, as well as how to use public domain and creative commons responsibly in teaching materials and lessons. Participants had the opportunity to share copyright-compliant lesson plans, and provide and reflect on constructive feedback.

A copyright is a contract between the copyright holder and everyone else and essentially states that no one can copy the copyright holder's work for a certain period of time, currently the lifetime of the creator plus 70 years. Books, plays, music, dance, movies, and pictures can all be copyrighted; ideas cannot. Only the expression of the idea, the tangible form that it takes, can be copyrighted. Scribbling something unique on a napkin makes it instantly copyrightable.

The Fair Use Doctrine, Section 107 of the U.S. Copyright Act, puts some limitations on copyright: limited bases by which someone can use a copyrighted work with-

out getting permission from the creator. Simply put, these limitations include criticism and commentary, parody, news reporting, and fortunately for educators, teaching, scholarship and research. However this is not a "license to steal" for educators. Suitable attribution is a must.

This brief article cannot begin to summarize the 5-week course, but the two sections of the course that seem most relevant to *The Word's* readers are "Best Practices for Proper Attribution," and "Factors to Consider in Designing Lesson Plans/Materials for Distance Learning." However, before I mention these, I want to say a word about Creative Commons and public domain.

Creative Commons (CC) is a non-profit organization devoted to expanding the scope of creative works for others to share and legally build upon. There are literally hundreds of millions of works that you can freely and legally use under CC, from songs, photos and videos, to scientific and academic material (attribution always necessary). Materials in the public domain are free for both commercial and non-commercial use (attribution possibly necessary).

### Best Practices for Proper Attribution.

Let's say you want to use a photo or a written passage that is licensed with Creative Commons. When giving attribution, a good rule of thumb is to use the acronym **TASL**, which stands for **Title, Author, Source, License**. Include the title, if available. Name the author(s). Provide the source, usually a URL or hyperlink, and lastly, name the specific CC license (there

## Educators and Copyright . . . (continued)

(Continued from page 1.)



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are 6 types) and provide a link to it. Here is an example of a photo and an ideal attribution (which is best located directly under what you are attributing):  
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### Some factors to consider in designing lesson plans/materials for distance learning.

In developing a copyright-compliant online course, keep the following points in mind:

1. Include a statement about copyrighting in the syllabus.
2. Use in-house materials where possible. Use freely available copyrighted materials but remember to give full attribution.
3. Materials may be uploaded onto a server to be disseminated only to students enrolled in a pass-

word-protected course in an accredited, non-profit educational institution. One cannot upload free or commercial educational materials to the open web.

4. Only upload materials that you will be mediating (covered in some form by you and not extra credit materials). Take a course down when it is finished (no archiving).

### Some miscellaneous tips:

1. You may use commercial websites for instructional purposes so long as you do not repurpose them without permission or license. All non-password-protected website materials (e.g., CNN.com, Wikipedia, etc.) can be used freely in the classroom since use is protected by Fair Use (educational purposes).
2. If you subscribe to a commercial educational materials website and your subscription expires, you cannot continue to use materials that you downloaded as a paying member.
3. In a classroom, or a password-protected environment, you

can utilize fair use guidelines to show legal YouTube videos. Take into consideration amount and substance of the work and give attribution. It is better to provide a link than to upload the video (the link is not the actual material).

4. Google Images is a search engine for image files – what you see on Google Images is from other websites (Google Images is NOT the author). Those images are copyrighted and cannot be used to create classroom or distance learning materials unless they are in the public domain or under a CC-type license.

In summary, most copyright experts recommend this rule of thumb: when in doubt, assume a work is copyrighted and request permission to use it. Do not make the mistake of believing that surrounding a passage with quotes or including an attribution line satisfies copyright requirements. If you properly quote and/or credit a work’s author, you will not be charged with plagiarism, but you might be accused of copyright infringement (Starr, L. 2010, <http://www.educationworld...280a.shtml>, para. 17)

## Educators and Copyright . . . (continued)

(Continued from page 2.)

Here are some useful links where you can find more information on Creative Commons, Public Domain, Fair Use, the TEACH Act, and proper attribution:

1. [copyright.columbia.edu](http://copyright.columbia.edu). This is an excellent resource. Their Fair Use Checklist is available as a PDF file.
2. [http://southernlibrarianship.icaap.org/content/v04n01/Diotalevi\\_r01/htm](http://southernlibrarianship.icaap.org/content/v04n01/Diotalevi_r01/htm). This is an excellent discussion of all copyright issues as related to educators, good information on distance learning, but lengthy.
3. [http://www.eduationworld.com/a\\_curr/curr280a](http://www.eduationworld.com/a_curr/curr280a)
4. <http://foter.com/blog/how-to-attribute-creative-commons-photos/>
5. [https://wiki.creativecommons.org/Best\\_practices\\_for\\_attribution](https://wiki.creativecommons.org/Best_practices_for_attribution)
6. [www.techlearning.com](http://www.techlearning.com) (download the PDF chart entitled "Copyright and Fair Use Guidelines for Teachers")
7. <http://12most.com/2013/03/26/ensure-using-legally-online-photos>
8. <http://librarycopyright.net/resources/fairuse/index.php> (Fair Use Evaluator)

### References

See 1 – 8 directly above, and personal notes from the course.

**About the author:** Anne Wheelock, currently a student in the MATESOL program at Hawai'i Pacific University, was raised in Hilo. She obtained a B.S. in Pharmacy from Washington State University in 1981 and an M.S. in Biomedical Science from the University of Hawai'i in 2000. Still a practicing pharmacist, Anne is studying Italian and likes to swim, walk and write. "It's never too late to begin learning a new language or career!"

## Music in My Students' Shoes

By Perry Christensen

Sometimes parallels can be drawn between life experiences and how we teach. I recently experienced such.

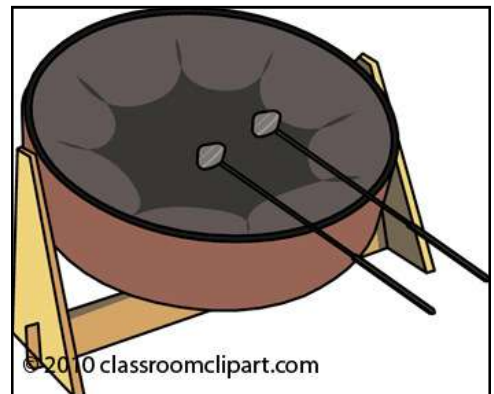
Earlier this year I arranged the song *Hawaiian Roller Coaster Ride* for my friend's steel drum class. It was my first crack at arranging music. I started by purchasing the piano sheet music online to save time with writing out the melody for the lead pans (steel drums are called pans). Then I used an open source music composition program called MuseScore to input the melody and started working on the harmony for the three other pan parts. With MuseScore, I can write out the notes and also play back the notes on the computer so that I can hear what I have written.

Just like any written composition, I went through about five drafts before I felt I had a work that would be acceptable. I emailed the written score and the audio file to my friend. A few days later, we sat together in his office. He had printed out the score and had loaded the audio file onto his com-

puter. He then took out his red pen and started playing the audio file of my arrangement. Occasionally, he would stop the music and make some marks on the paper score. With each correction mark he made, I felt more and more agitated. I had worked so hard. After all, what I had written seemed perfectly acceptable to me.

When he finished going through the whole piece, we talked about how to make my arrangement better, especially for a steel band. He pointed out specific ways I could improve on the rhythms and harmonies. He also pointed out how I could write the notes so that they would be easier to read for the musicians. Furthermore, he gave me praise for the good things I had done, saying how impressed he was with my first attempt at arranging. I left with clear items to work on and a determination to improve my arrangement.

Over the next day or two, I made all the suggested changes and emailed



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my friend the files. Again, we met in his office. Again, out came the red pen. But this time, fewer markings were made. Instruction and praises were given, and I left with a renewed resolve to improve on my work. This process of

## Music in My Students' Shoes . . . (continued)

(Continued from page 3.)

revising and reviewing occurred several more times. Finally, on the ninth draft he said it was now ready to present to the band. I was also proud that I finally had an arrangement worth sharing.

A few weeks later, I attended the steel drum concert. My arrangement was the opening song. As I listened, I felt a true sense of accomplishment. I could tell this final arrangement sounded much better than one I had written prior to meeting with my friend. I also knew why it sounded better. I could tell the musicians liked playing the piece and the audience cheered with approval at its conclusion. All my hard work had paid off.

As I reflect upon this experience, I think of how my students work hard on their essays. They are sometimes using a word processor for the first time to produce a work in English. Some spend hours and turn in what they feel is a great composition. Then I think of how they get depressed when their papers come back covered in marks pointing out errors and offering suggestions for improvement. Most importantly, I think of how I need to give more praise for the good things they have done and offer detailed instructions so that they

leave my office with clear objectives of what needs to be done. Additionally, I am reminded of how much time the writing process takes. Finally, I think, I need to have a day when my students can share their final drafts with each other, so they can reap the rewards of a job well done.

So the point is . . . professional development doesn't need to be a special class, conference, or workshop. We can use the learning moments we experience in life to remind us of the

learning process. In this way, we can ever keep improving on our teaching.

**About the Author:** Perry Christensen is the Hawai'i TESOL Webmaster and has taught for Brigham Young University–Hawai'i since 1989.



Performance Link: [https://www.youtube.com/watch?v=7JfU71Oqtvk&list=PLvzGF\\_wUqonoynsP9fv-lgnW9FoXKmCZ7&index=8](https://www.youtube.com/watch?v=7JfU71Oqtvk&list=PLvzGF_wUqonoynsP9fv-lgnW9FoXKmCZ7&index=8)

## Creating Meaningful Opportunities to Use English in the EFL Classroom

By Jane Pryce

As an EFL instructor in Japan I am quite familiar with students who find it difficult to speak English. Despite studying English in school and at university, many Japanese people still struggle to communicate in English. Reasons for this situation are numerous: lack of confidence, lack of purpose, lack of opportunity, and fear of making mistakes are perhaps the main explanations. Nevertheless, there are a growing number of adult learners of English in Japan, and it is

interesting to note that these learners do not necessarily need English for a specific purpose. Of course for some of them English may be useful for their jobs, but others choose to study for reasons other than professional: general interest, hobby, or even to maintain brain function in later years. Still, opportunities for Japanese people to use English are rare though, which is why a course that involves using English, rather than placing it as the object of study,

offers students an opportunity.

After several semesters teaching such an English course to upper intermediate students at an adult education centre, I believe that the use of authentic materials and communicative language teaching methods can promote meaningful communication opportunities in the EFL classroom. As such, I would like to share the basic structure of the course with other instructors who may wish to break away from textbooks and grammar,

## Creating Meaningful Opportunities . . . (continued)

(Continued from page 4.)

and employ more natural communication tasks.

The course is offered to adult learners over an 18 week semester at an adult education centre in Kyoto. The classes are student-centered, providing maximum opportunity to discuss various topics in pairs and in small groups. As the teacher, I offer feedback with regards to linguistic and cultural queries. No textbooks are used in the classes and there is no testing element - two factors which deviate from traditional pedagogy. Instead, authentic materials are used, namely news video clips, online articles, print media, and movie clips. The aims of the course are: to improve confidence in using English, both receptively and productively; to encourage learner autonomy; to explore different cultural issues; and to develop critical thinking skills. These aims are achieved by guiding students through a process of discovery, rather than by presenting information via a lecture format.

Each 2 hour class follows a general structure comprising an article discussion in the first hour, and a video viewing and discussion in the second hour. The article discussion segment follows a three week cycle as follows. In week one I select an article and assign it as homework reading. In week two students select an article of their own choosing, and in week three there is a review discussion. For the teacher-selected article, students are encouraged to speculate about the content, check new words, and then to write one or two thoughts they may have about the topic. In the following class students discuss the article in small groups following some focus points offered in the homework exercise. At this point they can also ask questions and clarify meanings as I visit each group to join their discussions. I believe that the students gain a sense of freedom, and comfort from this process. They may discover that their classmates have the same que-

ries as they do (and hence feel less apprehensive about asking), or they may be able to exchange explanations about different points which builds confidence. For the following class students select an article of their own choosing and follow the same process, although the discussions additionally involve sharing what they have read. Given this additional element, the activity is done in pairs which is less stressful than a group presentation, and also less time-consuming.

Interestingly, I have observed over several semesters that some students go over and above the homework requirement of selecting one article; they read around a topic and essentially do their own research, sometimes combining Japanese and English sources. Although this activity has never been suggested, students have voluntarily embarked on such research because they are interested in the topic. I have also seen how these actions by one or two students inspire others - even though I stress that they are under no obligation to do further reading, and that it is completely 'up to them', they 'choose' to expand their reading. Additionally, I was pleasantly surprised recently by a student who actually requested that she be able to present her article choice to the whole class, rather than to just one partner. Her reasoning was that she wanted to give herself a little extra motivation! It is extremely fulfilling - for me, for her, and for her fellow students - to witness her increase in confidence because she was incredibly nervous when she first joined the course.

In the second hour of the class I prepare a short video clip, usually lasting between 1-3 minutes. The presentation of the clip involves a series of tasks - pre watching, while watching and post watching. Various elements can serve as a pre-task focus: sometimes on vocabulary, if the clip contains some unusual or



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(Continued on page 6.)

## Creating Meaningful Opportunities . . . (continued)

(Continued from page 5.)

tricky words; sometimes on the topic to elicit vocabulary and semantic connections; sometimes on personal experiences; or sometimes a speculative task such as guessing a missing word in the title. The pre task is carried out in small groups so that students can share their thoughts and ask each other questions. This activity prepares them for watching the clip, and generates interest which helps to answer questions about it.

The clip is played several times. For the first viewing I encourage students to put their pens down, sit back, relax and 'just watch'. I then play the clip again, pausing at points related to any questions I have posed. The pauses give students a chance to digest, make notes and have a bit of time to make sense of what they have heard. Finally, I play the clip through again without pausing and then students discuss in groups what they heard. They share their thoughts about the questions and together try to make sense of the clip. Listening to their discussions I can find out if there are any particular stumbling blocks, and pick up on any misunderstandings. Generally, I have found that students can piece together the main points of the clip and, especially in the case of students who repeat the course, even pick up on subtle details. They also learn to recognize barriers to their understanding (unknown vocabulary, idiomatic phrases, and colloquial expressions) and are able to speculate quite accurately about the meanings given the contextual and visual clues. Throughout the process students are creating their own questions as they try to make sense of what they hear. They are also evaluating what they hear, offering their opinions about the topics and either agreeing or disagreeing with ideas.

In the final part of the lesson, post watching, I provide one or two discussion questions to further explore either the topic or some language that has appeared in the clip.



Students are also encouraged to practice writing a summary of the clip. Although we occasionally do this stage in class if there is enough time, I generally leave it up to the students - I have found that some students don't enjoy writing so much, whereas others really want to improve this skill. Leaving the decision to the students offers a sense of freedom, choice, and autonomy, and those students who are interested in writing often do this at home and ask me to check their summaries in the next class.

As with most things, there are benefits and drawbacks to this kind of course. One clear drawback is the time requirement for preparation. I choose to select video clips on a weekly basis in order to keep the topics 'alive' and current. Also, I avoid subject matter that is overly political, tragic or violent. As a result I have found that choosing something can take anything from a matter of minutes to an hour or more. Despite the time commitment with regard to lesson preparation, I believe the effort has its rewards. I have received a lot of positive feedback from students: they like the topics, they feel comfortable in the class, they enjoy hearing other students' opinions and ideas, and, although the listening tasks are challenging, the students feel they are benefiting from the exposure to other speakers of English as well as other sources of news.

As yet, I have not tried to do a similar course with lower levels, although with the right lesson tasks and choice of clips I feel that such a programme would be possible. I do believe that increased exposure to authentic conversations and real world issues provide a more enjoyable and meaningful foundation for students in the EFL classroom.

**About the Author:** Jane Pryce is originally from Lincoln in the UK, but now lives in Kyoto, Japan with her husband. She recently completed her Masters Degree in Applied Linguistics and Language Teaching via an online programme offered by Nottingham University in the UK. Her current teaching schedule consists of working at two universities, an adult education centre, as well as teaching several private students. Jane's research interests include student motivation, communicative language teaching (CLT), and teacher development. When she is not working, she enjoys 'wandering around Kyoto' with her husband, taking photos, doing yoga, and trying to improve her Japanese.

## Book Review: *English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish*

By Otto Pachas Salazar

If you are a Spanish/English bilingual learning either language or you need to brush up on your grammar quickly, than *English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish* is for you. It is also intended for students in high school through college level English/Spanish language courses. It can also be a very valuable resource for teachers in which they can quickly find references or help building lesson plans. I have been using it for the past two years, and it is very easy to look through its content. I really like the book's explanations, and the examples are very direct and clear.

The book is divided into 45 chapters, which are sectioned, by Meaning, Part of Speech, Function, and Summary. Each chapter has a grammar point presented as the topic. It explains in English what the topic is about, and it gives examples on how it is used in English. Then there is an explanation of how it works in Spanish and how it is used. Then there is a review or practice section to test what you have learned in the chapter. The book uses language in the text appropriate for learners.

For students this book is excellent for refreshing and reviewing. The author even gives guidance to students, explaining how the book is meant to be used, and tips on how to better study a language. In the introduction section, the author helps students and teachers understand the parts of each chapter and how they function in relationship to the given topic. For a teacher it gives enough information to build quizzes or testes. Also it is possible to practice the material verbally.

A downside for a teacher may be that it is not activity driven, so you do not get many suggestions on how to

use the textbook in your classroom. It is possible that the lack of images will scare students away. Then again, it is a grammar book, so whoever purchases this book should not expect many pictures. There are many grammar resources to choose from, and some can get very boring right away because of extensive explanations and too many details on forms. Therefore, I think this book should be used as a reference to support a language textbook if you are studying in a language school, but it can also be an essential resource for anyone learning on his or her own.

As a future teacher of Spanish and English, I believe *English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish* will be an essential resource for preparing class activities for my lessons. For some teachers one of the biggest challenges is helping student internalize grammatical rules in the most basic or simple manner. I believe this book does a great job simplifying grammatical terms, giving well-rounded examples and very detailed explanations on how to apply each rule.

*English Grammar for students of Spanish: The study guide for those learning Spanish*

Spinelli, E. (1998)

Ann Arbor, Michigan: Olivia and Hill Press

Pp. iii + 192

4th ed. ISBN 0-934034-30-3

(Paperback)

New \$12.00; Used \$4.00



Image retrieved from <http://www.oliviahill.com/student/spanish/>

**About the Author:** I was once told "You will become nothing; you will simply be one of the rest" By the Grace of God (Jesus Christ) my life has gone through a chain of events that brought me to Hawai'i. Working, growing, learning with and helping some of the needy lives in the community these past years as a volunteer, has molded my life, character, and career path towards becoming a teacher.

Please contact me at:

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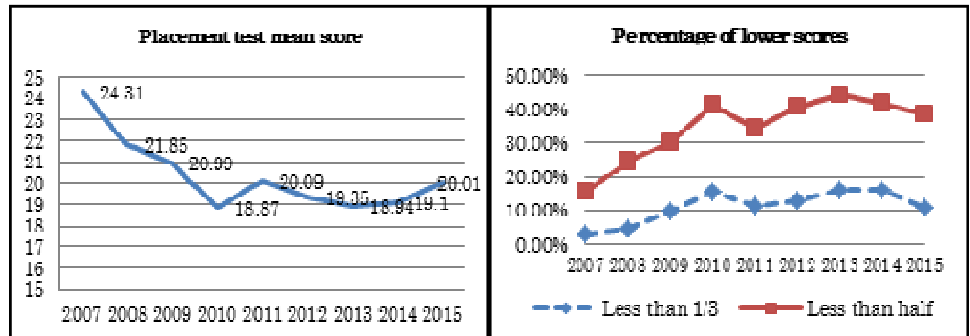
# Multiple Intelligence for Remedial Purposes: Report of a Pilot Study

## By Minako Inoue

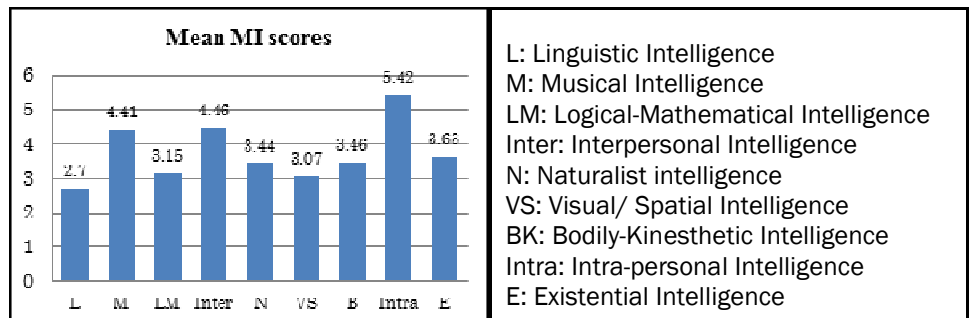
Despite the impact of globalism and educational reforms, including an emphasis on the importance of communicative skills in English, declining levels of English proficiency among university students have been of great concern in Japan. Attempts to respond to this concern include implementing remedial courses, strengthening support centers, and introducing Content and Language Integrated Learning (CLIL). However, under the present circumstances, students' English levels have shown little improvement, and the ability gap among students has widened. The university in this study is one of the institutions facing this problem.

The two graphs in Figure 1 illustrate the changes in the results of the placement test over nine years. In the left chart, the numbers on the vertical axis are the mean scores (full score of 35). The right chart shows the percentages of students whose score was less than one third and less than half of the full score, respectively. As indicated, the average scores have been decreasing and the percentage of students with lower scores has been increasing, although both had slight improvement in 2015. In fact, over 40% of students could not score half the points possible.

The university employs the CLIL approach and has developed original textbooks for English I and English II, which are required courses for first- and second-year students. The English classes emphasize students' communication skills, introducing related vocabulary for the students' daily lives as well as their major fields. However, under the CLIL approach, the students who have lower English skills still struggle with English and show low motivation to learn it. As an intervention to improve this situation, more radical measures are proposed, such as applying multiple intelligence (MI) theory in classes. The MI theory, introduced by Howard



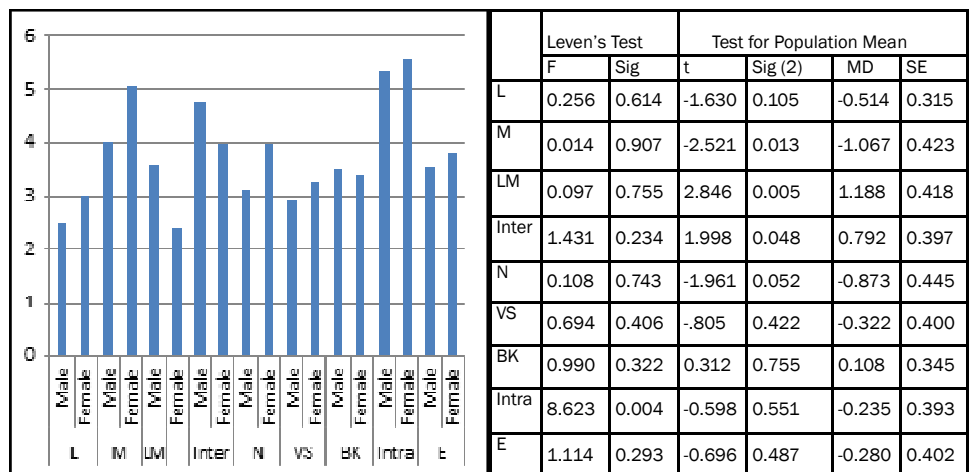
**Figure 1: Results of the Placement Test**



L: Linguistic Intelligence  
 M: Musical Intelligence  
 LM: Logical-Mathematical Intelligence  
 Inter: Interpersonal Intelligence  
 N: Naturalist intelligence  
 VS: Visual/ Spatial Intelligence  
 BK: Bodily-Kinesthetic Intelligence  
 Intra: Intra-personal Intelligence  
 E: Existential Intelligence

**Figure 2: MI Profiles (Distribution) of Students With Rehabilitation Majors**

This shows the participants' mean score (out of 10 points) for each intelligence.



**Figure 3. Gender Difference of Each Multiple Intelligence**

This shows the results of the analysis of gender differences.



## Multiple Intelligence . . . (continued)

(Continued from page 8.)

Gardner, takes into account individual differences and needs, and helps teachers to make use of students' strengths and compensate for their weaknesses. According to Gardner, individuals possess eight or more intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal. Identifying learners' intelligence has high benefits, as teachers can accommodate different individuals more successfully according to their orientation to learning. However, the application of MI theory to English instruction or related research is rarely observed in Japan. This paper is a pilot study report in which students' MI profiles are identified. Based on the findings of this report, subsequent research will examine the relationship between MI profiles and other variables in students' cognitive, psychological, and behavioral dimensions.

The following is the report of the pilot study.

**Purposes of the study:** The purposes of the study are to create MI profiles of students with rehabilitation majors (distribution) and find any gender differences in MI.

**Participants:** The study participants were 147 first- and second-year students, including 92 male and 55 female students, who were enrolled in required English classes. Their majors were Occupational Therapy (OT), Physical Therapy (PT), and Welfare and Psychology (WP).

**Research methods:** The MI profile test, which was modified by the author based on Gardner's Multiple Intelligence Model, was administered in class.

**Data analysis:** The data were stored in Statistical Package for the Social Sciences (SPSS). Both descriptive and correlational approaches were used for the analysis. To examine gender differences in MI, an independent sample t-test was performed.

### Findings

As Figure 2 shows, Intra-personal Intelligence had the highest mean score (5.42), followed by Interpersonal Intelligence (4.46) and Musical Intelligence (4.41). The lowest was Linguistic Intelligence (2.70), followed by Visual/Spatial Intelligence (3.07) and Logical-Mathematical Intelligence (3.15).

As indicated in the left chart, for female participants, the three highest mean scores of MI, in order, were Intra-personal Intelligence (5.57), Musical Intelligence (5.08), and Interpersonal Intelligence (3.96), while the lowest score was Logical Mathematical Intelligence (2.41), followed by Linguistic Intelligence (3.02). For male participants, the highest mean score was also Intrapersonal Intelligence (5.33), followed by Interpersonal Intelligence (4.75) and Musical Intelligence (4.75). The lowest was Linguistic Intelligence (2.51), followed by Visual/Spatial Intelligence. Significant gender differences were observed in Logical-Mathematics Intelligence ( $t = 2.846, p < .001$ ), in which male participants showed a higher mean score; Musical Intelligence ( $t = -2.521, p < .005$ ), in which female participants showed a higher mean score; and Intrapersonal Intelligence ( $t = 1.998, p < .005$ ), in which female participants showed a higher mean score (table on the right in Figure 3).

### Discussion and implication

The findings of this study show that the sample group had high Intrapersonal, Interpersonal, and Musical intelligences. On the other hand, their lowest intelligence was Linguistic intelligence. According to Gardner, people who possess high Linguistic Intelligence have well-developed verbal skills. They also have the ability to manipulate language effectively to express ideas, memorize vocabulary, comprehend complex meanings of writing, and master language. From this description, it might be specu-

lated that linguistic intelligence has some relationship to language performance in English learning. However, few studies have examined the correlations between linguistic intelligence and English performance although previous studies on MI have investigated other intelligences and their relations to other variables such as behavioral or psychological factors, including motivation and learning style. At this point, the findings of such correlational studies are mixed and inconclusive. Therefore, my future research will investigate various variables based on this pilot study, employing correlation analyses.

### Limitation of the study

The study results may not apply to different populations since this research is only a small-scale pilot study of students with rehabilitation majors. Moreover, this is a preliminary study report intended to be the base of further research.

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**About the Author:** Minako Inoue graduated From University of Californian at Santa Barbara with a Ph.D. in Education. Currently, I teach English at Health Science University in Japan. The university has developed its own CLIL textbooks for English I and II. I attended a TESOL conference in Hawai'i a few years ago and recently joined Hawai'i TESOL.

## Creating a Successful School Year: Techniques Teachers Can Use

By Aaron David Mermelstein

Everyday teachers make instructional decisions (Mermelstein, 2010), and these decisions guide teachers to design the instruction for individuals or groups in their classrooms (Longert, 2009). Most teachers want a successful school year and many have developed strategies and techniques over the years that have served them well. However, many teachers are still looking for methods they can use to increase success in the classroom. This article discusses and describes some vital characteristics of successful classrooms that all teachers can apply. They do not all need to be incorporated into every class every day. However, applying these characteristics at the beginning of the school year can greatly enhance the classroom environment and assist teachers and students in achieving a successful school year.

Perhaps the most important characteristic of a successful classroom is the teaching approach that a teacher adopts. How a teacher views the classroom, their role, the students' role, and the learning process will completely shape every aspect of the classroom environment. There are three main approaches that most teachers adopt: teacher-centered, student-centered, and content-centered. Each approach has its pros and cons, and teachers can also select to use multiple approaches at different times throughout the school

year.

The teacher-centered approach is the *traditional* approach where the teacher is in front of the class teaching the lesson. In this approach, "the teacher determines the content to be taught, plans for instruction, implements the instructional plan, and evaluates the students' progress" (Mermelstein, 2010). Nunan (1999) described this style of instruction as a "transmission model." Within this approach, direct instruction, or lecture, is often used and may be useful for imparting new information and materials. Further, information is usually administered at a quick and constant pace and lessons are generally designed to fulfill a gap between what students currently know and what schools think they should know. However, the teacher selects the materials they feel are best suited to meet the academic needs of the students, and students are given extrinsic motivators, like grades, as a means of getting the students to complete the work. One of the main drawbacks to this approach for ESL/EFL students is if the level of instructional content is too high or low, or if the language level is too high or low, the students will not effectively receive the information. This can especially be a problem in mixed ability classes.

The student-centered approach to teaching focuses on the students'

needs, abilities, interests, and learning styles (Mermelstein, 2010). Within this approach, the teacher shares control of the classroom and students are allowed and encouraged to explore, experiment, and discover on their own. Student-centered instruction is a form of active learning where students are engaged and involved in what they are studying and are involved in creating strategies that teachers can use (Brown, 2008). Therefore, students have some influence in the decisions that are being made about their learning. This style of teaching works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students. Unfortunately, many ESL/EFL students may not be used to this style of independent learning and/or may not function well in this environment if they are afraid or shy using their English skills. Further, some students may be coming from cultures that do not offer or allow teachers to adopt this approach to teaching, so they may be lost without someone dictating to them specifically what they must do or learn. Independence may take time to learn.

The third main approach is the content-centered approach, where the primary task of instruction is to cover the course material in a systematic design that emphasizes the student's acquisition of the materials



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## Creating a Successful School Year . . . (continued)

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(Bergquist and Phillips, 1975). Similar to the teacher-centered approach, the teacher is viewed as the formal authority and most of the talking is coming from the teacher. However, the goals of the course are based on the demands of the material and a pre-set curriculum. The main drawback to this approach is that it may focus on the course content and possibly excluded the learners (Fischer and Fischer, 1979). Within this approach, many ESL/EFL learners simply cannot keep up with the content, fall behind, and become frustrated with learning English. Regardless of which approach a teacher adopts, there are other characteristics which can be seen in successful classrooms and utilized by all teachers.

Another important characteristic is building relationships. Ferlazzo (2011) suggested that teachers incorporate opportunities to build and strengthen professional relationships with students and for students to develop relationships with classmates. Teachers can do this by showing that they care about them, learning about their lives and their dreams, and life challenges. By learning about their students' interests, teachers can then help connect what is being taught to the students' lives. Incorporating opportunities for students to get to know each other may be as simple as cooperative learning activities, like *Think Pair Share* or *jigsaws*, or it could be specific directed conversation activities.

Setting and enforcing high expectations is a characteristic noticeable in all master teachers' classrooms. Many researchers have noted that students prefer environments with rules and expectations (Charles, 2008; Mermelstein, 2014) and will work hard to achieve the expectations if they trust their teachers and see the relevance to their own lives. However, it is important that teachers have a realistic understanding of expectations and provide necessary scaffolding. This is particularly neces-

sary in ESL/EFL classrooms where students may be coming from cultures with none or various classroom expectations. Therefore, it may take time for students to adjust.

One characteristic that engages students and creates motivation is designing lessons that answer the question *why?* Teachers should be able to answer the question *Why is this important to the students?* and students should be able to understand *Why is this important to me?* Self-interest is a prime intrinsic motivator. By activating higher-order thinking skills, learners can improve their understanding and usage of content. This can be especially useful with ESL/EFL students who are only familiar with learning vocabulary and grammar rules.

A final characteristic to incorporate is formative assessments. These can greatly help both teachers and students. They should not be confused with summative assessments, like mid-terms or final exams. Formative assessments are meant to provide feedback, often immediately, to both teachers and students on how well they are doing throughout the school year on various tasks. Examples of formative assessments might be completing a cloze activity or as simple as nodding their head up and down if they understand the concept being taught. The most important aspect of formative assessments is that they allow teachers to make adjustments or provide scaffolding throughout the course to match the students' needs and abilities.

Research indicates that while there are many characteristics common to effective teachers, there is not yet one definitive style that will work for all teachers, in all situations, all of the time. However, certain methods can be more valuable and effective in the classroom than others. Combining teaching approaches and adding specific characteristics to the classroom can better ensure student learning, help to develop key

relationships and establish trust, help motivate students, and assist in creating a successful school year for both teachers and students.

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**About the Author:** Professor Aaron David Mermelstein is a Washington State certified K-12 teacher with a Ph.D. in TESOL. He taught MS and HS ESL before moving to Asia, where he has spent the past 16 years teaching ESL/EFL at the postsecondary level. His specialties include: student-centered teaching and extensive reading. He is an Assistant Professor of TESOL in the Department of Western Literature and Languages at National Kaohsiung University.

# Translating Formative Assessment into ESL/EFL Classrooms

By Huy V. Phung

It seems common to encounter buzzwords in education reform agendas because of the ubiquity of blog posts and social media. One of those frequently mentioned words is *formative assessment*. It is not difficult to find the term in teacher manuals, which often juxtaposes formative assessment with summative assessment. The former refers to an approach of assessment where both teachers and students can benefit from the regular classroom-based basis while the latter is often explained as a summary of a learning phase (Cizek, 2010).



## 1. What is formative assessment?

In fact, human beings always collect information to make instant or delayed decisions every day. When we first meet someone, we unconsciously project our judgements and test our hypothesis. As teachers, we never stop collecting information about our students and our own performance in the classroom to make instructional decisions. Formative assessment has a lot in common with this kind of instinctual reaction; however, it is more deliberate and sys-

tematic.

Formative assessment elicits different associations and meanings for different scholars and professionals. Popham (2008), a leading figure in this area, drawing from the previous explication, provided a quite thorough definition. Formative assessment is a “planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (p.6). It is clear from the definition that formative assessment is not an alternative type of test or tool, but it is more about a way of thinking in employing assessment. Popham emphasized that “It is not the *nature* of the test that earns the label formative or summative but the *use* to which that test’s results will be put” (Popham, 2008, p.7, author’s emphasis). A “planned process” means that it must be ongoing, systematic, and deliberate in documenting/accumulating learning evidence by teachers or students. Eventually, both teachers and students are supposed to use the information gleaned from this process to make informed teaching and learning decisions.

## 2. How to translate formative assessment into ESL/EFL Classrooms?

The main argument for employing formative assessment is that it should be an integral/indivisible part of the instructional design and/or learning process. Teachers should take into account in the lesson preparation, implementation, and evaluation. To that end, I propose a continuous cycle of three phases in that teachers can actually translate formative assessment into their ESL/EFL classrooms. The model can be illustrated by Figure 1.

### Phase 1: Lesson preparation

Formative assessment should be incorporated as soon as teachers start working on the lesson plan. After identifying the expected learning outcomes, it is imperative to decide on which evidence teachers can collect to be confident about students’ learning. This “backward design” approach is strongly advocated by Wiggins and McTighe (2005) in their book “*Understanding by Design*”. They suggested that teachers should start with the “ends” in mind, then think about how to know that those ends can be met, and finally design the learning experiences and activities.

### Phase 2: Lesson implementation

Based on the evidence collected from the pre-selected tools and constant assessment in the classroom, teachers can adjust their instructional strategies on the fly or in the following lesson. Likewise, teachers can use the information gleaned for the assessing process to provide rich feedback so that students can be able to adjust their learning tactics.

### Phase 3: Lesson evaluation

After finishing a teaching session, teachers often have impressions of what went well and what did not. This tacit knowledge can be leveraged to facilitate the planning for the following lessons. In many ways, teachers can also receive feedback from their students through mini surveys or deliberate observation. It is clear that formative assessment is interactive and dialectical. The process is not only beneficial to student learning, but also facilitative to teachers’ professional growth.

## Translating Formative Assessment . . . (continued)

(Continued from page 12)

### 3. What if teachers have too much to do?

The evidence-collecting process can be overwhelming to teachers. However, many assessing tools are available to teachers without too much preparation. Short-answer questions, quick polls, checklists and many others can be utilized at different place in a lesson. It is also noteworthy to point out that there are many apps and digital tools teachers can take advantage of when they

implement formative assessment, particularly when Internet connected mobile devices are allowed in the class. For the ESL/EFL classrooms, Socrative, Kahoot, Edmodo are among popular apps/platforms teachers can rely on.

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**About the Author:** Huy V. Phung has been working as an instructor of English at Thai Nguyen University, Vietnam for more than 5 years. Currently, he is pursuing a Master's Degree in Second Language Studies at University of Hawai'i, Manoa on a Fulbright Scholarship. He is interested in language teacher education, individual differences in SLA, instructed SLA, and language assessment.

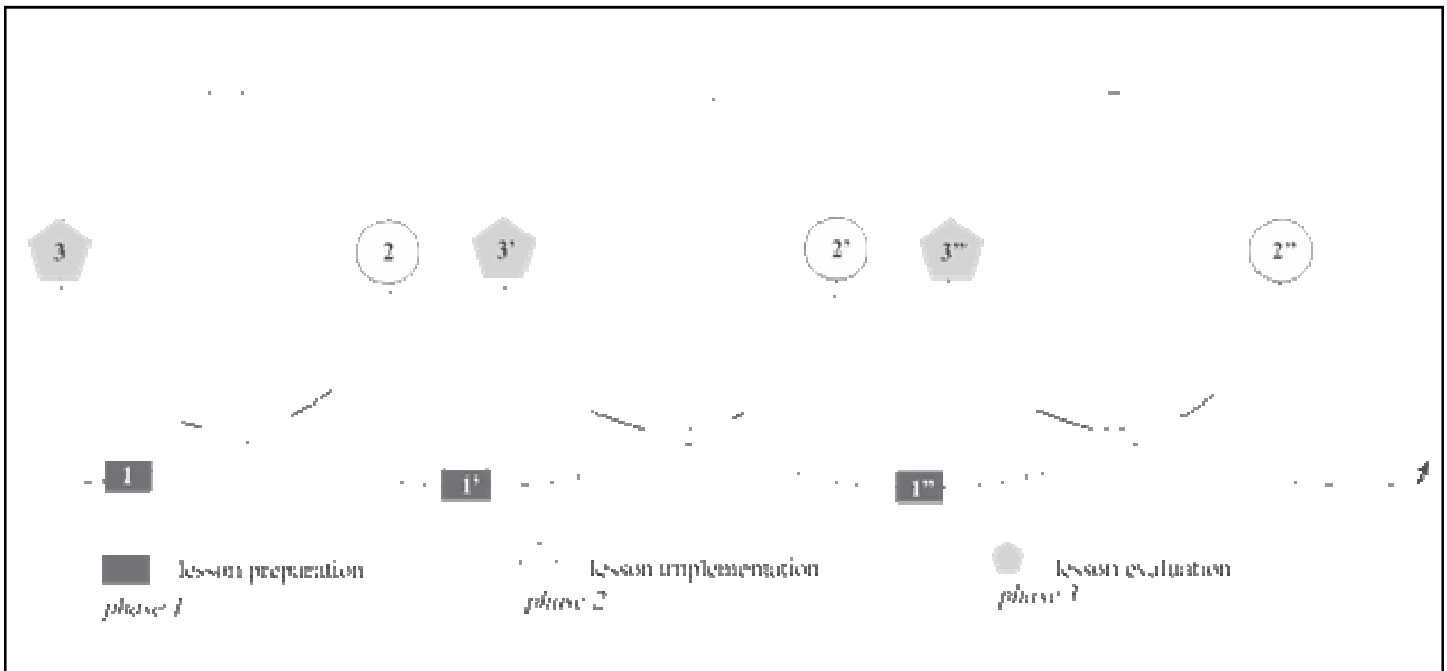


Figure 1. The iterative cycle of formative assessment in the classroom

## Who's Who at Hawai'i TESOL

### Elected Positions

President .....	<b>Pending</b> —Mark Wolfersberger Interim
Vice President .....	<b>Pending</b> —Neil Anderson Interim
Membership Secretary .....	Julie Mowrer
Treasure .....	<b>Pending</b> —Mark Wolfersberger Interim
Program Committee .....	Priscilla Faucette
Socio-Political Action Chair .....	Shawn Ford
The Word Newsletter Editor .....	Lisa Kawai
Members at Large .....	Stephen Peridore Tony Silva
Big Island Liaisons .....	Carrie Mospens Julie Mowrer



### Board Appointer Positions

Conference Chair 2015 .....	Neil Christensen
HITESOL / TESOL Ukraine Liaison .....	Jean Kirschenmann
Social Media Chair .....	<b>Pending</b>
Webmaster .....	Perry Christensen

If you are interested in becoming an executive committee member, please go to the HITESOL website to see what opportunities are available and contact Mark Wofersberger at <maw44@byuh.edu>. The committee is happy to hear from interested people and welcome new members aboard.

## Submission to *The Word*

### Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawai'i. 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, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. This list is by no means exhaustive. Please feel free to send any article 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 editor with questions.

### Submission Deadlines

You can send an article to me at any time and it will appear in the next up coming issue of *The Word*. Please note that the deadline for submissions will be posted on the web site regarding the up coming issue.

**Please submit the articles via E-mail to Lisa Kawai at <lkawai@hpu.edu>.**

I look forward to receiving your submissions.

*The Word* Newsletter Committee: Lisa Kawai, Editor



# Hawai'i TESOL's Fall Social

This is the chance to mingle and make connections with other TESOL professionals and students, so use this space for jotting down notes.

Name

Affiliation

Contact Information


# Hawai'i TESOL Logo Contest

The Hawaii TESOL Board of Directors is taking an opportunity to redesign our logo. We invite the members of the association to participate. What ideas do you have for a new Hawai'i TESOL logo?

All current members of Hawai'i TESOL are invited to participate. (Note: your membership must be current.) Please submit your logo design to Neil Anderson at [neil.anderson@byuh.edu](mailto:neil.anderson@byuh.edu) by midnight (HST), December 31, 2015. Each of the submissions will then be placed on a ballot for a vote from the membership. The voting will take place between January 5-20, 2016. The winner will be announced on Friday, January 22, 2016.

The winner will receive a complimentary registration to the 2016 Hawai'i TESOL conference to be held at Kapi'olani Community College in February.



We look forward to seeing the creativity of the members of the association.



## Hawai'i TESOL Travel Grants

The Travel Grants are intended to help members of HITESOL attend conferences on neighboring islands and conventions on the mainland. Hawai'i TESOL members who are currently practicing ESL teachers or administrators, or students earning a degree in an ESL-related field are eligible to apply for the grant.

Preference however, is given to those applicants who have been accepted to

present at a conference/convention and/or who have never attended a TESOL conference/convention before.

Five grants of \$150 to attend the 2016 Hawai'i TESOL Conference on Oahu and one \$500 grant to attend the International TESOL Convention in Baltimore, Maryland will be awarded. If you are interested, please go to the HITESOL website to see the application requirements and deadlines.

Please note that recipients are required to write a short article for *The Word* and are invited to share what they have learned at the conference/convention at a later Hawai'i TESOL event for the benefit of other HITESOL members. Unfortunately, recipients of a Hawai'i TESOL Travel Grant is not eligible for the same grant within a two year period.

Who will be awarded the Travel Gants this year. It might be you. To apply, go to <http://hawaiitesol.wildapricot.org/>.



## Up Coming Events

### October: Professional Development Workshop: Blended Learning

Date: TBA

Location: EF International Language Center, Honolulu

Come and join the HITESOL team for this informative workshop on blended learning lead by Stephen Peridore from the College of Southern Nevada.

### December: Logo Contest Submission (due 31st)

### February: Annual Hawai'i TESOL Conference

Date: TBA

Location: Kapi'olani Community College, Honolulu

The 2016 conference is sure to be hit. Andy Curtis, Ph.D. from Anaheim University will be the plenary speaker. He will speak about the language / culture connection. There will also be many informative breakout sessions to attend. If you are interested in presenting at the conference, please check the HITESOL web site for details.

### April: TESOL International Convention & English Language Expo: 50th Anniversary

Date: April 5-8

Location: Baltimore, Maryland

"Reflecting Forward." TESOL is celebrating its 50th anniversary in Baltimore, Maryland. If you are interested in attending, apply for a HITESOL Travel Grant. Please see the HITESOL web site for more details on how and when to apply.

### April: Business Meeting & Highlights from TESOL International Convention

Date: TBA

Location: TBA

The annual business meeting serves multiple purposes: to hear from members who attend the International TESOL Convention, to reflect on Hawai'i TESOL's year of events with reports from board members, and finally to elect new officers to serve on the executive board. Have you been thinking about getting more involved with HITESOL? This is your opportunity to step up and join the 2016-2017 executive board. Please join us—all members are welcome.

### May: Language Experience: (Target Language TBA)

Date: TBA

Location: TBA

Don't miss our final event of the year: it is always a crowd pleaser. The language experience introduces a lesser-known language through a "mini" lesson by a native or fluent speaker, allowing participants to sample a new language and culture. Audience members have fun attempting an unfamiliar language and are reminded of what it is like to be the student instead of the teacher. Recent languages have included Vietnamese and Chuukese. Target language for 2016? Stay tuned.