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Professional and Personal Development Through Self-Publishing By John Pryce

Professional and personal development, in order to become a better teacher or educationalist, are very often self-driven quests that require motivation and perseverance.

There may be external factors, such as contractual obligations to do research and to publish, pushing one to self-develop professionally, but below the tertiary education level this is a rare case, and for the most part many teachers can and do coast along on a sound foundation of knowledge and experience. But where is the fun in that? Actively seeking professional development not only makes you a better teacher but also demonstrates to your current and potentially future employers that you take your profession seriously. Professional development can take many forms, from attending conferences and presenting, to pursuing post graduate qualifications. One area I explored in 2015 was self-publishing when I published two discussion and writing resource textbooks.

The commercial self-publishing sector is booming, and I can see the ELT field following suit in the next couple of years. My personal journey was exciting, motivating, interesting and fulfilling to name a few feelings I had throughout the process. It was also frustrating and challenging. However, my biggest take-aways were the empowerment I got from taking ownership of the entire process and what I discovered through that autonomy. When you self-publish you can wear all of the hats - accountant, researcher, designer, author, tester, editor, proof reader and marketer. It becomes clear very quickly where your own strengths and weakness lie. Fortunately, the array of self-publishers provides tremendous support in both free and

paid services to ease you through the process should you require them. What else did I learn?

Research

Doing solid research before you begin is paramount as it will prevent difficulties later on, especially when considering textbook size, style and content. Create a vision of your textbook in your head and work towards that but do not be afraid to change that vision. Since I teach in Japan and therefore my target audience was the Japanese L2 market, I looked at the textbooks on my own bookshelf and at the local book store which, as you would expect, are A4 size, glossy, full of colorful pictures and often comical cartoon caricatures. Thus, it seemed logical to emulate that standard format.

However, when I got down to looking at the detail of how I would do it, I quickly realized that I am not a graphic designer, I have no color sense, and I cannot draw caricatures. Add to that the tricky concept of copyright, and suddenly, the text book idea seemed like a lot of hard work. If you decide to use authentic texts, song lyrics, images or anything you did not create or own, then you have to seek permission from the owner for the rights to reproduce them in your book. This can be a long and complicated process with no guarantee of success. At this point, I realized exactly why large publishing houses are the weapon of choice for many would be authors - they have significant resources.

It became clear that I had to scale down my vision to make it more achievable, at least for my first attempt. Thus, I decided upon producing two discussion and writing topic resource books with ten clear and dis-

Professional and Personal Development . . . (continued)

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tinct unit topics each. On top of that, they would be black and white with all content produced solely by me. I estimated the size of my textbook and compared the costs of similar sized texts and decided upon a unit cost. From there, I then got down to planning and producing it.

Planning

My pedagogical interests lie in critical thinking, so I structured each unit to progress the students from lower order thinking processes like remembering, understanding and applying to the higher order thinking processes of analyzing, evaluating and creating. The structure I decided upon was brainstorming, question formation, sentence creation, discussion, and creative writing. I also decided that it would be A4 in size. I contacted a friend who had already self-published, and he advised me that I make each unit layout identical as most of the big publishers do this and there might be a possibility one of them would pick up the book post-publishing if the formatting and content were good. Consequently, each unit's content could then be added easily using a standard template.

Choosing a Publisher

Once I had my planning down, I chose my publishing platform. I did this by looking at the top three which were at that time Create Space, Author House and Lulu. They all offer the same free services such as, allocation of a free ISBN number, cover design templates, layout design templates, format checking, and submission to Amazon and other online book retailers. As the book was print on demand, there were no upfront costs. In fact, the entire process from concept to publishing cost me nothing but my time. Therefore, I based my publisher choice upon user friendliness, the ease with which I could find answers to all of my queries, free services offered, and customer reviews.

Planning and Research Mistake

As I mentioned before, the size of the

text book was going to be A4, and after I had created my content, I printed off a copy to edit. However, I had run out of A4 paper and printed it on smaller B5 paper. The copy actually looked fantastic at that scale. It was more portable, and of course the unit cost price would now be reduced to produce it. The only problem was the formatting and contents of the standard template would not scale down to the new smaller size and everything was off in a big way. I had to painstakingly re-do it all over again, which took an extra week. It was then I recalled a couple of important points that should have been considered in both my planning and research stages. My students often complained about the size of the standard A4 textbooks being too big and heavy, and that the cartoon caricatures were irritating and not kawaii (cute). On top of that, almost all commercial Japanese textbooks are either B5 or A5 in size and black and white. I had blindly followed the mass ELT textbook market, and in doing so, I had not considered my target audience's prior feedback. You see, commercially produced textbooks are not always geared towards one particular market or target audience. Therefore, ask your students directly what they would like, and listen to their preferences. Doing this would have saved me a lot of time and painstaking effort in the design stage.

Quality Control

Once I had created my content, formatted my book, designed the cover, proof read and edited, I was ready to go live and test it. When testing your content, give it to as many different teachers as possible to get independent feedback. Get feedback from both students and teachers, and consider it carefully. If you reject the feedback, let testers know in writing why it is not feasible to incorporate their suggestion. Give the textbook to a few people who do not know you to get impartial opinions and feedback.

Words of caution though, please remember that whatever you put out there is open to critique through the power of

social media and online review. You are attaching your name clearly to a piece of work, so make sure the quality control is in place. By that I mean, ensure your proof reading and editing is completed 100% accurately and that the feedback on how your work is presented is predominantly positive and constructive. If you are in doubt, do not publish until you are sure. This brings me to the penultimate stage.

Cooling Off

Once all the quality control is complete, put your manuscript on a shelf and leave it for a while. Then come back to it, and look at it afresh. How do you feel about it now? What is your final impression? Do you have any doubts? If you are feeling positive, give it one more proof read and then publish it. It is both extremely exciting and exhilarating in that moment to wear that final hat.

In Conclusion

My experience was enormously rewarding as a professional development exercise, and I now appreciate and look at text books in a different way. As a result, I am now working on Book 3 in the series and currently researching a book on teaching critical thinking for novice teachers. It is much simpler to achieve than you think. You just need the motivation and desire.

Note: For information on book sizes go to www.papersizes.org.

About the Author: John Pryce has taught ELT in Japan for the last 13 years and holds an MA in Applied Linguistics and ELT, as well as a B.Eng. (Hons.) in Chemical Engineering. Currently, he teaches at Kansai Gaidai University in Osaka and Ritsumeikan University in Kyoto. He is interested in teaching critical thinking skills and has authored two resource textbooks on the subject. When not teaching English, he teaches Aikido at his dojo in Kyoto.

Freeing Your Materials

By Douglas Perkins

The problem in the education world is that teachers and professors spend hours upon hours every year writing tests and homework that only get used once, in one classroom. Teachers go to great lengths to develop high quality materials, but sharing them takes extra time, and so we don't. I think teachers ought to put a stronger emphasis on collaboration. First of all, we should post our work online. Second, we should freely license it. When teachers work together to freely license and share their materials with others, we can build on each other's work. This gives teachers greater access to high quality materials, which in turn makes for a better educational experience.

Sharing your own work is easier than you might think. If you have a website, upload your work there. If you have videos, which you often use in the ESL classroom, post them to YouTube or Vimeo. All sorts of files can be shared using Dropbox or Google Drive. I prefer Archive.org, but in any case there are thousands of sites where you can upload your work.

Why should you bother? Well, imagine you've put together a nice lesson plan, and you have some associated files – a worksheet, a slide show, several audio clips of conversations, and a video. You can upload it to your website and email the link to your colleagues. They'll take a look, and if they like it – or if they teach the same course next term – they'll make use of some of what you made. If the quality is good enough, they'll send the link in turn to their colleagues. If the materials you create are high quality, you'll develop a reputation for them.

Just posting your work online helps you and other teachers, but it has limits. Suppose you posted some materials to your website as described above, and you shared the site with a colleague. They liked it, and they want to build on what you made. At the mo-

ment, that's not possible, because copyright law gets in the way. Your colleague can download your materials and even make other materials that go with it, but what your colleague cannot do is upload the entire bundle to their own website. After all, they don't hold copyright over anything you made, so they can't upload it without getting your permission.

When people have to get permission to do things, they often do something else instead, and this stifles sharing. Imagine you're web surfing, you find a nice worksheet on some website, and you want to make a second one. Are you going to email the author and ask permission? You might, if it's someone you know, but if it's a stranger, probably not. And even if you email them, how long will you have to wait for a reply? Most of the time it's sensible to forget about it and start writing from scratch.

If we want teachers to share their work online, we should look to successful collaborative sites like Wikipedia, Wikimedia Commons, and OpenStreetMap and see what they've done right. There are many reasons those sites are successful, but one crucial factor is the use of Creative Commons licensing. A Creative Commons license is a kind of promise. It says, "You can take this work and do all sorts of things with it, and you don't ever have to ask my permission." When users don't have to ask permission, and when they can build on each others' work, they often just go ahead and do it – and make great things as a result.

Here's how the Creative Commons Attribution license works in education. Imagine I write a test for a class. I post it online, and in the description I add the following sentence. This work is licensed under a Creative Commons Attribution 4.0 International License. Other teachers who see that sentence know that they're allowed to modify, reuse, and redistribute the file, as long

as they cite the source. Perhaps one teacher creates an MP3 for the listening section of the test. Perhaps another teacher creates several review sheets for the test. Because the original test is freely licensed, these teachers can post all of these materials to their own websites. Over time, the test that I wrote grows into a collection of materials that go together with the test, and because the work is shared, this can all happen without any single person investing long hours in the process. As teachers adjust to creating and working with freely licensed materials, we spend more time polishing and making refinements and less time reinventing the wheel.

ESL is behind the curve when it comes to Creative Commons materials. In 2012, the state of California passed legislation for Creative Commons textbooks for popular university courses, but no ESL courses were included. A search of the Merlot II materials for ESL textbooks under a Creative Commons license comes up empty. In comparison, consider an introductory economics textbook, "Principles of Microeconomics" by Rittenberg and Tregarthen. This book is used by Matthew Holian, a professor at San Jose State University. Holian praises the book and its free licensing. "A major motivation for me was ... to save students money. However, I also want to make the material easy to access, i.e., by sending students PDF documents, or by copying and pasting sections of the text into emails and so on."

There are dozens of examples of university courses with freely-licensed materials, but to date very few of those are in the ESL field. If we switch our focus to media that we can include in our own ESL materials, there is a lot to be found. For photography, Wikimedia Commons is a great resource. If you're looking for an example of a specific vocabulary word used in context, Ta-toeba has hundreds of thousands of

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sentences in dozens of languages. For video, both YouTube and Vimeo have Creative Commons search filters. The raw materials are there, and it's up to us to put them together.

When you start using Creative Commons materials, you soon find that the walls between user and creator are blurred. If you want to make a slide show with nice graphics, grab some pictures from Wikimedia Commons for your slide show, use it in class, and then turn around and upload the slide show to your own website. In the long run, this approach benefits everyone.

Teachers share the best of what they've made, other teachers take that, build on it and make it even better, and our students get to learn in classrooms filled with excellent educational materials.



About the Author: Douglas Perkins lives in Tokyo and has taught junior and senior high school ESL for almost a decade. He makes and shares many of his own classroom materials and is an active contributor to Wikimedia Commons, YouTube, and many other collaborative websites. douglas@dperkins.org

Differentiated Task-Based Language Teaching in EFL Classrooms

By Yi-chen Chen

Introduction

Task-based language teaching (TBLT) is believed to be a realization of the philosophy of communicative language teaching (Nunan, 2004). As “task” is defined as “the activity which require learners to arrive at the outcome from given information through some process of thought, and which allowed teachers to control and regulate that process” (Prabhu, 1987, p.24), tasks in language classroom are featured as meaning (Skehan, 1998) and communication-focused (Nunan, 1989), real-world-comparable (Ellis, 2003), and outcome-oriented (Oxford, 2006). Such communicative features make TBLT fits into EFL classroom well. A common problem found in EFL contexts is that students lack motivation of learning English at school due to “an over-focus on receptive language skills with little new learning experiences, uninteresting materials, and unclear links between language and their future careers” (Bahous, Bacha, & Nabhani, 2011). A TBLT

classroom that not only preserves practical goals of ESP courses but also provides necessary language skill trainings is believed beneficial. Positive effects of TBLT have been widely recognized, such as improvement of readings (Gusti, 2005) and writing (Marashi & Dadari, 2012), facilitation of oral interaction (Thompson & Millington, 2012), and increase of motivation (Ruso, 2007).

A feature of a “task” used to focus on its communicative essence is that the end products should demonstrate the learning of language use. A more recent elaboration on “task”, on the other hand, shifts the major focus from products to process, and claims the importance of constant attention on learners’ readiness in the progress of task completion (Prabhu, 2012). The task itself should be adjustable and the end products should be allowed individual differences. Such learner-centered emphasis corresponds to the contemporary education paradigm of differentiated instruction (DI), the philosophy which is

based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles (Tomlinson, 2000). Multiple intelligences, varying learning styles, and previous learning experiences of learners provide teachers crucial information for creating opportunities of success for every individual. A TBLT classroom adopting DI allows teachers to design tasks that suit students’ ability levels (i.e., readiness) and strengths (i.e., learning profiles), to prioritize tasks to enrich learning experience (i.e., interests), to provide meaningful knowledge and relevant practices, and ultimately to encourage independent learning (Lawrence-Brown, 2004).

The integration of TBLT and DI in EFL classrooms, however promising it sounds, leaves concerns for teachers. Regarding TBLT, an issue in discussion most frequently is the emphasis on communicative engagement rather than on language system or meta-linguistic knowledge. The

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challenge for EFL teachers is to provide students with opportunities to use English for communicative purposes while ensuring that they do not lose sight of the language forms. Regarding DI, the expectation for teachers to deal with learner variance becomes a heavy burden, especially when the class size is big; a need for an effective model to assist teachers in classroom management is urgent (Tomlinson, Moon, & Callahan, 1998). Finally, differentiated task-based learning requires a high level of creativity, participation, and initiative. Instead of making fixed lesson plans and schedules in the beginning, EFL teachers should incorporate respectful tasks enabling students to bring forth individual potentials, and ensure flexibility of learning materials and activities so that teachers can adjust their instructions to respond to students' learning needs anytime during the process. While such "frivolous and unconventional" (Kebble, 2012, p.67) learning may result in students losing sense of security of course book and react negatively toward TBLT, a suggestion that tasks can be derived from a topic in the course book is made (Kebble, 2012). TBLT may challenge students' perception of what language learning should be, yet with careful orientation and consistent guide, students may in the end see the usefulness of the TBLT.

Class Practice of Differentiated Task-based Language Classroom

The following is the case that was carried out in a university English classroom in an EFL context. The case elaborates an example that deals with the above-mentioned concerns in a differentiated task-based classroom.

Background.

The course titled "Advanced English" was offered to 70 sophomores of the Department of Foreign Languages and Applied Linguistics in

a university in Taiwan. The course mentioned here also aimed at consolidating the students' language skills which can be applied to future work and studies. The students were required to take linguistic-related courses, such as Introduction to Linguistics and Sociolinguistics, to prepare themselves with abilities of far transfer.

Task description.

The task designed and used in the class was given a title as "promotional campaign." Following Kebble's (2012) suggestion, topics of the task were derived from the course book, Pathways 3: Reading, Writing, and Critical Thinking, in which topics covered included social studies, science, and technology. Since this task was carried out in the second half of the semester and the course book had been gone through completely, the students were asked to pick one unit out of ten listed on the course book according to their interests in the content, and make a plan to promote an innovative idea or concept introduced in the unit, such as ecotourism, nanotechnology in medical field, or urban planning. They needed to analyse current situations, to find opportunities for new ideas to enter the existing market, and to make plans to deliver the promotional messages. (See Appendix 1 for detailed steps and activities.)

Features of the Differentiated TBLT classroom.

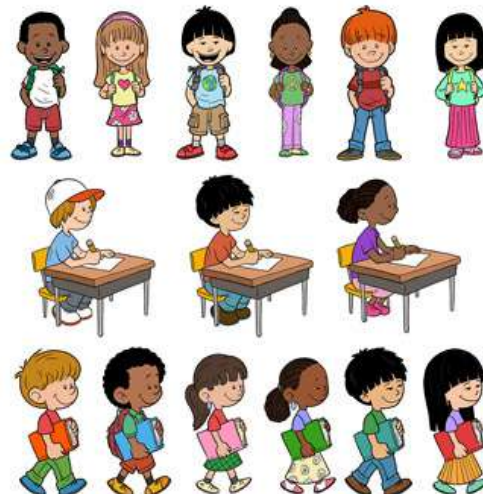
- (1) **Associate with the real world:** making plans to promote ideas or subjects was a common life experience that the students would encounter in the workplace of whatever fields or at schools pursuing academic achievements. The students of the department, regardless of their future pursuits, could associate this learning experience in the classroom with the life outsidess.
- 2) **Meet the students' interests and**

readiness levels: the students were allowed to choose topics that interested them, and grouped according to the interests. At the same time, the tasks fitted the students' readiness levels by practicing essay writing, formal oral presentation, critical thinking, and group cooperation.

(3) **Bring in authentic materials:** the students needed to read authentic materials from books, magazines, newspapers, or mainly the Internet in order to find information. They also had to synthesize large amount of information and analyse it critically.

(4) **Stress metaknowledge development:** except for the content area of advertisement, this task focused both language form and forms; in other words, the tasks not only allowed the students to communicate in English, but to use the English language for communicative purposes. Linguistic knowledge was integrated and was implemented. In this task, the students were asked to make slogan or catchy phrase for their sales writings; semantic concepts like homonyms and polysemy were introduced and authentic examples were used for analyses.

(5) **Maximize the students' potentials:** the products of the tasks were flexible in formats and options to suit the students' multiple intelligence



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and learning style preferences. Some students who were talented in linguistic or spatial intelligence made stunning poster with Photoshop; some with bodily-kinaesthetic or musical intelligence chose to make videos with background music and wonderful performance.

(6) **Constantly monitor the students' progress:** the task was divided into five steps; each step was designed for the students to produce certain products, written or orally presented. By observing the performances, the teacher monitored the students' progress of learning and was able to offer assistance on time. Meanwhile, such on-going assessments facilitate the teacher to monitor the students' readiness and to manage the class effectively.

(7) **Adopt multiple assessments:** the evaluations of the students' performances on the task competition did not rely solely on one end product; instead, the assessments were made from various perspectives. Not only the promotional products were taken into account, but also the final presentations, including oral and written ones. Moreover, the assessments were not based on the teacher's individual judgment, but involved both peers' opinions and each student's self-evaluation.

Conclusion


Adopting differentiated instruction in a task-based language classroom allows EFL teachers to make more flexible task designs, responsive instructions, and rigorous assessments; it also provides EFL learners with more freedom of learning, a wider range of options for engagement in class, and greater chances of connecting classroom experience to the real world. The TBLT classroom could be thus more alive and dynamic from both process and products perspectives.

Note. Samples of the students' final products of the promotional cam-

paigned task can be found in the page: <https://goo.gl/mpBIW6>

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Appendix 1. Process, Products, and Objectives of the Promotional Campaign Task

Procedures	Task descriptions	Products produced	Skills used & Competence developed
Step 1: Assess marketing communication opportunities.	Pick one of the themes in the textbook. Then find out what concepts about the theme should and could be promoted.	Situational analysis: SWOT analysis, or TOWS analysis.	Independent learning: looking for information needed. Reading: synthesizing big data.
Step 2: Determine your objectives.	Think about the current situation, target audience groups, influence and effects, and make measurable objectives.	Factor analysis: PEST analysis, or Fishbone analysis.	Writing: composing topic sentences.
Step 3: Determine communication channels you will use.	Choose 3 ways for the promotion: <ul style="list-style-type: none"> • Information provider: Explanation and persuasion writing • Impression maker: rhyme sentences or puns making. • Impression reinforcement: creative writing 	Sales writing: <ul style="list-style-type: none"> • Brochure, leaflet, or infomercial flyer • Poster, promotional flyer, or banner • Videos, commercials, or any other type 	Speaking: discussing within groups and reaching consensus. Reading: thinking of writers' purposes and intended audience Writing: writing expository essays. Writing: writing argumentative essays.
Step 4: Develop your promotional messages.	Compile the information needed. Focus on the content, appeal, structure, format, and source of the message.	Advertising slogan or catchy phrases.	Metaknowledge of linguistics: semantics, including homonyms, polysemous puns, and humor.
Step 5: Determine campaign effectiveness.	Present the promotional campaign under a formal, business circumstance. Dress properly to suit the purposes or themes of the promotional ideas.	Oral presentation of the promotional campaign, including PowerPoint demonstration and visual aids.	Multiple assessment: taking into consideration oral presentations, written reports, process evaluation, and peer- and self-evaluation. Multiple intelligence enforcement:



From Young Nation To Youngistaan: The Modified Deconstruction of Business Discourse

By Soumen Mukherjee

In business, discourse is an official term for individual expression or somber conversation between personages. The structure of formal business discourse in English normally has its own rules which depend on diverse notions, such as the rules of clause syntax to the many fundamental rubrics in traditional theoretical linguistics. Nonetheless, in a world which is fast transforming itself into a global village, the so-called rudiments in the syntax structures are getting altered with the incursion of innovation. It can be seen to disintegrate ontology into epistemology, and thereby destabilizing the pre-established philological constructions. Undoubtedly, as technology, syllabuses, teaching pedagogy, international relations, politics, business, ethical standards, economy, sexual preferences etc. are changing at a hasty pace – discourse, evidently, cannot lag behind.

When we speak of discourse or dialogue, we must know that among all the cubicles of dialectal expression, nowadays the terminology or vocabulary is undergoing the most significant change. This modification is apparent in the selection of syntactic construction, to the selection and structure of symbolizing expression, the selection of inflection form, selection of tense, and even in the selection of appropriate word or noun phrase at par with the situation or culture.

The dissemination of typical words which are actually acronyms used in chat rooms within different virtual communication sites has contributed enormously to the birth of specialized language within the periphery of business discourse. With a prodigious notch of casualness, certain abbreviations, such as LOL (Laughing out loudly), BTW (By the

way), IB (I'm back), OMG (Oh my God!), GR8 (Great), IDTS (I don't think so), CUL (See you later), HAND (Have a nice day), ASAP (As soon as possible), B4N (Bye for now), HRU (How are you?), PFA (Please find attached), IMO (In my opinion), BRB (Be right back), TTYL (Talk to you later), RUOK (Are you OK?), TNT (Till next time), L8R (Later), X (Kiss), have insinuated deeply not only into the casual day-to-day tête-à-tête, but even in the board rooms. By the colossal backing of mobile technology and social networking sites, this newfangled usage of sms language has crept even into our academic circuit.

The alterations of the syntax structure in normal occupational discourse in English (whether for good or bad) have been momentarily facilitated by the speedy flow of information in our times. This is attested by the huge number of words we are using in our daily official conversation -- either in crafting new words to signify new authenticities or in inventing new verses, especially from Greek and Latin roots. Many Greek affixes such as *anti-* and *-ic* have become prolific in our unvarying business discourse, combining with arbitrary English words, such as *anti-choice*, *automatic*, *fascistic*, *sub-policy* etc. Other up-to-the-minute Greek words such as *hypermarket*, *photograph*, *supermart* are also much in vogue. On the other hand, many Latin phrases are being used verbatim in our modern business texts—*et cetera* (etc.), *ad nauseam*, *modus operandi* (M.O.), *ad hoc*, *in flagrante delicto*, *mea culpa*, and so on.

Again the use of added word-building tactics like trimming, affixation, contraction, transformation, compounding, and unification with loan words, etc. have proven to be very fecund lately. The most popular

among these maneuvers is PORT-MANTEAU. A portmanteau (*i/pɔrt'mæntou/*, / *pɔrtmæn'tou/*; plural / *pɔrtmæn'touz/* portmanteaus or portmanteaux), also christened a blend in linguistics, is an amalgamation of two (or more) words or their resonances (morphemes) and their meanings into a solo novel word. The delineation is having commonalities with the syntactic word contraction. But in reality, contractions are formed from words that would else appear together in an array, such as *do* and *not*, while a portmanteau word is designed by coalescing two or more current words that all connote to a singular notion which the portmanteau designates. Two proper names can also be used in forming a portmanteau word in reference to the conglomeration between people, particularly when both individuals are celebrated. For example, the word "Billary" refers to former United States president Bill Clinton and his wife, former United States Secretary of State Hillary Clinton. Other examples include "Brangelina", which refers to Brad Pitt and Angelina Jolie and "TomKat", which is a merger of the names Tom Cruise and Katie Holmes, all of whom are popular Hollywood couples.

Thanks to marketing and media exertions, Portmanteaux words are steadily in flowing into the business language. Some current examples may be the Mexican Spanish 'cafebrería', which is actually a consolidation of 'cafetería' and 'librería', or Teletón from 'televisión' and 'maratón'. It has given rise to end-number of new-fangled commercial-cantos like Youngistaan (instead of young nation), from 'young' and 'taan' (this word is specially used in the Indian sub-continent), globalization, Branglish (Mid-Atlantic English),

From Young Nation to Youngistaan . . . (continued)

(Continued from page 8.)

stagflation, petrodollars etc. Oxford English Dictionary suggests that during the past few decades, our day-to-day business discourse in the English Language has included many significant loan words as an effect of globalization. Some of them are- *jute*, which is a rough fiber made from the stems of a tropical plant, used for making twine and rope or woven into sacking or matting (1977, from Bengali *jhūto* 'matted hair'); *tarka dal*, a creamy Indian lentil dish (1984, from Hindi); *pandal*, a temporary shelter raised during mass-gathering (1982, from Tamil *pandhal பந்தல்*); *af-fogato*, an Italian dessert made of ice cream and coffee (1992); *quinzhee*, a type of snow shelter (1984, from Slave or another language of the Pacific Coast of North America); *popiah*, a type of Singaporean or Malaysian spring roll (1986, from Malay); *izakaya*, a type of bar serving food (1987, from Japanese).

In this context, while analyzing the changing trend of Global English in the present day, within the boundary of business realm, we would see that greater attention is given to invention and variation within syntactic dominion. In keeping with the linguistic concepts at the beginning of the

21st century, according to which, the margin comes to the center, grammatical rules which stand the chance of being incorporated into the standard communicate in the long run, having been altered and given prominence, too. For instance, in the sphere of the Verb Phrase: – decrease in the use of some modal auxiliaries, for example:

shall, which was replaced by *will*, is now replaced by *would* in certain contexts, especially when used to express meanings of the future or of some putative event, in the first person:

I would like to deposit the percentage increase from the exchange in my Savings A/C.

The similar propensity is strappingly demonstrated in day-to-day formal/informal conversation, along with the advent of new-fangled facsimiles: *wanna* (should), *gotta* (must), *gonna* (neutral prognostic future marker), – also the predisposition of replacing permissive *may* with permissive *can* in informal speech (which till even few years back, was considered to be a taboo, both in the business as well as in academia):

Can I borrow your book?

– *need* and *dare* are used more and

more widely as regular verbs – and have been established all the more as a grammatical rule:

“Do you need to do it?”

“I don’t dare to do it.”

This tendency is also present in sub-normal English with the modals *ought to* and *used to*:

He didn’t *ought to*/he didn’t *used to*

Conclusion

To summarize, we may say that the maximum vicissitudes in the above-quoted varieties of business-discourse are represented lexically in the creation of new acronyms used in virtual chat-rooms, or in the adoption of loan words borrowed from different standard world languages. To accommodate firsthand realities of the ever changing business world, the large-scale use of Portmanteau words and the never-ending inclusion of difficult abbreviations has become a common norm. While at the morpho-syntactic level, contracted verb forms and fluctuating uses of verbs as modals or as regular lexical verbs are predominant, the increasing tendency of yielding to pragmatism, for simplification, and shortness is also much in vogue.

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Talk A Lot: Book 1 (Second Edition)

Reviewed by Adam Pearson,

Talk A Lot: Book 1 (Second Edition)
[David Martin., 2003. Saitama: EFL Press, 2003. pp. 92. ¥2,700.]

This book is intended for teachers teaching Japanese university or high school students. As the title suggests, its focus is very much on speaking and listening, and it features, to this end, a large number of fun, effective and easy-to-implement activities, almost all of which are usable with a minimum of preparation by the teacher.

There are 17 units in the book, the first being an introduction to useful terms and to other students and the last a review game. In between, a variety of topics are covered, such as 'Talking about Family,' 'Talking about Sports,' and 'Talking about Experiences.' There are also two units on travel English - the first involving a fictional visit to Hawai'i, the second to Thailand.

Most units start with a warm-up of free talking with a partner, next introduce vocabulary or constructions relevant to the subject matter, then progress to a number of pair-speaking activities (as befits the focus of the book, pair and small group activities feature heavily throughout). These activities are in some cases information-gap interviews, in others collaborations in which students work together to analyze and retrieve data from the text and in others role-play. As a break from analysis, many units also include pronunciation practice focusing on such aspects of correct natural pronunciation as reduced forms, linked sounds, syllable stress and contractions.

Throughout, the author concentrates on giving students practice in practical communication, in conveying their point effectively rather than in producing flawless English. The book is organized with clusters of grammar points in mind such as, pre-

sent progressive, simple present and adjectives in Unit 4, but this is unobtrusive and serves as the horse before the cart of practical usage (in the case of Unit 4, describing people's appearance and behavior). This makes a refreshing change from other textbooks which suffer (and inflict suffering) from doing the reverse.

Another way in which *Talk a Lot* differs from many other textbooks on the market is in its full-blooded, near-native-speed audio recordings (available free for download from the publisher's website). These are clearly genuine interviews between native speakers, with little editing, and as such are replete with mis-starts, deviations, pauses in the middle of statements and fillers. Given these and the speed at which the speakers speak, students and teachers alike could be forgiven for approaching them with some trepidation. However, using the supplied teacher's guide, which includes Japanese translations of key terms and transcriptions of all conversations, and with plenty of repeat plays, I think these represent a valuable opportunity. The superiority of exposure to authentic speech over non-authentic in building students' listening comprehension ability has been argued by many educators (Rivers, 1966) and is a view clearly subscribed to by the author of this book.

I have been using *Talk a Lot* for almost three years, with classes of around 16-24 first-graders at a girls' high school. The English level of these classes has been above-average to high and therefore, suitable for the standard of English required to use this book "as-is" (i.e., without much adaptation required for students to use it). High-school or university students at an average or below-average speaking level may be intimidated by the relatively small amount of structure provided for tar-

get conversations and will need help from the teacher for lessons to be productive. Others will doubtless see this as a welcome lack of stricture, however.

Another aspect of the book which may be intimidating to some students is that all instructions are in English. Even what Japanese text there is, is written in the roman alphabet. To my mind and in my experience, this is a good way to encourage students to minimize the use of Japanese in lessons, but (as with the other points above) whether it is received as such, will depend on class motivation and anxiety.

As mentioned already, this book is aimed very much at improving speaking and listening rather than the other two core language skills; as such, it would be an obvious fit for a confident oral communication class, and as such I can recommend it without hesitation.

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Rivers, M. W. (1966, April). Listening comprehension. *The Modern Language Journal*, 50(4), 196-204.

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Using Autobiographical Accounts as Metacognitive Teaching Tools

By Gonzalo Isidro Bruno

As professional language teachers, we are usually concerned with the emerging skills that our students are developing. Our students could definitely use all the help we can provide them by giving them time to reflect, plan, and implement various linguistic strategies. In this short article, I would like to propose the use of autobiographical accounts as advanced organizers (metacognitive tools) to help learners to think about their individual language learning histories.

In many more cases than previously thought, some learners are acquiring two or more languages (heritage, community, national languages) simultaneously or consecutively. Focusing on individual learning circumstances would allow classroom instruction to avoid falling in mass “cookie-cut” teaching paradigms in which all students are expected to develop skills or vocabulary at the same rate, with the same ease, and with virtually no room for individual learning differences. Specifically, I propose the use of paper-and-pencil student-generated accounts (descriptions or narratives) of each learner’s language learning context as viewed by the learners. As opposed to blogs or free student compositions, these descriptions, known as autobiographical narratives in applied linguistics research, are guided or less-open-ended. An autobiographical account, a description of language learning experiences, as described by a learner can be of various lengths and degrees of details (Pavlenko, 2003, 2007).

Raising awareness of how one is learning a language (including challenges and likes) is a tool to increase metacognitive and linguistic awareness. Metacognition is the deliberate planning and implementation of cognitive processes as known to an individual. In second, third, or multiple language learning, metacognition is a powerful tool that can connect to first or second language as a base. In many cases, metacognitive language learn-

ing strategies need to be modelled and practiced before they can effectively be used. Empowering second or multiple language learners by raising awareness of their cognitive processes is in itself an innovative teaching technique. A student account (a narrative or a description) is the piece of writing in which the student describes her or his language learning process or simply narrates how his second or multiple language is being learned. In many cases, English is the second, third, or multiple language, as is the case of migrant children, refugees, or simply those who belong to traveling families. The account can be very recent in time or can be of many passages of previous experiences.

Example:

“As a child, I used to memorize phrases in English without fully understanding their meaning. They simply sounded nice and I kept repeating them in front of the mirror thinking that I was a fluent speaker.”

This comment reveals a strategy that helped a learner feel more confident about learning English. He might not have a specific grammatical point in mind or perfect pronunciation. However, a child or adult developing a new language could think that it really helped. Sometimes some learners enjoy tongue twisters and other short phrases that they could practice at home and feel that they are learning the language. If we read this comment in a student’s account, we, as language teachers, can adapt our teaching procedures to adjust to individual language learning styles.

Maybe some instructors already use similar techniques to elicit individual preferences from their students. In any case, I would like to suggest that because curriculum and textbooks dictate language content and exams, less attention is placed on individual learning differences. Yes, we need to help students succeed during tests and quizzes, but we also need to help them

validate their learning strategies or in some cases show them new ones.

Autobiographical accounts can be assigned as homework for a 5-minute write up or during class time with a specific time. I would also suggest that the writing does not need to always be in the target language. Sometimes they can be done in their first language. Yes, I agree that we cannot be proficient in all their languages, but we can then ask them to tell us what they wrote. The important aspect is to help students reflect on what works for them and what they enjoy doing to learn a new language. The activity can be adapted to fit the curriculum of each particular language. Let us be creative and learn from our students.

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Effective Utilization of Monolingual English Dictionaries in the Advanced ESL Classroom

By Ryan Locke

Introduction

Just as language learning strategies, theories, and techniques develop, the availability of reference materials that can assist English as a Second Language (ESL) and English as a Foreign Language (EFL) learners also increase. These reference material development companies, specifically makers of dictionaries are creating and updating general dictionaries for native English learners, as well as starting to develop new dictionaries that are aimed towards the ESL or EFL learner context. They hope to provide easy to navigate monolingual dictionaries that aim to provide ESL or EFL learners with a superior reference material to aid in their developing language.

The language institute that is the focal point of this study emphasizes to the students that relying on a translator for students' mother tongues to provide them with English lexicon will indeed provide them with a quick "go to" to pick up a word that they do not know, but overall may not help them understand the word or how it is used in English vernacular or syntactical structures. As learners of English start to produce longer sentences using a variety of structure, they should press to move away or restrict themselves from relying on their first language (L1)-English translator and begin to utilize monolingual English materials, or to work through context to aid in their acquisition of English language.

Context

In Hawai'i, there is a strong focus on providing superior English lan-

guage education for students coming to study, whether nationally or from abroad. Hawai'i is said to be one of the largest melting pots of the world, bringing together culture and languages from all over the world. This case study is based on observations conducted in the United States, at an intensive English Language Learning institute in Hawai'i.



The institute offers intensive ESL classes in 7-week sessions, running from Monday to Thursday, with the length of instruction up to 18 hours per week. The classes focus on skills such as pronunciation, speaking, listening, reading, writing, grammar, and culture. The classes are aimed, created, and developed for Adult ESL learners, and have a maximum class size of 16 students to ensure that each student receives some individual attention in the 1-hour-20-minute-class sessions.

Problem

Many students enrolled in the advanced level of English at the insti-

tute are looking to move into the college credit program at the university. However, one of the biggest problems I have noticed is that this group relies on English bilingual resources such as the dictionaries and translators that students bring from their home countries, or that they find locally. Often, when students look for a word in their L1 to answer a question in

L2, they are using words that they would use to describe the situation in their language context, but is different than how L1 speakers of English would use it in the United States. Although the institute provides ESL/EFL specific dictionaries for students to refer to, students are deficient in the skills necessary to gain full value of the resource (Chan, 2005). Studies by Chan (2011), Nesi and Meara (1994), as well as Christianson (1997), have shown that ESL learners often lack the un-

derstanding of how the information the dictionary presents relate to their words, and "do not take the time to consult dictionaries when needed" (Christianson, 1997). This is a problem that has appeared occasionally and I have noticed that this also takes up extra minutes of class time unnecessarily to provide students extra time to search for words. It is a continuous cycle: hear or read an unknown word, look it up in a translator, understand the word in their L1, but not be able to put meaning to the word in English. It is not the lesson that becomes the focus, but the dictionary. Unfortunately, what is worse is that sometimes the words used in

Effective Utilization . . . (continued)

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the definition is not exactly easy to understand either.

Solution

There are a few strategies that the teacher can utilize to make more effective use of time and dictionary use in the classroom. As advanced learners of English, these learners should already be adept with the conventions of English vernacular, and should be, when applicable, consulting a monolingual English dictionary only when needed. The teacher should work towards having students understand the target language's vocabulary through context, and consult the dictionary for vocabulary that students cannot understand from the context. In the case where this happens, there should first be some self-sufficiency happening in the classroom, where peers respond to the student who is having difficulty with a word, and try to provide a definition for the student.

Another probable solution to this problem would be to instruct students in dictionary usage. Tibbetts in Richards (1998), expressed that providing students with a lesson on dictionary practice with meaningful context is a way to enhance students' confidence and motivation in selecting the dictionary as a resource in place of the bilingual dictionaries that students from abroad are so accustomed to.

In regards to monolingual English dictionaries, if teachers of ESL or EFL are able to integrate these trainings into the curriculum for the students, this could indeed improve student motivation and desire to consult the English language dictionary. Chan (2011) cited Lew and Galas (2008), stating that "Dictionary skills training is effective in educating users to use dictionaries more efficiently, and efficient use of dictionaries is vital to advanced learners, as they are the ones who rely most on self-access materials for self-learning". Thus, having a dictionary usage lesson

could increase students' awareness of all the polysemy that happens in English that makes learning vocabulary extremely difficult, and will have learners needing to work with context. For example, the word "love" is polysemous and always arises in my class. The biggest misconception that this word has is the idea of romantic love or enjoyment, but when it is brought up in the idea of sports, such as tennis, the term "Love-All" makes no sense to learners and only those within that discourse would understand the expression. The teacher could teach students how to 'skim and scan' by providing questions that will test the students' ability to find words that are compounds, irregular verbs, or any of that sort, and to use context clues when determining a correct definition for the intended meaning of the word.

Conclusion

Utilizing monolingual English dictionaries in advanced English language classes is an asset that will help in the development of these advanced learners. Relying on a bilingual English dictionary or translator may be a great tool for easy searching and relatability to a learner's mother tongue, but will impede on the progress to learn and retain correct vocabulary and definitions of newly learned lexicon. I have expressed solutions that will have both teacher and student learning and reflecting about what works and what may not, and will help each party understand why monolingual dictionaries are a useful tool to promoting English language education in advanced levels of ESL or EFL contexts. This is not only a skill that is useful for the class, but will also be an asset that L2 English learners will hold under their belt when they make the decision to leap into credit courses at universities and attain higher levels of education in English language dominant institutions.

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The i-Chat Lounge: Empowering Japanese Students

By Janet Jennifer Wint

Background and Relevance

Nowadays, despite good written skills, poor oral proficiency or inactive participation in classes are believed to lower student's grades substantially. The construct of communication apprehension (CA) has been central to communication avoidance since 1970, as it is a broadly based anxiety that is related to second language learning (L2) in Japan.

The high increase in Japanese returnees has brought about concerns for students immediate regression, language attrition and considerable need for Japan to develop language maintenance programs.

The number of international students in Japan has continued to increase at a rapid pace and have featured very prominently in the so-called "internationalization of education." International students are seen as a catalyst for internationalization and education reform

The introduction of the chat lounge encompasses the foundation of an English club or circle, but empowers Japanese high school and university students to organize, create and develop activities. It also empowers students to manage and take control of the maintenance and growth in their English abilities, which in turn builds confidence and motivation.

This article discusses the influence and the impact of the i-chat lounge in empowering Japanese universities and high school students.

i-Chat Lounge

The i-chat lounge is born out of the English clubs, circles and online social media chat lounges. It empowers students to take charge of their global, English learning directions and goals with positive, motivation and confidence. Unlike an online chat lounge, the i-chat lounge is a drop in centre where students of all

age are empowered to make decisions and given the freedom to attend and come and go whenever they like.

Currently, few Japanese educational institutions encourage student freethinking and empowerment.

An i-Chat lounge, unlike any university or high school classroom, has the extremely calming and relaxed atmosphere of a cafe, lounge area at a hotel or an airport, where students, friends and teachers meet up in person to chat, discover, study, assist, and take part in or create various, interactive activities.

It is accessible to students from 9:00 am until school or university closes. It should always have at least two native English teachers and one Japanese English teacher to assist students at all times.

In the i-chat lounge, the students have the chance to use different skills to tackle tasks and discuss a variety of topics. Students can also form new and strong relationships with teachers, students, connect with conversation partners, and meet native English teachers and international students from around the world. Like a hotel lounge, or a cafe students are not required to obtain memberships or to attend on a daily basis. Students are free to decide on what they would like to do.

The i-Chat lounge exposes students to world national holidays and cultural events and special outings throughout the year, where teachers, international students, Japanese returnees and regular students enjoy world events presentations and discussions. The i-chat lounge allows students to feel free and empowered.

Communication Apprehension

Communication apprehension (CA) is catastrophic to L2 English learners and to educators. (Lucas,

2008). Once a student has suffered from foreign language CA, it can develop into a vicious circle that maintains itself. (McCroskey, 1997; Nuto, 2003). Low self-assessed English proficiency together with the unrealistic demand that one must always speak flawlessly can make students feel that they cannot meet the demands of the communication situation. This justifies the need for greater awareness of the causes of foreign language communication apprehension. With this knowledge, teachers can do their part in lowering the students' anxiety and apprehension; and design not only lessons, but English i-chat lounges that includes ample low-anxiety oral practise. Successful oral communication is dependent on the environment, motivation, enthusiasm, trust, rapport, and the desire to integrate, communicate and to be global. (Parson, 2001; Weng, 2010). The foundation and the required components of an English i-chat lounge.

Japanese Overseas Students and Returnees

According to The Ministry of Education, (2013), nearly 76,000 people have returned to Japan from overseas. Returnees have been defined in Japan as "those persons of Japanese citizenship who have spent an extended period abroad, usually at least one or two years, and who have then returned to live in Japan."

For many Japanese, the returnees 'way of thinking' is different and not amenable to a society used to traditional conditioning, causing returnees to hide or forget their foreign experiences.

For returnees, few class activities involve the use of global language skills and communication activities do not drive students to utilise their language skills to the fullest nor does it extend or stretch their

The i-Chat Lounge . . . (continued)

(Continued from page 14)

abilities.

As a result, returnees start to regress as soon as they return to Japan. The i-Chat Lounge allows returnees the freedom to utilise their global language skills to the highest degree and also enables them to interact smoothly with their peers in Japan and internationally. It proves feasible to set up a correspondence network between Japan returnees and students from other countries. This will in turn offer the chance for all students to use English for real communication purposes. (Hansen, 1999).

International Students to Japan

The number of international students enrolled in Japanese schools and universities in 2011 was 138,075. Apart from coming to Japan to learn about Japanese culture and tradition, these students are also of great importance to English chat lounge in Japan. They give Japanese students the chance to use English for real communication purposes and build strong lasting relationships between Japanese Students and exchange students. It also gives both students hands on experience in cross-cultural situations.

Conclusion

The i-chat lounge is important for many reasons. For students who lack interaction and / or motivation in the classroom, either because they are introvert, shy or they have low language level, the i-Chat lounge may be a good solution to involve students with their friends in doing various activities and to make weak students active, motivated and confident. The good thing about an i-chat lounge is that it gives opportunities to students to study English with fun, and it is also a place for students to improve their English. For instance, students can choose to read stories and books to enhance their writing

skills. They also watch documentaries, films, listen to songs and engage in discussions with their teachers and peers; they can play games and sports to change the atmosphere and practice the language in funny ways.

It also gives both international and Japanese students hands on experience in cross-cultural situations. The i-chat lounge allow Japanese returnees the freedom to utilise their global language skills to the highest degree and also enables them to interact smoothly with their peers in Japan and internationally.

Components of the i- chat lounge lowers students' anxiety and communication apprehension and in turn build motivation and self-confidence in students.

In conclusion, the i-chat lounge paves the way for students to enhance their personality, discover, understand and become themselves and develop their cultural competences. It makes them aware of national and international issues and events so that, they can be useful for themselves and for their community as well as to develop their sense of citizenship and belonging.

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Accreditation – To Do or Not To Do?

by Julie Mowrer

The English Language Institute (ELI) at the University of Hawai'i at Hilo is one of few programs to be accredited by the Commission on English Language Program Accreditation (CEA) in Hawai'i. When we first underwent the accreditation process in 2010, it was at the urging of a dean who chose accreditation over recruitment. This year, 2015-16, the ELI is undergoing its reaccreditation process and is at the tail end of the process. At this point, after being asked by several people whether it's worth it, I feel able to share my reflections on the process, its benefits and drawbacks.

I should preempt this article with the admission that I do believe in accreditation. Not as a recruitment tool, because it's really not, but as a way to organize and analyze a program's strength and weakness, and as a systematic way to strengthen its weaknesses.

The Process

First of all, the process is lengthy, and at times, exhausting. In the summer of 2014, I attended a workshop in Washington, D. C. to review the changes that had occurred in the CEA self-study report. Over the next year, I created accreditation committees with chairs who were tasked to write responses to each question within their standard. The 11 standards are: Mission; Curriculum; Faculty; Facilities, Equipment & Supplies; Administrative & Fiscal Capacity; Student Services; Recruiting; Length & Structure of the Program; Student Achievement; Student Complaints; and Program Development, Planning & Review. After a year of the committees each meeting several times, the self-study report was completed and submitted in October of 2015. In February, 2016, we will have our site visit, which we are currently preparing for.

In comparison to our self-study report in 2010, CEA has made the process much easier by creating a template of questions for each standard. This has clarified what information they need to determine whether a program meets the standard or not, and eliminated what was perhaps an overload of unnecessary content. In addition, there is now a Document Guide by Standard to show what documentation should be provided to show evidence of meeting each standard. This has made the process much easier with less guesswork involved.

Drawbacks

The drawbacks primarily involve time and human resources. We have a small program with one director and 4-5 instructors/lecturers. Without an assistant director, curriculum coordinator, or other staffing that some programs have, the workload falls primarily on the director. Otherwise time release needs to be given to willing teaching faculty. We did use that but not extensively due to limited financial resources. With time needing to be dedicated to the self-study report and all that it entailed (putting together data, documentation of curriculum and program review, for example) it does become stressful and challenging to continue to fulfill the other responsibilities such as advising students, marketing, recruiting, conducting faculty observations and evaluations. My experience was that I gave my current students a little less attention than usual and worked a whole lot of weekends.

Another drawback is in the cost. There is an annual report and fee in being accredited, which is determined by the size of your program. Ours is relatively small, so the fee may be significantly larger should you run a large program. In addition, the cost of traveling to Washington, D.C. for the workshop and paying for the

site visit (\$6,500) is a commitment.

The final drawback is that the self-study is designed to address any type of English language program, an independent language program or one situated within a university like ours. Because of this, not all of the standards are really relevant to all programs. For us, the Student Services standard had to be written primarily by our Director of International Student Services; the Administrative & Fiscal Capacity standard had significant input from our business office, human resources office, housing office and the college that we fall under, the College of Continuing Education and Community Service. Those standards were less useful for us, and more time-consuming to put together because we had to depend on others to find the content and send it to us. We are fortunate to work with some fantastic people across the campus, so it all came together, but trying to explain how our business office follows state and federal laws was not a easy task for an English major like myself.

Benefits

On the flip side, there are benefits. When I look at our program now compared to our program in 2010, we have changed enormously as a result of accreditation. The process forces you to look at each aspect of your program and analyze what is working well and what isn't in a very transparent way.

The first major benefit achieved from going through the accreditation process is that we invited colleagues from across the campus to join our accreditation committees. By having professors from linguistics, languages, business, pharmacy, English, and staff from Human Resources, Advising, the Tutoring Center and many more gave us varied perspectives on topics of relevance to all

(Continued on page 17.)

Accreditation . . . (continued)

(Continued from page 16.)

members of a college campus such as achievement and assessment. If part of our mission is to increase intercultural communication and understanding on our campus, it seems a small step to take to be open to interdepartmental communication. Many colleges, like Business and Pharmacy, are separately accredited, so how they approached various issues was really beneficial to see. In addition, those members of the campus became more familiar with our program and more aware of the role that international students serve on our campus.

The standards that were the most beneficial for us were the Curriculum standard and the Program Development, Planning and Review standard. The Curriculum standard forces you to examine your curriculum and show how you know that it meets the needs of students. What papers do students need to write at the university level? What types of reading are they doing? Are the course goals, objectives and student learning outcomes aligned? Anecdotal evidence isn't enough.

In similar fashion, the Program Development, Planning and Review standard asks for even more. I won't list everything here, but enough to give you an idea of the depth. In program review, you need to review your mission, financial resources, the physical offices and classrooms, internal and external factors that affect student enrollment, curriculum development, student achievement, faculty and staff, administrative procedures and operational policies. In curriculum review, you need to review goals, objectives and syllabi, teaching materials, methods and methodologies, student outcomes, feedback from students and faculty, and research in the areas of language acquisition and language teaching. In the review of assessment activities, you need to review placement tools, teacher-made tests, rubrics, reporting

practices, and the reliability and validity of assessments.

While looking at this is enough to give one a headache, when approached in small chunks, it becomes quite interesting. Examining data, looking at what policies and procedures might be improved to create a better program, creating a student report that is sent to each student, doing item analyses of final exams to see what questions address what student learning outcomes and how students did on each SLO. The results, while in part were expected (we're awesome!), also found areas of weakness that we can now work to improve.

In the End

In the end, we created a systematic process of reviewing our program, curriculum, assessment activities and student services. We began having an annual retreat at one of our faculty member's house after spring semester each year to reflect on our implementation of changes in curriculum, program and assessment. It was, dare I say...fun.

Looking at our program today, we have a clear and easy to understand Faculty Handbook, a beautiful Student Handbook for all new students, a clear process of doing things, an opportunity for faculty to contribute to their evaluation process and the curriculum that they teach. The new Policies & Procedures handbook would make it so much easier for a new director to come in and take over my job (not that I'm going anywhere anytime soon!).

Our faculty has always been a tight group of teachers who hate administrative tasks and love students. I chose to keep them teaching as much as possible and do as much of the administrative stuff myself with limited requests to them for "how did you assess your students this semester?" As I created templates for myself on the information I needed each

semester, it became easier to ask the right questions of faculty to get the data that was needed without overloading them with a lot of unnecessary paperwork. Then, once the data was put together, everyone had the opportunity to look at it and we could discuss together its significance.

While many people may think that being accredited may help in recruitment, this has not been our experience so far. There are limited countries that care about accreditation (Saudi Arabia is the only one I know of). However, it can be useful in working with administrators. The data collected and the stamp of approval that accreditation gives does lend some weight when needed.

Now that we are close to the end of our reaccreditation process, I'm glad that we're accredited and believe the process to be a worthwhile one. It is not an easy process and there are times when I am very tempted to throw it all in the garbage can and just focus on the very necessary task of increasing our enrollment. But increasing enrollment and consistently evaluating the quality of programming must go hand in hand.

Should anyone be tempted to embark on this journey, feel free to give me a call.

About the Author: Julie Mowrer is the Director of the English Language Institute at the University of Hawai'i at Hilo. Her free time is spent enjoying her 5-year old son, hiking in Volcanoes National Park, reading and dreaming of places not yet traveled to. Her phone number, should anyone choose to call, is (808) 932-7015.

Creating Interaction in a TOEIC Class

By Yuki Hasegawa

Introduction

In Japan, getting a high score on the Test of English for International Communications (TOEIC) is regarded as very important for students. The score is often required for taking certain levels of classes at school, for graduation, or for applying for jobs. It is something that most university students in Japan need to work on, however, often without much enthusiasm.

When teaching a TOEIC course, it is easy for the class to become teacher-centered. This could be due to the fact that the test has only reading and listening sections (Speaking and writing skills can also be tested for an extra fee, but not many students take it as it is not usually required by companies or schools). Teachers may observe students daydreaming, dozing, or even doing something irrelevant in the classroom. When I first started to teach a few TOEIC classes, I immediately noticed my students doing these things, and felt that I needed to take action. That is, to create some interaction in the classroom.

“My Self-Study Log”

The students were asked to do at least an hour of self-study outside the classroom per week related to TOEIC and keep a log of their study. (See Figure 1. “My Self-study Log,” page 19). Students were to keep a record of their study even if it was just a few minutes. Every minute counts as long as the study was related to TOEIC study. There were 18 university students in the class where this log was tried (8 third year students, 6 second year students, and 4 first year students). The aim of the class was to achieve 600 points in TOEIC by the end of the semester.

Another aim of keeping a study log was for the students to reflect on

their learning experience. In other words, it was hoped that this log would help the students to think critically about their own learning and to be able to check their own progress. In order to do so, in the log, students are asked the following three questions regarding their study: 1) Which material(s) did you like or feel was effective?; 2) What did you achieve this week?; and 3) What will you do next week? Students would turn the log in, and I wrote short comments back to them each week.

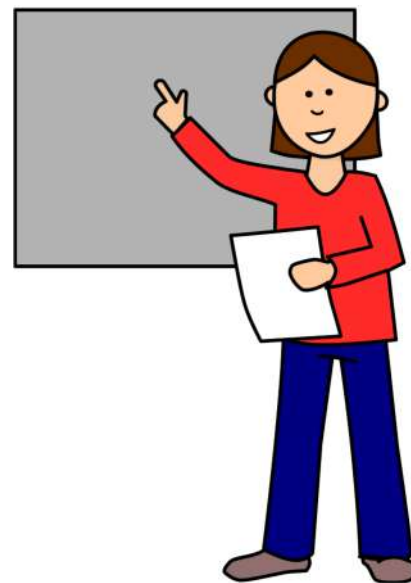
Each week in class, about 10-15 minutes was used for the students to share their self-study log with a partner. On the board, the following three guiding questions were written for students to ask each other: 1) How did you study?; 2) What was effective for you?; and 3) What will you do next week? From time to time, different questions were added to keep the conversation new and interesting. For example, “How will you prepare for the TOEIC next week?”; “How do you study vocabulary (or grammar, reading, Part 4, etc.)?”; “How do you make time to study?”; “How do you relieve anxiety before the test?”; and so on.

Reactions and Implications

When I asked the students about the self-study log, students generally found it useful. Some of the useful points that they raised were: being able to use new study materials or new ways to study from other students; feeling motivated to study when seeing other students’ log or the teacher’s comment; feeling the sense of accomplishment as the completed log increased; and a sense of relief to know that they were not alone. It is still too soon to judge the effect of the “My Self-Study Log” in terms of the students’ TOEIC grades, but the aim of creating some

interaction in a TOEIC class was achieved.

The self-study log could be used with any language class that needs interaction. From the teacher’s point of view, it is useful in a way that the teacher can see how the students are studying and learn which new material the students enjoy using. Also, it is possible to build rapport with the students as the teacher writes back to the student about their work. In other words, it creates interaction not only among the students but also between the teacher and the students.



About the Author: Yuki Hasegawa is a part-time lecturer at Kanda University of International Studies. Her interests lie in the areas of learner autonomy and student writings.

Creating Interaction . . . (continued)

(Continued from page 18.)

Figure 1.: "My Weekly Self-study Log"

My Weekly Self-study Log

Name: _____
Date: _____

What did you do?

Date	Time spent (min.)	Description
4/10	15 min.	I used the application of "Enjoy TOEIC!" on my ipad on the train. I solved questions from Part 5.

Which material(s) did you like or feel was effective?
(Titles of textbooks, articles, websites, names of applications etc.):

What did you achieve this week? What will you do next week?
Do you have any questions or comments?

Tips for Addressing Grammar Errors in L2 Writing Classes

By Fred Zenker

Like many ESL writing teachers, I sometimes have trouble knowing when and how to give my students grammar feedback. While my students often make it clear that they expect and value this kind of feedback, I have found it to be a waste of time to give comprehensive grammar corrections for all their written assignments. Students tend not to read through these comments carefully, and even when they do I sense that many of my corrections are hard for them to understand without further explanation. The result is that the same types of errors keep cropping up on assignment after assignment, which can be disheartening for both teacher and student. However, I knew that I could not simply eliminate grammar correction from my teaching altogether. Instead, I started using a couple of short grammar activities in class that give my students more targeted and meaningful feedback.

Grammar Worksheets

When I read my students' essays, I keep an eye out for recurring errors. By the time I have finished reading all their assignments, I usually have a list of the problems that have been giving them the most trouble. I then use this list to generate a short worksheet with one or more sentences to exemplify each type of error. I try to make these sentences similar enough to the original sentences that students can easily find them when they are revising their papers. However, I also try to make the sentences different enough that no one feels like he or she is being singled out when we go over the worksheet together. On the next day of class, I have my students read through the worksheet in groups of two or three, identifying errors and making corrections to the best of their ability. Afterwards, we go over the worksheet as a class, assigning a name to each of the errors in case we need to talk about it

again later on in the semester. At the end of the activity, students add their completed worksheets to their binders. Over the course of the semester, students accumulate a running list of common grammar errors that they can use to proofread their own writing and offer feedback to their peers. The next time we do a peer response activity in class, I ask students to spend at least part of their time giving each other grammar feedback with the help of the worksheets that we have completed so far. For future writing assignments, I tell them that I reserve the right to hand back a paper for revisions if it contains more than three of the errors listed on our grammar worksheets. Far from discouraging students from experimenting with their writing, I have found that this practice motivates them to proofread their work more carefully before submitting it and arms them with some of the tools they need to do so.

Dynamic Writing

The "dynamic writing" activities I do in class were inspired by Dynamic Written Corrective Feedback (Hartshorn, 2008; Lee, 2009), a technique, which has been gaining popularity in recent years, for providing a manageable amount of grammar correction in ESL writing classes. When my students bring drafts of their papers to class for a peer response activity, I like to set aside a little time for grammar feedback. First, I ask them to choose a paragraph that they want to have checked for grammar errors. Next, I have them read each other's paragraphs and comment on the grammar issues they find there, referring back to our grammar worksheets as necessary. Once they have given each other feedback, I ask them to rewrite their paragraphs and hand them in to me at the end of class. Then I provide written corrective feedback on their paragraphs using a system of correction

marks that we have gone over as a class at the beginning of the semester (cf. Hartshorn, 2008). On the next day of class, I hand the paragraphs back to my students and ask them to rewrite the paragraphs one last time. This activity gives me a way to provide my students with the grammar feedback they crave in a way that is more manageable for all of us. So far, I have found that giving my students written corrective feedback in small doses by way of regular and highly-structured activities makes it more likely they will take my advice to heart and apply it to their next writing task.

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English Language Learner Dialogue Journals

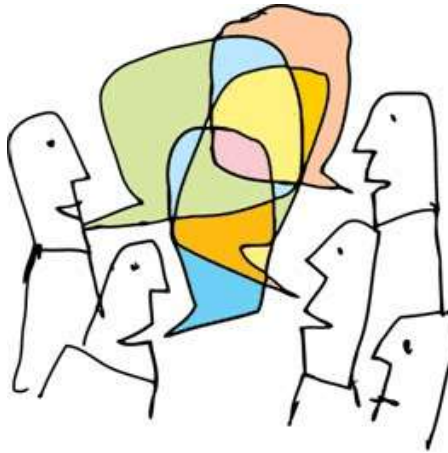
By Kristin Rock

Asking students to keep a journal during a second language writing course is not a new phenomenon, and a variety of instructors invite learners to utilize a journal for free-writing, and/or brainstorming. On one end of the spectrum, journals are viewed as an entirely personal endeavor, much like keeping a diary. On the other side of the continuum, journals serve as a medium through which two or more people exchange written notes. Certainly, the role of a journal in a particular language class depends on the context, and on the instructor. The existence, or lack of pre-set student learning objectives, institutional support and teacher and student investment in the process may impact the degree to which journals evolve as a space for dialogic interaction.

The literature related to teacher-student *dialogue journals* defines the pedagogical practice in myriad ways. Whereas some teacher-researchers refer to a product resulting from several student entries followed by brief comments from the instructor, others view the process as a type of written dialogue in which the teacher and student co-construct meaning. Peyton (2000) stated, "Dialogue journals are written conversations in which a learner and a teacher (or another writing partner) communicate regularly (daily, weekly, or on a schedule that fits the educational setting) over a semester, school year, or course" (p. 3). The principle attraction of using dialogue journals as part of a second language curriculum is the co-creation of a unique reading and writing experience.

This personalized literary journey speaks to instructors of mixed-level courses in which students display a range of strengths and struggles in their written production. In her reflection on the role of dialogue journals in an adult English as a Second Language (ESL) class, Larrotta (2009)

pointed to the functionality of the format for promoting literacy in classrooms with students from a variety of cultural and linguistic backgrounds with differing levels of proficiency in the target language. Similarly, in Staton's (1996) reflection on the contribution of dialogue journals to the needs of the adult literacy learner, the researcher proposed that through these personalized discussions, "the teacher demonstrates that he or she considers the experiences and beliefs of the students to be valid" (p. 7). This validation can support language learning by inviting the student to make an even greater investment in the process.



Another unique feature of the dialogue journal is the opportunity for students and teachers to engage in writing that will not be corrected, nor evaluated. In fact, the majority of literature on dialogue journals encourages teachers to refrain from correcting and grading student entries (Holmes & Moulton, 1997; Larrotta, 2009; Lucas & Jurich, 1990). Lucas and Jurich (1990) define dialogue journals as a pedagogical practice that engages "students in authentic communication with a reader who responds primarily to *what* they have communicated rather than *how* they have communicated" (pp. x-xi). Particularly in writing intensive cours-

es where learners compose and revise multiple drafts based on peer and/or teacher feedback, the dialogue journal is a space for students to write for a purpose *other* than getting a grade. In this context, the teacher serves as a proficient interlocutor, not an editor.

Not only does this written communication between teacher and student enable both parties to get to know one another as individuals, but it also provides teachers with an opportunity to grow as professionals. Lucas and Jurich (1990) stated, "in communicating actively and honestly in journal exchanges, teachers explore and examine their educational and personal philosophies and assumptions as they grapple with how to respond to students' writing and to the students themselves" (p. x). As learners describe difficulties with communicating in English both inside and outside of the classroom, teachers may find that they want to provide suggestions for surmounting those issues and for continuing to pursue individual, language-related goals, which, in turn, serve as a manifestation of teacher-held beliefs on the process of language acquisition.

In terms of introducing dialogue journals in an English language classroom, the author would suggest teachers begin with a small group of students, write naturally, and allow sufficient time for responding to student work. Ideally, the class size would not exceed 15 students, as the process of responding to student entries can be time-consuming. In addition, the instructor may want to write the first journal entry, consisting of a personal welcome to the course, an explanation of the purpose of the dialogue journals, and several questions concerning the students' prior experience with learning English. Although Peyton (2000) indicated that the dialogue journal provides teachers with an opportunity "for com-

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(Continued from page 21.)

municating with students at their level of proficiency” (p. 67), the author would recommend that instructors avoid modifying their writing by using more frequent vocabulary or simpler sentence constructions. Not only are the written exchanges between teacher and student likely to be more authentic, but also at no point in the author’s experience has a student indicated that he or she was unable to infer the meaning of a particular word from the context, or to look it up in a dictionary.

Finally, whether learner journal writing happens in the classroom or at home, teachers should prepare to spend approximately one hour responding to student entries. According to Peyton and Reed (1990) “a true dialogue requires that both parties make substantive contributions of more or less equal length and discuss some topics of mutual interest” (p. 11). Therefore, in my practice, I think carefully about my written responses, and I frequently write as much, if not more than the students. In addition, Vanett and Jurich (1990) explain, “our entries, which help to set the tone, show the students that writing about their lives does not have to involve the expression of experiences or feelings that they do not want to make public” (p. 26). In my experience, the personal information I revealed in dialogue journal entries was rarely, if at all, outside of both participants’ “comfort zone,” and question prompts left ample room for students to respond with general, not particularly revelatory comments, or with more personal, in-depth replies.

In conclusion, Vanett and Jurich (1990) hypothesize that dialogue journals give students “the opportunity to build their confidence as writers while they develop skills that can be used in other kinds of writing” (p. 25). Certainly, more research is needed to address whether or not dialogue journals can impact, or facilitate second language acquisition. Particularly

given the time commitment required of the teacher and learners, before beginning the process, instructors likely want to know “that their efforts will make a lasting difference in the writing abilities of their students” (Vanett & Jurich, 1990, p. 620). Nevertheless, many instructors who have utilized dialogue journals in their courses would speak of numerous benefits, including an increase in closeness and the breakdown of standard power relations between teacher and students (Larrotta, 2009). My students have consistently highlighted the dialogue journal as one of the most memorable aspects of the class, and all parties involved were able to get to know one another on a deeper level while engaging in meaningful writing in English. I encourage you to try it!

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Non-Native Speaking Teacher's Authority in a Chinese as a Second Language Classroom

By Bozheng Liao and Ding Wang

There are perceptions that native speakers make better language teachers of that language. For example, up to 70 percent of all jobs advertised on *tefl.com* – the biggest job search engine for English teachers – are for native English speaking teachers (NESTs). However, this preference for 'native speaking teachers' needs to be changed since most English teachers in the world are non-native speakers of English. In contrast, researchers have come up with terms such as 'proficient use' and 'language expert' to counterbalance the 'native vs. non-native' dichotomy. The question we would like to discuss is: how does a non-native speaking teacher develop confidence and authority in a second language classroom?

Our research interest originated from one of Ding's casual conversation with Mr. R, a non-native speaking teacher of Mandarin Chinese. In the conversation, Mr. R. mentioned that his Chinese heritage learners used to challenge his authority in class during his early career. Mr. R.'s current class consists of both heritage Chinese learners and Chinese as a second/foreign language learners. We were interested in how he maintains his authority in his class. We observed his class throughout last semester and focused on his teaching strategies. We are sharing our findings here with the hope that non-native speaking teachers can be inspired by Mr. R.'s story.

At the beginning of the observation process, we tried to keep ourselves as outsiders of the class because we did not want to affect the normal classroom interaction. However, our effort was a vain attempt. Mr. R. often turns to us, who he referred to as 'native speakers of Chinese', when he was unsure about the pro-

nunciation of a character, the meaning of a phrase/expression, or a fact about China. We could see from Mr. R.'s action that he did not mind letting the students know he still needs to check expressions with native speakers or other sources from time to time. Rather than building his authority by showing his absolute knowledge, he shows how tactful he is at reaching out to authentic resources to confirm the accuracy of his language.

Confirming information with the native-speaking researchers was only part of the authentic resources he turned to in class. He also frequently demonstrates his ability to retrieve authentic text from Google, Siri, and Chinese pop music. For instance, he always asks Siri to set an alarm for him in Mandarin by speaking aloud: “请帮我将闹钟设为XX时间，谢谢！” (Please set an alarm at XX. Thank you!)” One time Siri unexpectedly responded to him with “别见外！(No big deal!)” We giggled at how authentic the response was. However, the students were confused and one of them asked what it meant. Mr. R.



took the chance to negotiate the meaning of this expression with the students. From this story, we can see how Mr. R. built his authority with his skill of drawing on authentic materials to facilitate his teaching and to compensate his occasional linguistic incompetence; and the usefulness of drawing resources outside the textbook.

In addition to referring to authentic resources during or before class, Mr. R. also frequently tells his students how he learnt a certain word or a grammar pattern. He explicitly expressed to us after class his idea that being a non-native speaking teacher could actually motivate the students. Mr. R. believes he can be a model for the students and show them where they can be after years of learning Chinese. This is what Mr. R. said to us in an interview:

I've thought about it since. Basically, my response to all of them, whether somebody hiring non-native teachers or students have class with non-native teachers. My answer is that if you are unwilling to have me as your teacher, and that shows that you will never become competent in doing high-level things in your language. So having me there just means, I mean I have different strengths, and I can see things from a lot of perspectives. A lot of strength to be a non-native teacher. It is just going to show students 'oh you can be here too'. Cuz otherwise students often say 'Oh my teacher is born native. She grew up speaking it. Of course, she can do it.' So it is nice to have a model. I like to be the model for students showing that it's okay to ask native speakers for judgment.

Rather than considering his non-native speaking teacher role a disadvantage, he sees himself as a role model for the students that are also learners of that language. If there is anything you don't know, ask for help. That is how one improves.

Non-Native Speaking Teacher's Authority . . . (continued)

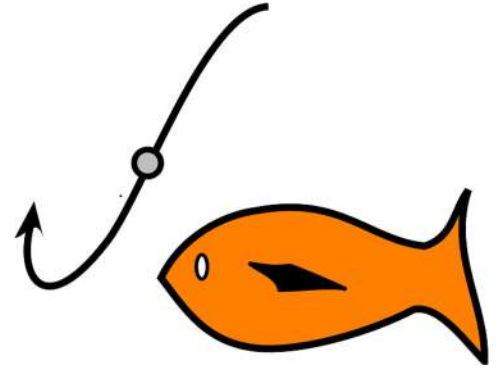
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Another reason that the students see him as a role model is that he normally would add some comment, explanations, or extra knowledge to the authentic resources (answers we gave them and the information he found online). His comments elevated students' understanding. He could pinpoint the confusing part and rephrase, or drew the students' attention to the key part of the authentic resources. The students understand better with his 'explanation of the explanation.' For example, one time, Mr. R. asked us to explain a sentence to the students. We merely translated the sentence into English. The students understood the meaning, but they were still confused with the structure. Mr. R. pinpointed the trouble source and drew students' attention to one special grammar structure in that sentence. The students understood the sentence completely after his explanation.

Although Mr. R. claimed that he lacks native speakers' judgment of the language, he still has the ability to pinpoint trouble sources that hinder understanding. He provided a role model for language learners in class by drawing his own learning experience after a language point that usually eludes non-native speakers. He has more empathy for non-native speaking students than native speaking teachers do. His sensitivity towards the students' needs and difficulties is another reason that the students respect him as a teacher and see him as a role model.

We can see from Mr.R.'s story that his performance as a teacher is not diminished by his identity as a non-native speaker of the language. Instead, he took advantage of this identity. While he admits to the fact that he has shortcomings, Mr. R. maintains his authority in the classroom by tactfully directing the students to authentic Chinese materials, his empathy with Chinese learners' problem in perceiving and distin-

guishing the nuances in Chinese vocabulary and expression, and adding grammatical comments to native speakers' text. He was adept at directing our assistance to his own knowledge of Chinese language hence, solidifying his own authority in class. From our observation, although Mr. R. repeatedly emphasizes the term 'native speaker' in class, he actually demonstrated his global sense of his ownership of Chinese. We hope that Mr. R.'s story can be a positive example, both to non-native speaking teachers and to employers of language teachers. "Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime". Non-native speaking language teachers can give students 'fish', and can teach them 'how to fish.'



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Non-native speaking language teachers can give students 'fish', and can teach them 'how to fish.'



Poster Competition “e-Tips 4 Teens” at Technical University

By Oksana Chugai

Modern student life is impossible without exploiting Internet resources. The Internet contains information necessary for many things including successful education and research, opening up opportunities to interact with peers from around the world, watching movies, listening to music, or playing computer games. However, the Internet can be dangerous for anyone who does not follow simple but necessary rules in virtual space.

Considering the actuality of this topic, I decided to organize such a competition which will give an opportunity for students to think about Internet safety and share their tips with others. The poster competition “e-Tips 4 Teens” was conducted among students of National Technical University Physics and Engineering Institute (KPI). In addition to the development of the ability to systematize, compile, consolidate and practically apply knowledge, the aim of the competition was for students to demonstrate the required level of professional English communication and to inform others about the dangers of the Internet. The best posters are also planned to be used in the booklet “e-Tips 4 Teens” for teenagers.

Prior to the competition, all participants got acquainted with the evaluation criteria and chose topics for their posters. Working in teams, they planned and discussed their ideas which they implemented electronically, using collages and drawings. Illustrations and the text in English were mandatory elements of the posters. By the way, in spite of being digital natives, most of the students chose traditional ways of creating posters.

After the completion, the posters were put up on display for further evaluation. The poster exhibition was interesting for all students because

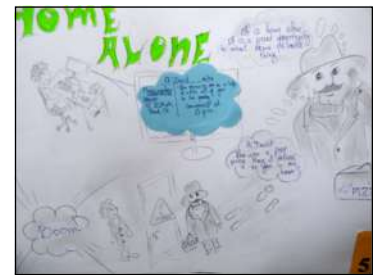
while working, they couldn't see the posters of the other students. Thus, they were able to share ideas and see different solutions to security problems on the Internet, and to discuss the appropriateness of the use of English and visual elements of the posters.

In order to conduct an objective assessment, the posters were numbered so that the names of the authors were unknown to the jury. In addition, the evaluation was conducted by those teachers and students who did not participate in the competition. Students evaluated the posters in small groups, and they often had impromptu discussions. The rubrics included three evaluation criteria: content and message clarity (1-10 points), visual appeal (1-10 points) and accuracy of expressions (1-10 points).

Altogether, 47 students of Physics and Engineering Institute, who worked in teams, prepared 21 posters. According to the total number of points, the winners were chosen. The first place was taken by the team of the fifth-year students who created the poster «Home alone», dedicated to the protection of personal information. The second place was taken by the team of the second-year students with the poster «Beware of kidnapping» about the dangers of human trafficking. The third place was taken by the fifth-year students who presented the advantages and disadvantages of face-to-face and online education in the poster «What should I choose». The jury acknowledged that it was difficult to assess the posters because of the diversity and originality of presentation on such a controversial issue as Internet security.

Reflecting on this experience, I recall my doubts about the necessity of conducting competitions like this

one. Now I have no second thoughts about breaking the routine of the lesson. Not only the winners, but all those who participated in the competition and evaluation, were able to express their creativity, improve their writing and speaking skills, increase their motivation to learn English, discuss actual problems and be engaged in a socially useful project.



About the Author: Oksana Chugai is a teacher of English at National Technical University of Ukraine «Kyiv Polytechnic Institute». She is a PhD student of the National Academy of Pedagogical Sciences of Ukraine, Pearson Test of English examiner, Teaching Excellence and Achievement Program Alumni (the USA, 2012). Her main interests are teaching English to adults, assessment and professional development.

"Picture Brides and Hole Hole Bushi":

A Content-Based Language Unit to Enhance and Sustain Intrinsic Motivation in English Language Students

By Tom Gullikson

Aloha from Kobe Women's University!

Kobe Women's University (KWU) has had a long and fruitful relationship with the University of Hawai'i at Mānoa - since 1981 - with students studying in a number of different programs, including long term (four month) and short term (3 weeks) ESL programs in Mānoa. After moving to Honolulu after teaching at Kansai University of Foreign Studies from 1993-1996 and subsequently teaching ESL in Hawai'i from 1996 -2013 - the majority of those years at HPU and in the UH system, I again accepted a teaching position in The Japanese University System.

Part of my teaching responsibilities at Kobe Women's University (KWU) has entailed designing an "Advanced English Seminar: Hawai'i" EFL course. It has been very rewarding and has provided me with an ideal opportunity to create a course and syllabus that include integrative skills lessons and teaching materials emphasizing communicative, content-based, student - centered English lessons and alternative testing methods which explore the history and culture of beautiful Hawai'i.

It is important to note that all the students had studied English at UH Mānoa before enrolling in my course: they were intrinsically motivated and were deeply interested in Hawai'i and its culture. These facts have clearly helped make the unit both successful and enjoyable for both the instructor and students, and have helped to both enhance and sustain their intrinsic motivation. Additionally, I believe that my love and enthusiasm for Hawai'i and its rich culture were readily apparent to the students and cre-

ated an enjoyable learning atmosphere. In all honesty, this aspect of teaching is rarely mentioned but is essential in "selling" the language and lesson to students. Enthusiasm and a confident ability are essential: No lesson is fail safe, however. Generally speaking, if the instructor is enthusiastic and knowledgeable and creative -- she or he will be able to create an atmosphere conducive to learning both language and culture.



In 2014, I created a unit I call "Picture Brides and Hole Hole Bushi" intending to explore this shared culture and history of Hawai'i and Japan that is so fascinating and so important: the unit is part of a 30 week, content-based, communicative ESL course.

Using authentic and graded texts, video, audio recordings, realia, and discussions lead by both students and myself, we explored both Japanese and Hawaiian/American history (roughly 1868-1924) through English. It was enjoyable, and I believe the unit was an overall great success.

We spent 6-8 class meetings (90 minutes per class) and as much time

outside of class -- informal meetings in the library, my office, in the student union -- exploring Hawai'i and Japan's shared history of "Picture Brides" and "Hole Hole Bushi." Regarding class time, we viewed and analyzed the 1995 film *Picture Bride* and *PBS HAWAII PRESENTS Canefield Songs: Holehole Bushi*, and with my assistance, outlined and discussed the main ideas of each. Schema building was essential. As homework, students were asked to work together to research the topics in greater detail and create various language learning tasks that demonstrated their content comprehension and language acquisition. Additionally, each student was to write a short research paper (2000 words) about a related topic of her choosing. They had to use at least two documented (MLA style) sources.

The class of 16 students were put into four groups, each group taking the responsibility of "designing and teaching" a class related to the unit. One group made a Power Point presentation and content-comprehension test, one wrote and acted in a play about the sugar plantation labor strike of 1920, and a third group composed, performed, and taught classmates an original "Hole Hole Bushi" (canefield work song) in both English and Japanese. The final group created and modeled, and explained the work clothes worn by female Japanese canefield workers of Hawai'i, circa 1910.

Once again, I thought this part of the unit was a complete success: students exhibited their cultural and linguistic knowledge and as an instructor, I was able to use alternate

Creating a Successful School Year . . . (continued)

(Continued from page 26.)

testing methods to assess students knowledge and progress. Additionally, my students were able to reach the goals that as a class and as individuals were set before we began the unit: their lessons and presentations were creative, interesting, fun, and exhibited their language proficiency and content knowledge and acquisition. Both the students and myself gave feedback and evaluated the presentations using a rubric that was mutually agreed upon. Let me emphasize that I think this was key. Students were quite serious and worked well both in groups – and individually to achieve the learning outcomes. Languages – even some Hawaiian Pidgin – and a better understanding and a deeper respect for cultural knowledge were acquired. What's not to like?

It may go without saying that the creation of such an integrative skills-focused unit requires a great deal of preparation and organization. Naturally, there was a bit of trial and error concerning the creation of level appropriate materials and language tasks. However, as they usually do, students rose to the occasion and exceeded my expectations in their creativity, enthusiasm, and comprehension. I am wholly confident that these students improved tremendously. I also saw them learn to work together using English to complete tasks and eventually, to become better friends. In the end, that is why a language is learned, is it not? To make friends? To learn about people and culture?

From the start of the unit, it is essential for the learning outcomes to be clear to both instructor and students. However – and here's the tricky part – the instructor must also be flexible and confident enough to let the students explore their ideas and creativity concerning the attainment of these learning outcomes. The instructor must be able to facilitate as well as demonstrate, but not

dominate. With almost 28 years of experience of teaching ESL/EFL lessons both in Japan and the US, it's not too difficult for me to remain mindful of the big picture, and by that I mean the elements and goals of what ANY successful lesson and instructor's role should be: to initiate and enhance an interesting and relevant language lesson as well as be able to create a comfortable learning atmosphere that leads to language acquisition.



In conclusion, I would like to say I believe that teaching is an art, and therefore, inherently requires creativity. All great art is inspired and ultimately inspire others to whom it is exposed, wouldn't you agree? I have great confidence in ESL/EFL instructors and teachers and assume we all have within ourselves passionate desires and natural abilities to lead our students to discover the beauty and joy of language and culture/cultural fluency. Be brave, creative, knowledgeable and confident. Share your enthusiasm for the content of your communicative, integrated skills language lessons. Although this will not guarantee a successful lesson, it certainly increases the chances of students' language and culture acquisition and helps create a more enjoyable learning environment. Enjoy teaching.

Aloha!

Example Student Generated SLOs

KWU Advanced Oral Presentation Learning Outcomes and Unit Goals: 2015

At the end of this unit entitled "Picture Brides and Holehole Bushi" students should be able to do the following:

1. Improve oral communication skills in English
2. Increase knowledge of Hawai'i and Japan through English
3. Present interesting information to the class in English as a group using a variety of techniques and language skills
4. Improve English listening comprehension using audio and video
5. Improve writing and research skills in English by writing a 1500 word research report
6. Enjoy using English to learn about interesting and meaningful aspects of Hawai'i and Japan's past and present relationship
7. Increase English active and passive vocabulary
8. Share content knowledge through English

About the Author: Tom Gullikson has been teaching ESL/EFL since 1988. He grew up in South Dakota, but also considers Hawai'i his home, having lived there for 18 years. He is currently teaching at Kobe Women's University and Kobe University, and loves the Kansai region of Japan. He likes to golf, bicycle, read, cook and play live music. He is enthusiastic about CBI, student motivation, and alternative testing methods in ESL.

International Partners: Hawai'i TESOL & TESOL Ukraine

By Sally La Luzerne-Oi and Jean Kirschenmann

For some time, International TESOL, Inc. has encouraged its U.S. affiliates to partner with international affiliates. For example, Georgia TESOL and the Republic of Georgia TESOL, California TESOL and Uruguay TESOL, Michigan TESOL and the Czech Republic TESOL are all partner affiliates. More importantly to us is that Hawai'i TESOL also has an international partnership—with TESOL Ukraine.

The story of this, perhaps unlikely, partnership began precisely 20 years ago, during the 1995-1996 academic year, when Hawai'i TESOL member Sally La Luzerne-Oi was a Fulbright Teaching Fellow at the Vinnytsya State Pedagogical University in western Ukraine. During her year there, Sally assisted an energetic and capable team of colleagues in forming TESOL Ukraine. Five years later, in 2001, then Hawai'i TESOL President, Donna Prather, suggested that Hawai'i TESOL partner with an international affiliate. TESOL Ukraine was nominated because of Sally's close ties with that affiliate. The partnership became official in March 2002 when an agreement was

signed at the TESOL Convention in Salt Lake City.

At the time, the partners agreed to exchange newsletter articles and hold get-togethers at the annual TESOL Convention when possible. However, we have done much more. For example, Hawai'i TESOL members have sent postcards and written a collection of "Day in the Life" stories for TESOL Ukraine members. Dr. Ted Rodgers donated books to a teacher resource center in Kyiv. TESOL Ukraine member, Maryna Tshelska, spent ten months in Honolulu as a Fulbright Scholar (2005-2006) and actively participated in all Hawai'i TESOL events during that year. TESOL Ukraine hosted online student conferences to which our students were invited and started a blog for the partnership. In 2011, representatives from Hawai'i TESOL and TESOL Ukraine were invited to speak about the relationship at the meeting of affiliates at the TESOL Convention. Jean Kirschenmann represented Hawaii TESOL there. These are just a few of the activities undertaken by our affiliates as partners.

In recent years, TESOL Ukraine went

through challenging times and changes in leadership. Today, however, TESOL Ukraine has reorganized, launched a new website <http://www.tesol-ukraine.com/>, and reconnected with Hawai'i TESOL. Maryna Tshelska is now TESOL Ukraine Vice-President and will coordinate partnership activities in Ukraine while Jean Kirschenmann and Sally La Luzerne-Oi will act as on-site and remote liaisons, respectively, for the partnership in Hawai'i. Please contact them if you have ideas for collaboration or if you can participate in any of the following:

- You would like a professional e-pal colleague in Ukraine.
- You have personal and/or professional connections to Ukraine and can share the story.
- You are attending the TESOL Convention in March and are willing to talkstory during a break or over lunch with attendees from (or affiliated with) TESOL Ukraine.
- You have ideas and/or time to further develop or international partnership.

Teaching Tips

Share interesting facts (text, photos, and video clips) about social and cultural life in Ukraine with your students using http://www.ukraine-insight.com.ua/interesting_facts_Ukraine.html. Then, ask them to create their own home country interesting facts collection to share with their classmates.

A sampling of facts about Ukraine:

- ◆ The preferred way to refer to the country is simply, Ukraine.
- ◆ Ukraine is the largest country fully situated in Europe.
- ◆ Ukrainians wear their wedding rings on their right hand.
- ◆ The Ukrainian flag looks like a field of ripening grain beneath a blue sky.
- ◆ In 1710, a Ukrainian, Pylyp Orlyk, wrote one of the first constitutions describing a government with balanced legislative, executive, and judicial branches.
- ◆ George Gershwin's music reflects his Ukrainian, Russian, and Jewish heritage.
- ◆ Many Americans in the Midwest are descendants of *Russlanddeutsche*, Mennonite Germans who accepted an invitation from Catherine the Great to farm and live autonomously, preserving their language and culture in regions controlled by the Russian Empire including Ukraine. In the late 19th century, the political situation worsened, and they migrated to North America.



About the Authors: Sally La Luzerne-Oi does private consulting for ESL/EFL programs and has taught in Hawai'i, Japan, Mexico, Portugal, Venezuela, and Ukraine. Reach her at slaluzerneoi@gmail.com.

Jean Kirschenmann is Assistant Professor of Applied Linguistics and the TESOL Practicum Coordinator at Hawai'i Pacific University. She is descended from *Russlanddeutsche* who emigrated from Odessa, Ukraine. Write her at jkirschenmann@hpu.edu.

Update on the Language in Education Policy (ELL/Bilingual)

By Shawn Ford

In last fall's edition of *The Word*, we informed the membership about a bilingual education policy that had been proposed to the State of Hawai'i Board of Education. After months of meetings, rounds of community feedback, and multiple drafts, the revised policy was recently released to stakeholders for review and comment. The full text of the Language in Education Policy (ELL/Bilingual) is as follows:

PROPOSED BOE POLICY 105.14

Multilingualism for Equitable education

All cultures and languages are valuable resources to learn and live in Hawai'i and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of Hawaii's students. The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.

The goals of the policy are to:

- *provide a range of language program(s) for multilingual students, which include students identified as English Learners (EL) and students who want to learn an additional language;*
- *provide effective educators with appropriate knowledge, skills, and instructional materials; and*
- *provide outreach supports to families to become actively engaged in their children's education.*

To promote partnerships that support the implementation of this policy, the Department shall establish a permanent advisory committee made up of diverse stakeholders, including family members, community leaders, multilingual speakers, educational experts, school practitioners and administrators.

The Department shall provide an annual report on the implementation of this policy to the Board.

The Department shall seek the necessary funds to implement this policy, but nothing in this policy shall require the expenditure of funds in excess of what is appropriated to the Department.

The Department shall comply with all state and federal laws related to language in education, but nothing in this policy shall confer any rights or obligations to students, parents, employees or other persons, beyond those provided for by law.

Rationale: Research shows when students' identities, histories, cultures, and languages are included in a meaningful and equitable education, they are better able to learn academic content and the official language medium of education.

See the following link for background information and supporting documents for this policy from the State of Hawai'i Board of Education: [http://www.hawaiiboed.net/Meetings/Notices/Documents/2016-02-02%20SAC/SAC_20160202_Action%20on%20BP%20105.14%20\(ELL-Bilingual\).pdf](http://www.hawaiiboed.net/Meetings/Notices/Documents/2016-02-02%20SAC/SAC_20160202_Action%20on%20BP%20105.14%20(ELL-Bilingual).pdf)

After reviewing the new draft of the policy, your Hawai'i TESOL board submitted the following testimony in support of the policy:

HAWAI'I TESOL TESTIMONY

Dear Hawai'i State Board of Education Committee Members,

Hawai'i TESOL is the largest state-wide organization representing teachers of English to speakers of other languages (TESOL) – commonly referred to as “ESL teachers” – most of whom support the English language development of immigrant students in Hawai'i's DOE schools.

Hawai'i TESOL is writing the BOE today to express support for the proposed Language in Education Policy (ELL/Bilingual). The policy will help teachers, programs, and schools draw on research and best practices for building systems of support necessary to facilitate the academic success of ELL students. Hawai'i TESOL respectfully requests the Student Achievement Com-

Update on the Language . . . (continued)

(Continued from page 29.)

mittee to adopt this proposed policy.

Hawai'i TESOL believes that the Language in Education Policy is an important step in a more positive direction to provide comprehensive linguistic support for our state's immigrant ELL students. Such a policy will help the entire DOE system provide a more equitable education for our state's immigrant ELL students. It will promote the professional development of teachers who will better prepare our ELL students for the academic and career demands of the 21st century, which will better position these students and the state for the economic and cross-cultural needs of our globalized world. It will promote the development and maintenance of two or more languages and recognize the rich and diverse language assets of Hawaii's DOE students, which will also help to promote cultural awareness and acceptance of all immigrant ELL students in our diverse multicultural society. Furthermore, it will strengthen outreach efforts to families of ELL students and promote their active involvement in the education system. All of these policy goals are recognized by the Hawai'i TESOL membership as necessary components of a comprehensive support system to address the needs of immigrant ELL students.

Hawai'i TESOL is looking forward to continuing to work with the BOE and all other interested stakeholders in an advisory capacity as indicated in the Language in Education Policy to support our immigrant ELL students to become productive, successful adults within our multilingual and multicultural community.

Sincerely,

Hawai'i TESOL Board

UPDATE

This past Tuesday, February 2, 2016, the Student Achievement Committee of the State of Hawai'i Board of Education heard testimony on the policy from over 60 stakeholders – including Hawai'i TESOL – in an open meeting. After extensive discussions, the Student Achievement Committee members recommended to approve the policy with few changes. The policy will next go before the State of Hawai'i Board of Education general board meeting on Tuesday, February 16, for a full vote on adoption. If you are unable to attend the meeting in person, you can listen live by following the links on the BOE website <http://www.hawaiiboe.net> or check the BOE website afterwards for updates.

About the Author: Shawn Ford is the Hawai'i TESOL Socio-political Action Chair. He works at Kapi'olani Community College as an Assistant-Professor and the ESOL Program Coordinator in the Second Language Teaching Program.

Who's Who at Hawai'i TESOL

Elected Positions

President	Pending —Mark Wolfersberger Interim
Vice President	Pending —Neil Anderson Interim
Membership Secretary	Julie Mowrer
Treasure	Pending —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 Sally La Luzerne-Oi
Social Media Chair	Pending
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.

Hawai'i Island TESOL Chapter

By Carrie B. Mospens



Each fall, the Hawai'i Island TESOL Chapter hosts a professional development opportunity for ESL professionals on the island. For 2015, the annual event focused on raising awareness between UH Hilo professors and ESL professionals in terms of what international students *really* need in order to be successful in the classroom. Participating professors represented some of the top majors for international students at UH Hilo

and included the disciplines of Marine Science, Business, Communication, and Administration of Justice.

The discussion was fruitful and covered a range of topics including assessment instruments; writing assignment criteria; scaffolding techniques; perennial issues; and reading comprehension. Of particular interest was the notion of prioritizing perennial issues. In this vein, participants reflected on how to develop students' abilities to express complex ideas and to synthesize information. Additionally, the round table discussion prompted several ESL teachers to ask questions about common classroom practices, such as opportunities for revisions, repetition of ideas, and the presentation of multi-faceted projects. In all, the evening opened a channel of communication between those who prepare international students for college level courses and

the professors who actually teach the target levels. The observations exchanged were insightful and increased understanding of how to provide our international students with the preparation needed to succeed in the classroom.

About the Author: Carrie B. Mospens has been a language teacher for more than 15 years, having taught in both Hawai'i and Mexico. She holds a Masters in English as a Second Language from the University of Hawai'i at Mānoa and is a faculty member for the English Department at Hawai'i Community College in Hilo, Hawai'i.

Up Coming Events

April: TESOL International Convention & English Language Expo

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 HITESOL'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. Recent languages have included Vietnamese and Chuukese.

A New Look for Hawai'i TESOL

In the September 2015 issue of *The Word*, Hawai'i TESOL invited its member to participate in a contest to redesign the association's logo (see page 15 of that issue). Entries were due by the end of December and were sent to Neil Anderson. We received four entries for the Hawai'i TESOL logo contest.

We would like to congratulate Huy Phung for his excellent work. Huy Phung's entry captures the color and beauty of Hawai'i.

Hawaii TESOL is now using this new logo on all of its materials. You may have noticed the new logo on this issue of *The Word*.



Wouldn't you agree that the new logo is excellent?

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.

Lisa Kawai
Editor of *The Word*



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.