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

Theory to Practice:

Stock Investing 101 in the EFL Classroom

By Richard Robbins

Introduction

In this paper I discuss a few of the issues I have encountered in my Business English classes here in Japan, and introduce one activity that offers a stepping stone to help students eventually navigate the mysterious world of financial markets. Business English learners are not only challenged by the lexical complexity of business terminology, but are often faced with cultural issues which inhibit learning. Many students feel overwhelmed by the challenges they face learning core content about a genre that they have yet to come face to face with in the real world. I would like to discuss these issues before moving on to the activity.

Issues

With respect to the first issue, many students experience difficulty simply learning many of the lexical items associated with Business English, and then using them. Gatehouse (2001) stated that "The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context" (p. 6). With this in mind, it is advisable to familiarize students with discipline-specific terminology, which will lay the groundwork for future success in their learning goals. Desired learning outcomes are more likely to be achieved through repeated exposure to the target language by participating in various classroom activities. If students are able to absorb the abstract input they gain in class and then apply this in a concrete way, such as by

giving a presentation or participating in a role-play activity, natural language acquisition develops at a heightened rate.

The second issue relates to in-class risk taking constraints among Japanese students. Boustany (2009) noted that "Teachers and students come to the classroom with preset culturally bound notions of what their respective roles are. These notions are influenced and guided by the values inherent in the society from which they come. In Western cultures, assertive behavior is encouraged and rewarded. Conversely, in Asian cultures, group goals are emphasized" (p. 67). Due to these cultural norms, EFL instructors with students from Japan may have one additional classroom challenge: students who engage in consensus checking before stepping out onto the limb of risk-taking by answering a question or venturing a thought. One common frustration among teachers in Japan is of students who are culture-bound by these risk-taking constraints. In Western society, we have all learned the adage, "Learn from your mistakes!" It is ingrained into our collective psyche from an early age. However, due to the propensity towards groupthink of the Japanese culture, students in general refrain from taking chances, which may lead to a sense of failure in a classroom which employs a communicative approach to language learning. If teachers can employ an approach to alleviate such culture bound debilitating behavior, it would promote greater confidence in their learners. This in turn would facilitate success in the students' communicative skills.

Theory to Practice . . . (continued)

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Activity overview

The following activity promotes a duality of classroom objectives: First, it provides students with a fundamental vocabulary to function in an environment which utilizes Business English; and second, it attempts to reduce the risk-taking constraint and reward opinion sharing. Students can approach this new world of finance from an interactive group learning perspective where students work together, learn together, and present their ideas together, thereby reducing anxiety and, conversely, enhancing proficiency in the target language.

Activity

The teacher elicits any knowledge that students have of stock markets. Then, the instructor gives an overview of stock markets around the world and the purpose of stock markets and investing (to make money!). A list of companies on the S & P 500 and Dow Jones Indices is presented to students. They are usually familiar with several companies on the two indices. Then, each student logs onto the Internet and finds the current stock price and historical chart of one stock. Students are elicited as to what criteria that they would consider in whether or not to buy

that stock and the reasons for price movements on the charts they logged on to. They usually have no idea. Then, a basic list of salient criteria is handed out, and summarized in level appropriate language:

- 1) Type of company (industry)
- 2) Products
- 3) Corporate news (new products, red flags, etc.)
- 4) Competition – Is market share sustainable?
- 5) Revenue – Earnings history
- 6) PE ratio (price/earnings)
- 7) EPS (earnings/share)
- 8) Assets
- 9) Liabilities
- 10) Common vs. preferred stock (for dividends)

Students work in pairs, research and choose five stocks, and record the current prices on a chart. The student pairs then chart each of their five stocks over the course of the semester. Each week, the teacher should introduce new Business English terminology for the students to use in their activity. Students then gather in small pods spread out around the classroom and give weekly mini presentations about price fluctuations, and the possible reasons for such movements, with an interactive Q & A to follow. As this happens, the teacher takes on a facilitative

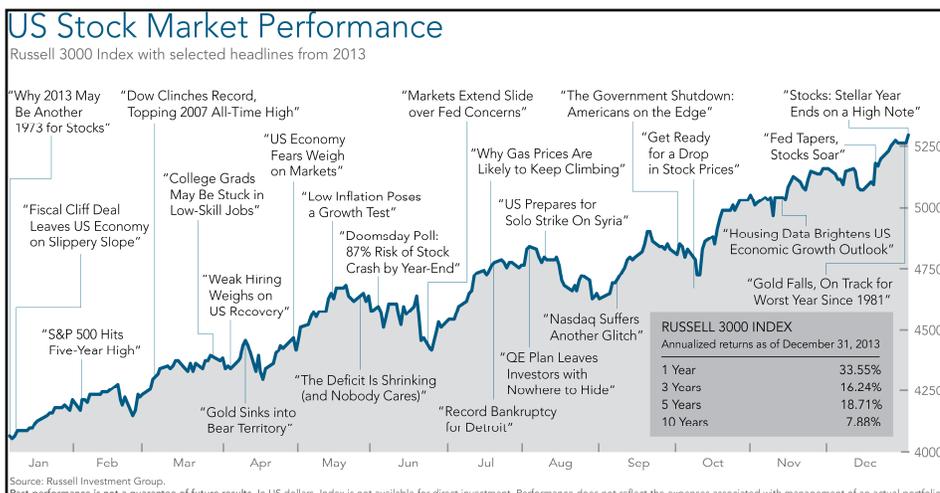
role, and walks around to give helpful hints and insights about the market forces which might have impacted the stock prices. This activity encourages learners to use their critical thinking abilities to form independent opinions on the future direction of their stock portfolios. At the end of the semester, the student-pair with the highest percent return gets recognition and wins a prize.

Conclusion

If you have ten different investment advisors, you will have ten different criteria and strategies in order to pick a stock portfolio. In this activity, I emphasize that students focus on an analysis from a fundamental point of view, while I try to create a challenging learning environment. With this in mind, I hope to encourage learners to utilize their critical thinking skills, and at the same time get them on their way to fluency in the Business English genre.

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Image retrieved from <http://daramuda.top/stock-market-performance-history/>

Using the Line App to Practice Business Calls

By Carrie Bach



Language teachers all realize that speaking in class can be nerve-racking for many students, and telephone conversations even more so, since interlocutors can't rely on gestures or facial expressions. Nevertheless, for students of business or the tourism industry, becoming comfortable with phone conversations in English is essential. I recently taught Business English to a group of intermediate-level Japanese students who had only recently arrived in Hawai'i and were all nervous about their speaking ability. In the seminal article on language learning and anxiety, Horwitz, Horwitz and Cope (1986) provide two recommendations for language teachers: "help them learn to cope with the existing anxiety-provoking situation" and "make the learning context less stressful" (p. 131). For my class, I took advantages of the affordances of mobile technology to teach business phone calls while minimizing the students' speaking anxiety. I had the following criteria in mind when choosing a program:

- The technology should be free, fun, and interesting for the students.
- The technology should mimic phone conversations while providing features to accommodate the students' unique language needs.

- Both teachers and students should be able to review their conversation afterwards.
- The teacher should be able to monitor the conversations in real time.
- The technology should be familiar to the students or very easy to learn.

Since all of my students were Japanese, we used the Japanese mobile messenger app Line to practice their phone calls. Line, as well as the Korean mobile messenger app KakaoTalk, includes an audio message feature, which allows users to record short audio messages and send them to anyone in the current chat room. Other text messaging apps have this feature as well, but in some programs, messages are automatically deleted shortly after the recipient listens to them. In Line and KakaoTalk, on the other hand, messages can be listened to multiple times, and are saved in the program long-term. Although much research exists on the effectiveness of computer-mediated communication for language learning (Sauro, 2011), research into the use of mobile technology for language learning has typically faced more technical challenges (Burston, 2015), so research published in English specifically on audio messaging features like that of Line is virtually non-existent. Using Line therefore offered an informal opportunity to test the pedagogical value of research that could be done on this technology in the future.

The Procedure

Before class, I created a Line account for myself and familiarized myself with the audio messaging feature. Since all of my students already had Line installed on their phones and were proficient users of the application in their L1, the rest of the set up stage consisted of getting the students into

chat rooms with myself and a partner. Line and KakaoTalk allow users to create chat rooms with people without adding them as contacts, but it is nevertheless prudent to respect the privacy of students. I did not require them to add me as a contact, nor did I require them to add each other. In classrooms with more diverse student populations, it may be expedient to pair students according to the program they are familiar with. Students not already using Line or KakaoTalk will need longer set-up time, and some students may not want to create accounts. Traditional role play may therefore serve as useful alternative.

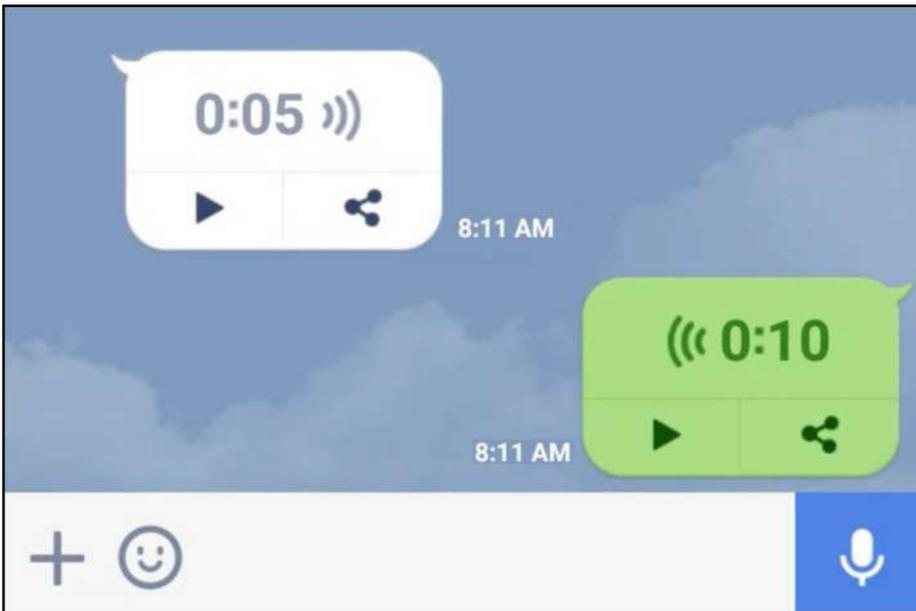
After the set up stage was complete, we began the phone role plays. Pairs split up to different parts of the classroom or the sidewalk just outside the classroom. They then took turns sending messages to each other, proceeding through the phone conversation to set up a business meeting with a client. I circulated, providing guidance on the task. In my case, students did not need guidance on the technology.

After class, I listened to the conversations and created a short list of problematic areas, such as the caller not providing the name of their company, setting a meeting time but not a place, and so on. In class the next day, we



Using Line App . . . (continued)

(Continued from page 3.)



went over the list, and students listened to the saved messages in their phone conversations, identifying whether they successfully handled those key moments in the conversation. The students then role played a follow up phone conversation to change the proposed meeting time. During this second conversation, students worked on the areas that had been problematic in the first conversation.

Benefits and Considerations

As with all instructional techniques, there were benefits and potential drawbacks to using Line to practice business telephone conversations. One clear benefit was that students were engaged with the task and enjoyed it. Several students commented later that using Line in class was a memorable and fun way to learn English. Although there is some research suggesting that computer-mediated communication may not necessarily be less anxiety-producing for language learners than face-to-face communication (Baralt & Gurzynski-Weiss, 2011), the students' excitement about using their favorite messenger application in class seemed to help.

Perhaps the biggest benefit to using Line was the record of the conversation, which could be reviewed later by both students and teacher. Of course, it is possible to record role play conversations without a program like Line, but the logistics are difficult. Student pairs could be recorded one by one as they perform their role play in front of the class, or multiple recording devices could be used so that students can simultaneously role play. However, using Line on an actual phone to role play telephone conversations adds authenticity to the task and automatically generates turn-by-turn recordings.

The amount of time between these turns increased as students took more advantage of the technology, sometimes listening to messages multiple times to better understand them. As they waited for a reply, they could rehearse what to say next or listen to previous messages yet again. Conversations using audio messaging take longer than actual telephone conversations or face-to-face communication, since one student must finish recording a message before the other student can begin listening to it. However, for language learners, this pseudo-synchronicity is not necessarily nega-

tive if students are using the downtime to attend to language.

Reflections

As mobile applications introduce more and more features, language teachers should carefully consider which applications could prove effective in the language classroom. While technology for technology's sake should be avoided, we should welcome technological applications that accommodate a need while also making the learning more enjoyable and less stressful. For my Business English students, Line proved to be such an application.

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Deconstructing Content-based Instruction in an EFL Setting

By Arthur Nguyen

As a language teacher, teaching the target language, in and of itself, has many challenges. However, a content-based class can add another level of difficulty that may prove to be a daunting task. How can the syllabus strike a balance between having students learn the content-related material and also use and build upon their existing second language skills? Should assessment be focused more on the topic material or on the language itself? As an instructor of my own English content-based course (The History of American Comic Books and Animation) I've found certain strategies that may help in addressing these issues.

Picture Descriptions

The one thing that I would recommend for content-based classes is to avoid traditional lecture-type classes, which is the case in many American universities. This structure obviously discourages interaction and puts virtually all of the classroom burden on the instructor. The key is to deliver content in a way that is not only engaging, but which also maximizes student output of English. One of the techniques used in my class is the use of pictures and having students describe them to their peers in class. For instance, in one particular lesson, we discuss the evolution of costume changes of superheroes over time and how it reflects the cultural changes in American society. After a short group discussion on the topic, I have the class team up in groups of four and allot one minute to each student to describe their picture to the rest of the group members. Students found this very engaging and ended up retaining

the material better, as demonstrated by their quizzes. This technique is easily adaptable for other subjects in which images are readily available. For instance, teachers may be interested in having a class about the environment, and thus may want to include a unit on pollution. Images of various forms of air, water and land pollution can be readily found and administered to the class to analyze and describe.



Note-taking

Being a history class, my course is rather dependent on note-taking. However, after trying the 'traditional' method of writing notes on the board and having my students write them down, I realized that it was sucking the life out of my class. Students were just silently copying the information off the board and into their notebooks. In order to make this task more engaging, I tweaked things a little bit by having students form groups of four and collaborate to create their own notes. The

unit material is still on the board, but there is a little twist - all the key points are blanked out and have to be filled in by the students. The students must be able to complete this task based on what they read for their required reading assignments before class. As an extra incentive, their participation grade is closely tied to this task and monitored by me. Not only is the material from their homework being reinforced, but also the students are creating spoken and written output as a result of it. As a side note, I highly encourage the students to write their notes by hand, rather than typing it into their laptops or tablets. Mueller and Oppenheimer (2014) conducted research noting that although typing is a faster mode of dictation, test subjects that used a pen or pencil showed better retention of information.

Assessment

There are various schools of thought on how to approach assessing students in a content-driven course (Lyster & Ballinger, 2011; del Puerto, Lecumberri & Lacabex, 2009). As a personal philosophy, I believe that assessment should strictly be based on the content portion of the class. Students matriculating into my course have various backgrounds which may include study-abroad experience and/or different past instructors. If the students have advanced this far as a language learner, it is safe to assume that they have already been assessed in their language skills thoroughly throughout their school lives. By not having their English performance tied to their grade, I generally found that students felt more at

Deconstructing Content-based . . . (continued)

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ease when participating in class discussions, projects and activities. Instead, their final grades are determined solely on in-class quizzes, participation and presentations, which only reflect the content subject matter of the course.

Conclusion

Trying to design a content-based course has been a challenge for me, but it has proven to be one of the more enjoyable classes I had the privilege to teach. Students already come in with a substantial level of English and are eager to apply this knowledge to educate themselves on various other subjects. This is precisely why I feel that a course that caters more towards the content, rather than the language, is more conducive in this type of setting. As an instructor, it is important to re-

member that maximizing English output in class is paramount not only to help demonstrate how far the students have come in their English language progression, but also to avoid having a disengaging course. It is my hope that these key points will help teachers navigate through the intricacies of content-based classes.

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Best Practices in Online English Courses

By Samantha Dodson

Generally, teachers avoid teaching online courses because they feel it is not “real” teaching, or it is not as fun or as interactive as face-to-face teaching. Technology is rapidly changing the way teaching is done, as well as changing who has the opportunity to be educated. While I do not believe that online teaching will ever surpass face-to-face teaching, I do believe that it will become much more popular and much more needed in this world. There are many students around the world that only have access to language learning through distance learning. When done correctly, online teaching can be as great as face-to-face teaching. As teachers, we need to know the best practices that help to better the language learning experience of online learners. Whether we plan on teaching online or not, it is better to be prepared for the oncoming future of increased online language learning courses.

To gather information on what is needed to have a successful online course, I interviewed online instructors, online English as an International Language (EIL) tutors, and current online EIL learners. Combining the information gathered from the interviews with my personal experience as an online EIL tutor, the following is a list of best practices found in online English courses.

Pre- and Post-Tests

Pre-tests and post-tests are common in face-to-face classes, and they are just as important in online classes. Pre-tests show the teacher where the students are at before the semester starts, which is helpful because the teacher cannot see this in person. It helps to point out the strengths and weakness of the students, which will help the teacher to know what to focus on in the class and will help the stu-

dents to know what they should individually work on. This would be a good way to help the students to make goals to work towards. Post-tests help both the learners and the teacher to see how much they have improved



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Best Practices . . . (continued)

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throughout the class, and shows what still needs to be worked on.

Effective and Immediate Feedback/ Timely Grading

In face-to-face teaching, it is easy to give students feedback and encouragement when they are seen in the classroom. This feedback and encouragement is just as important for online learners. Students, both those that are struggling and those that are doing well, need feedback from the teachers to help them to progress in the class. The feedback needs to be personal and given in a timely manner so that it can actually be helpful to the students. Assignments should be graded quickly to help the students to progress and to know that what they are doing actually matters.

Weekly Learner Journal

Journals are a great way for students to reflect on what they learned that week. It helps the teachers to know how affective the lessons and assignments were, and it helps the students to do some metacognitive thinking. This is used often in face-to-face teaching, but it is especially important in online teaching because the teacher cannot physically see how much the students understand or how much they are struggling based on the grades only.

Personalized Tutor Appointments

Since many distance learners do not have the opportunity to speak English in their home countries, online classes need to find a way to provide opportunities through the Internet. Having tutoring appointments with just the student and the tutor is important for the students to be able to focus on their individual strengths and weaknesses. In larger online courses, group tutor appointments can be done with a few of the students meeting with the tutor. If having a tutor for the course is not an option, teachers should find a way to Skype with the students as

many times as they can to provide them with the needed speaking practice.

Live Group Discussions

Distance learners need the feeling of being in a classroom just as much as face-to-face learners do. Many learners have mentioned this need for a sense of community with their fellow classmates. Live group discussions would help learners to get together and meet each other in a live environment. It gives them a chance to practice their English with each other, and be tutored all together with a single tutor or the teacher, if possible. This can be done at least a couple times throughout the semester.

Video Post Discussions

Similar to students doing discussions in the classroom, the students can record videos at least every two weeks to answer a question or to take part in analyzing a specific part of text, for example. The students respond to other videos and then respond to those that responded to their own. These video post discussions are best done in groups where there are a few students per group and each student has a specific topic or assignment. Different assignments or focuses for each student leads to each student learning from each other.

Classmate Responses

Having interaction from classmates with responses on videos and discussions helps the students to feel as if they are in a more classroom-like environment. Online students have expressed that they wish they had more interaction with their classmates. Students enjoy participating in video discussions because they get to actually see and hear their classmates, as well as receive suggestions from them on improvement.

Teacher-Student Interaction

Other than interaction amongst the students, there definitely needs to be more interaction between student and teacher. Teachers should keep in contact with their students through email, and even join in on class video discussions occasionally. While it is not possible for the teacher to respond to all of the videos every week, teachers can focus on a few students at a time each week. This helps the students to be more comfortable around the teacher, as well as help to increase the rapport of the class.

This is by no means a complete list of best practices, but it is a good place to start when preparing yourself for online teaching. Many of these practices are already performed within face-to-face teaching, which means there are not many new practices on this list that need to be learned. With a bit of adaptation, online courses can have the same atmosphere and interaction as face-to-face courses.



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Comparison Between Teacher and Peer Assessment on L2 Oral Presentation

Mitsuko Suzuki, Hyunjung An, and Jee Lee

Introduction

Due to the emphasis on learner autonomy and collaborative learning, peer assessment (PA) has been widely implemented in L2 classrooms. Whether conducted individually, in pairs, or in groups, PA is generally defined as “an arrangement of peers to consider the level, value, worth, quality, or successfulness of the products or outcomes of learning of others of similar status” (Topping, Smith, Swanson, & Elliot, 2000, p. 150). While most of the past studies have focused PA on L2 writing activity (e.g., Lee, 2015; Liang, 2010), our study investigated the use of PA for oral assessment. We were especially interested in how beginner level English Language Learners give feedback to their peers’ oral presentations, and how their assessments differ or are similar to the teacher’s evaluation.

Background and Research

The participants of the present study were six Japanese females and one European male undergraduates who were enrolled in a beginner speaking and listening course at an academic English language program in Hawai‘i. This eight-week-long course was offered for two terms, fall and spring. For both terms, students were tasked with making individual and group presentations and giving feedback to each other on a regular basis.

The present study was administered in the second week of the fall semester. Working in pairs or in groups, students did a three minute poster presentation about natural disasters. Prior to this presentation, a rubric was given as a guideline to prepare and assess their oral presentation. This rubric contained six criteria: Voice & Pronunciation, Content & Organization, Fluency, Use of Visual Aids, Gestures, and Grammar & Vocabulary. For each presentation, the audience

gave scores and wrote feedback. For feedback, students were required to point out what worked well and what needs improvement in the presentation. The maximum score a presenter could receive for each criteria was four (24 points in total).

Tendency to Overestimate

Peers tended to award higher marks than the teacher. Such a tendency was especially noticeable in two criteria, namely Fluency and Grammar & Vocabulary. On average, the students gave scores one point higher than the teacher for both of these criteria. This tendency corresponded to some of the previous studies on PA (e.g., Hirai, Ito, & O’ki, 2011; Patri, 2002).

This leniency was also observed in their written feedback. When we categorized the written comments by themes (e.g., “You had only a few mistakes in grammar” was coded as *few mistakes*), there were 79 comments on what the presenters did well while 41 comments were about what needed improvement. Interestingly, some of the feedback contained both negative and positive evaluation. For instance, making few grammar mistakes was regarded as positive to some students, while others considered other areas. Thus, it seems that the student participants in this study applied the criteria in a lenient, but not in a comparable manner.

Researchers such as Pond, Ul-Haq, and Wade (1995) regarded this overrating as friendship marking or as peer pressure that learners face during PA. Although the present study’s PA was conducted anonymously, students may have attempted to save face since their peers could potentially identify the peer raters in a small class.

Understanding of the Criteria

This inconsistency might be also due to the students’ misunderstanding of the provided criteria. While most of the comments were consistent with the rubric, not all students seemed to completely understand the components in some of the criteria. For instance, the followings are some of the irrelevant comments under the criteria Fluency:

“Your voice was easy to hear.”

“You saw your audience.”

Out of 115 comments analyzed, 15 were written under the wrong criteria as in the above examples. It is also interesting to note that less linguistic criteria such as Use of Visual Aids and Gestures involved misunderstanding too. In the rubric of the present study, “presenter points to the visual aid” was one of the indicators categorized under Use of Visual Aids. However, there were three students who mentioned this point under the criteria Gestures. This subtle misconception may have caused their scores to be inconsistent with the teacher’s assessment.

In addition, some criteria seemed harder for the students to give detailed feedback. For instance, the majority of the students did not elaborate on how they judged the presenter’s fluency:

“She could speak English fluency!”

“I think she could speak English more fluency!”

Comparison Between . . . (continued)

(Continued from page 8.)

Apparently, what specific indicators led to their evaluation is unclear from this feedback. Such ambiguity is in marked contrast with other categories such as Use of Visual Aids:

“Very good drawing!!”

“Sometimes you made mistakes about some vocabularies' spellings.”

Compared to fluency, students seem to have a better idea of what presentation skills are covered in Use of Visual Aids.

Conclusion

To sum up, this study examined the level of agreement between PA and teacher's assessment of L2 oral presentation. The findings of this study showed that at the beginner level, L2 learners' assessments do not always the teacher's. Interestingly, criteria that did not require linguistic knowledge were not congruent with the teacher's evaluation as well. This inconsistency can be due to peer pressure, as well as inaccurate understanding of the criteria.

It is worth noting that students' experience in PA does not necessarily guarantee reliability. The Japanese students in this study had prior experience in PA during their first term. However, their interpretation of the criteria did not always correspond with those provided in the rubric. Thus, PA might have been a good exercise to raise students' awareness of different aspects of speech, rather than developing their assessment skills. Structured training is recommended, if teachers intend to implement PA as a reliable and accurate tool for grading.

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Intelligibility, Identity, Connected Speech, and Technology

By Jennifer Monje



Image retrieved from www.en.wikipedia.org

In ESL and EFL contexts, there is a high demand for English pronunciation practice. The goal? To sound intelligible to both expert and non-expert users of English. But because there are linguistic processes specific to English speech that learners are probably unaware of, some of which may be remedied by explicit teaching, pronunciation appears to be insurmountably difficult. There is also available technology to help both teachers and learners out.

Intelligibility and Connected Speech

Brown (2009) claimed that intelligibility is compromised when second language learners fail to do a number of things: drop, insert, or reduce sounds in connected speech, features that are employed instinctively by native speakers (NSs) of English. But what is “connected speech”? According

to Crystal (1980), connected speech refers to “spoken language when analyzed as a continuous sequence, as in normal utterances and conversations” (as cited in Brown & Hilferty, 2006, p. 15). Brown (2009) argued that, because features of connected speech may not exist in non-native speakers’ L1, these forms should be taught explicitly since the use of weak forms, reduction, linking, contraction, assimilation, elision, and intrusion is a very real part of the English language. Dauer and Browne (1992) agreed that the “authentic” connected speech used by most native speakers, not the artificial, hyper-correct form, should be the goal of listening and speaking classes. They argue further that the written and spoken modalities are two completely different forms where the presence of word boundaries and spaces between words, clearly marked out in the written form, does not exist in the actual flow of speech. Advantages of reducing function words and linking words together are both intelligibility, and a “pleasant, natural style of speaking that does not place a severe cognitive load on the listener and that can be understood in less than ideal conditions” (p.1-12). More importantly, knowing that NS speakers connect their speech all the time can help enormously in enabling ESL students to better understand the language that they hear. In other words, knowledge of connected speech not only allows L2 speakers to improve their intelligibility but also prepares them to be more “fluent listeners.”

Identity and Pronunciation in ESL Contexts

For the most part, pronouncing words is not all there is. At the moment of speech, we let loose a host of educational, social, ethnic, even ‘gendered’ information out, since our diction is bound up with our identities. According to Setter and Jenkins (2005), pronunci-

ation is the more sensitive area of language because it encroaches on our identity (p. 6). In addition, acquiring an L2 accent, whether this is done consciously or subconsciously by the learner, “involve[s] the development of a new ego and as such, [is] resisted because of individual and/or social pressures” (p. 5). This is one reason why pronunciation is not accorded as much attention as other language skills in the teaching of English in the Philippines where a “love-hate” relationship with English exists. Llamzon (1997), who began the systematic analysis of Philippine English (PE) phonology, asserts:

Filipinos are willing to copy American English up to a point; in fact, an approximation of the English formal style is what they want. They retain something of their identity—in their lack of the nasal twang, in the careful articulation of the individual syllables, and in their refusal to use the ‘reduced signals’ of the informal conversational style of American English. There is, I think, something sociolinguistic in all this, because when educated Filipinos speak to their fellow Filipinos, they speak English the Filipino way. (as cited in Tayao, 2004, p. 80-81)

In making a lectal description of the phonological features of PE, Tayao (2008) found in her study that Filipinos do not connect their speech. The absence of what she calls “linkers” (i.e. glide insertions between words) is characteristic of PE speech, although Filipinos insert /w/ and

Intelligibility, Identity . . . (continued)

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/j/ glides *within* words as a matter of course. For example, Filipinos might not consciously think of the need to insert a /w/ sound after the tense lip-rounded vowel /u/ at the end of one syllable when the next syllable begins with a vowel, such as in a word like “continuum” [kontinwum], —they just do it. They might, however, not make a /w/ insertion between word boundaries in connected speech, in phrases such as “go and grow.” In like manner, they will not have any trouble inserting a /j/ after the tense high vowel /i/ as in “stereo” but will fail to insert a /j/ glide between word boundaries, in phrases such as “carry all” [kerɹjɔl]. I submit that teaching connected speech in Filipino ESL classrooms can mitigate some of the listening difficulties encountered when learners hear connected speech in the wild. Not only will the explicit teaching of glide insertions (/w/ and /j/) result in intelligibility, but also fluency, since knowledge of some of the features of North American English (NAE) phonology have already been mapped onto their linguistic repertoire. While I would not recommend that this be taught across the board—for the sociolinguistic reason Llamzon had mentioned—there are segments in the population for which explicit teaching of connected speech will be useful, and to this group belong broadcast journalists and other advanced users of the language who could derive practical benefits in being taught using connected speech in their line of work.

Connected Speech and Technology

A free, easily downloadable scientific computer software package called Praat (Dutch word for “talk” or “speak”) may be used by ESL teachers for monitoring when glides are inserted or are not inserted. Through spectrograms generated by students’ sound files, glides between word boundaries when present will be recorded. Both teachers and students will have visual evidence when the target sound has been made. Although it may take a while for both

teachers and learners to get the hang of Praat, as is true of all beginners with any gadgets, it is nevertheless useful for teaching glides explicitly. And because it can easily be downloaded to any laptop, students can have access to it any time, and so can monitor their own progress. Praat works well, too, for use in assessments by teachers.

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www.englishwithoutend.blogspot.jp

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L2 Teachers and L2 Teaching Conferences

By Hong Wang, Mery Díez, Kaan Ustun, and Jay Tanaka

The call for proposals for next year's TESOL international convention in Seattle, Washington (March 21-24, 2017) has been announced. What do such language teaching conferences offer for L2 teachers' professional development? What is the nature of the educational experience at such conferences? The following are four different reflections on these questions, from the perspectives of Teacher Expertise, Technology, Influence on Non-Native Speaker Teachers, and Teacher Cognition.

Developing Teacher Expertise by Hong Wang

Language teaching conferences are considered positive and beneficial for an L2 teacher's professional development (Borg, 2015), which in turn contributes to the development of teacher expertise. When we think about expertise, some of the terms that would probably come to mind are automaticity, effortless, and experience. However, instead of perceiving expertise as a state of superior performance as a result of years of practice, we could see expertise as a continuous process of reflecting critically on teaching practices, reinvesting resources to take on further challenges, and problematizing routinized practices to push the limits of competence (Bereiter & Scardamalia, 1993).

Considering some of the benefits of attending conferences which include stimulating further study, refreshing enthusiasm, enhancing knowledge of ELT techniques, raise awareness of different teaching contexts, and deepening theoretical knowledge (Borg, 2015), attending teaching conferences contributes to the development of teaching expertise from the following aspects. First, attending conferences gives L2 teachers opportunities to take a break from their routinized practice and to reflect on their own teaching. It may not immediately lead to a direct impact on their teaching for some of the L2 teachers, but it offers chances for critical reflection, which could in turn lead to significant changes

in beliefs and practices in the future. Second, L2 teachers are motivated by the atmosphere at the conferences to learn more about teaching. They become enthusiastic about trying new things to challenge their routines. Third, raising awareness of different teaching contexts by attending conferences helps L2 teachers form an integrated knowledge base which is continuously being shaped in the dialectical relationship between teacher knowledge and different teaching contexts. Fourth, attending conferences helps deepen teachers' theoretical knowledge and gives access to up-to-date teaching techniques to draw on when they try to problematize their routinized practices. The conference experience enables an interaction between theoretical input and teachers' personal practical experience.

Technology by Mery Díez

Technology usually takes a back seat when it comes to Teacher Education; how to effectively use it to enhance learning in our classrooms is typically missing from any programs. Additionally, before actually implementing technology in the classroom, there are different factors that may dissuade teachers from using new tools, such as time and efficacy. Since generally there is no time for teachers to explore every single tool available and determine successfully and efficiently what tool works best and what will actually increase learning, attending presentations and workshops on technology can have a huge impact on the way teachers see technology and use it effectively in the language classroom.

Attending conferences, as well as other forms of professional development, is key to keeping teachers updated with the current trends in technology for second language learning. The number of resources that are available (apps, websites, games, blogs, etc.) and the endless possibilities may be overwhelming and can result in a sense of feeling overwhelmed and inattentive when looking to implement the right tool. There-

fore, going to teacher conferences can support teachers in different ways. There are usually practical 'hands-on' presentations or workshops where teachers experience technology from a learner's perspective and explore tools in depth. Others cover a broad array of tools more superficially, and the teacher leaves with a list of resources and ideas on how to apply them to their contexts. Teachers should try to at least explore some of the tools they bring back home; since, the truth is, every time we use new technology, it takes time and effort, but isn't that what it takes to plan a good activity the first time?

Teachers could similarly attend more research-based sessions to learn the results and implications of a specific study using technology, and the value they see in it may encourage and motivate them to apply it in their classrooms. Whether it is a small warm up game, an app for quizzes, or a long telecollaborative project, by participating it at conferences, teachers can learn how technology can be useful for their own contexts and in what ways it will impact their teaching and their students' learning. Teachers may also come to understand the limitations and issues that they could potentially encounter with technology.

Teachers want to facilitate learning for their students. Many times, technology is used only to deliver information or as 'technology for the sake of technology.' However, technology has much more to add to our students' learning experiences; thus, teacher conferences are a great place to provide new ideas, opportunities and the support that many teachers need to implement the new ideas and use of the new technologies.

Conference Influence on Non Native Speaker Teacher by Kaan Ustun

Language related conferences are central to various aspects of the pedagogical life of any language teacher, as well as to the research oriented language professional. However, one aspect that is not often discussed and even at

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times forgotten is the role these conferences play for Non Native Speaker Teachers (NNST). In today's globalized society, English is the lingua franca around the world. In addition, more people today speak English as a second language than as a first language. I often wonder what role conferences should play for the NNSTs teaching English. What are some of the qualifications, needs, wants and theories that those teachers wish to be informed about to better help them with their own specific struggles in teaching a language that is their second language? For example, I wonder what a Vietnamese teacher of English would want, need, and hope to discover at a language conference that would help him/her in his/her everyday teaching. It is, I believe, an important question to ask and to try to answer. Because in answering that question, many more language teachers and language professionals might adjust conferences to meet these teaching needs. Beyond presenting the latest theories, beyond sharing the latest research and beyond informing the audience of the latest language textbook, I believe that language conferences should motivate NNSTs by building the confidence to address some of these teaching needs and beliefs. I recognize that conferences and the roll they play are not exclusive to NNSTs but are for all language teachers and professionals. However, I remain convinced that in today's newly and always evolving globalized world, a place should be reserved for the NNST. As people travel more, faster, and further away, the need for new language teachers is clear. They represent the future. And the future is now.

Unexpected Changes in Thinking by Jay Tanaka

Although language teaching conferences have many sessions and exhibits geared toward practical classroom solutions (activities, materials, and lesson plans), conferences have also been known to have an impact on the way teachers think about language education. Teachers can develop new understanding about language learning and

teaching, deepen their existing understanding, or even change their thinking to a different direction.

Generally, teachers who attend conferences have two main concerns: 1) They want new ideas for teaching; and 2) They want solutions to certain difficulties they are facing. It follows that these concerns drive teachers to attend particular sessions and poster presentations that fit their specific context; however, they sometimes come out disappointed. Many teachers attend sessions only to find that they already knew everything that was presented (after all, such teachers are knowledgeable and probably went through extensive efforts searching for answers on their own). This is not to say that there is no chance for learning if a teacher targets a session that they are deeply interested in. Also, there is value in reinforcing your beliefs by hearing about a teaching approach a second (or even third!) time. However, the most significant evolution in a teacher's thinking may occur when they are learning about something new and unexpected.

Conferences offer a space to learn about a wide variety of topics presented by passionate language teachers and researchers from many different contexts. The beauty of this is that a teacher can hear about topics that they had never considered before. It was once said that education is about learning what you didn't even know you didn't know. A teacher looking for L2 writing activities might stumble upon a session on student cultural identity, and this might change this teacher's perspective on how an L2 writing course should be taught. This "stumbling" upon new ideas is a unique aspect of conferences, and it is more pronounced at larger conferences, where there are hundreds of different sessions to choose from.

Exploring unfamiliar topics and deeply engaging in topics within your expertise are both useful ways of improving teacher knowledge. Consciously keeping a balance between these two types of learning at conferences may be good for teachers' professional development.

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Resources for Teachers and Families of ELLs: An Annotated Bibliography of 52 Useful Tech Tools

By Jolyn Yoneshige

This project began as a book review of Ferlazzo and Sypniewski. (2012). *The ESL/ELL teacher's survival guide: Ready-to-use strategies, tools, and activities for teaching English language learners of all levels*. San Francisco, CA: Jossey Bass Wiley Publishers.

Translating Sites and Applications

*Caution: These tools help translate words, but aren't reliable for conveying full meaning of texts. They are no substitution for language learning.

1	Google Translate 	<p>https://translate.google.com/</p> <p>A free online translating tool with 103 languages to choose from including Maori, Samoan, and Hawaiian.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Input word(s), text, word document or URL that you're trying to translate in the left box. Right box will translate into English or the target language you choose. 2. Gives you the gist of text, but is not capable of translating long texts or literature well. 3. Options include audio and a "mouse over" tool to view alternative definitions and words. 4. Downloading Google Chrome has an automatic translating feature for pages viewed. 5. Smartphone Application, Google Translate, is available for direct translations of texts and in images. (Rated 4.4 stars out of 5) 6. Useful for parents, teachers, and students.
2	Bing Translator 	<p>https://www.bing.com/translator/</p> <p>Bing is another online translating tool that can translate webpages and text(s) in 45 languages.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Audio choice in either a male or female voice. 2. Better translations on shorter texts compared to Google. 3. Email option on what was translated. 4. Unlike Google, it doesn't have alternative word options. 4. Good for grades 5-12 who are trying to connect words and images with their phonetic sound. Also provides a more coherent translation for shorter texts in case students have to read in class or at home.
3	Talk for Me – Text to Speech 	<p>http://www.mobiletouchtech.com/talk-for-me/</p> <p>This is a translating smartphone application - available on iTunes. (Rated 5 out of 5 stars)</p> <p>Some of the Creators Notes that I agree with:</p> <ol style="list-style-type: none"> 1. No active internet connection needed. 2. Punctuation Aware – Use commas, question marks, exclamation points 3. Quick access customizable buttons (swipe up) 4. Quick access to your archive (swipe left) 5. Multiple languages and voices 6. Portrait and landscape orientations 7. Large buttons for easy use. 8. Listen and repeat audio at your selected speed. 9. Great for students in grades 4-12 and their ELL parents who want to build speaking fluency.

Resources for Teachers . . . (continued)

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<p>4</p>	<p>Dictionary.com</p> 	<p>http://www.dictionary.com/</p> <p>A translating tool that can be found and used on their website and mobile apps..</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Accessible on an iPhone, Android, or iPad. 2. Synonym function to find similar words. 3. "Word a Day" learn a new word everyday includes example sentences. 4. Best suited for grades 4-12 who want to build vocabulary and need helping finding definitions.
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Strategy Websites

<p>1</p>	<p>Larry Ferlazzo's Websites of the Day</p> 	<p>http://larryferlazzo.edublogs.org/</p> <p>Although it's ELL specific, it's for teachers who are looking for up-to-date resources, links, and activities.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Many categories: Art, Games, Health, Music, Science, Social Studies, and etc. 2. User friendly. 3. "The Best" articles are already filtered top picks by Larry. 4. Written as a blog with short detail descriptions under each site listed. 5. Great resource for teachers and secondary upper-level ELL students.
<p>2</p>	<p>Dave's ESL Café</p> 	<p>http://www.eslcafe.com/</p> <p>Although it's another ELL specific site, it's a great resource for ELL teachers, students, and parents. The tab "Stuff for Teachers" under the "idea cookbook" has icebreakers to use within any classroom.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. There are teacher and student forums, chat groups, and additional ESL links. 2. The site is easy to navigate. 3. Best suited for primary teachers in grades K-6.
<p>3</p>	<p>Edublogs</p> 	<p>https://edublogs.org/</p> <p>A free education blogging website. Perfect for students to practice writing in a safe and secure online environment.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. 100MB of FREE storage space, teachers and students can write posts and create pages, customize the look, files and media, it's ad free, and mobile friendly. 2. Easy to use. 3. If you update to Pro (which is \$39.95 per year), you can moderate activities and class management. 4. Bulk discount available for purchasing 5 or more Pro licenses. 5. Useful for students in grades 6-12 and for teachers who prefer a technology writing approach.

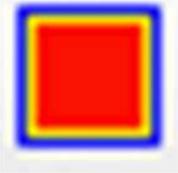
Resources for Teachers . . . (continued)

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<p>4</p>	<p>Lanternfish</p> 	<p>http://bogglesworldesl.com/adultesl1.htm</p> <p>A website full of pre-made lesson plans, game type activities, and worksheets for young students including entering ELL.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Has over 100 activities. 2. Crosswords, Word Searches, Flash Cards, Songs, and Creative Writing are available. 3. Easy to navigate and quick to download worksheets/activities. 4. Best suited for teachers teaching grades K-4.
<p>5</p>	<p>ESL: English as a Second Language</p> 	<p>http://www.rong-chang.com/</p> <p>A website to practice listening and reading fluency, along with building comprehension skills.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Beginner and Intermediate levels 2. Many categories, e.g., small talk and easy conversations. 3. Sub-categories include travel, eating out, banking, dating, etc. 4. Option: Listen to the audio as you read. 5. Includes post-listening/reading: review vocabulary, comprehension check, fill in gaps, and dictation. 6. Also available: Grammar, Pronunciation, and Dictation practice activities 7. Best for ELL grades 4-12 and for parents who want to practice every day English.
<p>6</p>	<p>Kahoot!</p> 	<p>Making learning fun and interactive in your classroom through the use of a game-based learning platform.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Accessible through any mobile/tablet device. 2. Free to sign-up and use. 3. Use pre-made quizzes or create your own. 4. Easy for students to join a game, a pin to enter. 5. Can add images and select amount of time per question. 6. "Kick out" option for students using inappropriate nicknames. 7. Additional options: randomizing questions, playing music, automatically moving through questions, and more. 8. Best suited for students in grades 7-12 or classrooms that has tablets or PCs. Also, useful for teachers in any subject area who like competitive learning.
<p>7</p>	<p>Jeopardy Rocks</p> 	<p>https://www.jeopardy.rocks/</p> <p>Another gaming platform for teachers and groups of students to use. The teacher creates the categories and questions on a point system, the harder the question the more points it's worth under each category.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Your first 3 games you create are free. Pro is \$5/month (or \$48 per year). 2. Have up to 4 teams and team's can choose a vegetable icon. 3. It's simple and easy to use. 4. A demo is available on their site. 5. The game will automatically award points to the winner and display the correct answer. It will also take away points if a wrong answer is given. 6. The game will not proceed unless all teams answer incorrectly or if one team answers correctly. 7. Perfect activity to help any content specific teacher when grouping weaker and stronger students in a team environment. Best suited for students in grades 4-12.

Resources for Teachers . . . (continued)

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<p>8</p>	<p>Interesting Things for ESL Students</p> 	<p>http://www.manythings.org/</p> <p>A resource site for intermediate and advanced ELL students and parents to use to build vocabulary, listening, and reading skills.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Access to vocabulary games, readings with audio and video, building sentences via translations, and more. 2. Sub-Categories: People, Places, Sports, American History, Health, and a 10-Minute Daily News Practice. 3. Other activities: learning songs, matching quizzes, dictionary lookup, audio concentration, and etc. 4. Best suited for intermediate/advanced ELL students in grades 7-12 and their parents. Useful for students in grades 5-7 for practicing spelling and reading within the Language Arts.
<p>9</p>	<p>Fun Games 4 Learning</p> 	<p>http://fungames4learning.blogspot.com/</p> <p>Interactive math and phonics games, activities, worksheets, and puzzles from a teacher who has over 20 years of classroom experience.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Downloadable with explanations. 2. Printables are visually stimulating with colors and cute images. 3. A handful of no-prep math games available. 4. Free seasonal activities. 5. Best suited for students grades K-2. The images, colors, and interactive games and activities can make learning fun and meaningful for an inclusive classroom.
<p>10</p>	<p>Quizizz</p> 	<p>http://quizizz.com/</p> <p>Game based learning platform where teachers can create online quizzes to do in class or assign as homework on any mobile device, laptop, computer or tablet.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Easy to use. Single page layout when creating. 2. Automatically saves your work before proceeding to the next question. 3. Use premade quizzes and customize/edit them. 4. Choose the amount of time a student has to answer. 5. Questions progress at the students pace. 6. Additional options include: Positive reinforcement images after answering each question, jumbling questions and answers on mobile/tablet devices, and review. 7. Time and score based on the speed of the person's device when starting the quiz. 8. The results are only shown to the moderator, who can see what problems students got wrong and right, and can print the results sheet. 9. Students get a random icon; they can customize their viewing feature and sound. 10. Best suited for students in grades 5-12 or for a classroom with electronic devices for all students.
<p>11</p>	<p>Fun Games for Teaching English Vocabulary, Grammar, Spelling, ESL Games</p> 	<p>http://www.eslgamesplus.com/fun-games/</p> <p>This is a website full of games and activities to help build vocabulary and sentence structure.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Games are accessible in the classroom and at home. 2. iPad and mobile options. 3. Beginner and Intermediate levels 4. PowerPoint and printables are available. 5. Many topics, including: Countries, Colors, Nature, Questions, Weather, and more. 6. There are animated video English lessons for Preschool to 3rd grade. 7. Best suited for children in grades K-3. The games are fun and engaging, even for the native English speaker.

Resources for Teachers . . . (continued)

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<p>12</p>	<p>Math Playground</p> 	<p>http://www.mathplayground.com/</p> <p>Interactive and stimulating educational games for learning math.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Games follow the common core standards. 2. Available for grades 1-6. 3. Math Arcade has: Math facts practice, multiplayer games, and math with friends. 4. Other games include word problems, and solving problems through logic. 5. There are educational math videos to assist with learning new math topics, such as: number and operations, fractions, decimals, geometry, etc. 6. Fun math games for all students in grades 1-6.
<p>13</p>	<p>Edmodo</p> 	<p>https://www.edmodo.com/</p> <p>A social forum similar to Facebook, but for educators who want to get in touch with students and parents.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Free for teachers and students. 2. Available online and for Android, iOS, and Windows. 3. Unlimited storage. 4. Many functions: create groups, discussion topics, conduct polls, schedule quizzes, manage student progress, assign homework, moderate the content shown, monitor who can join the page, and more. 5. Secure and easy to use. 6. It's a global digital community for teachers to share resources with each other. 7. Parents can also join to see their child's announcements, homework progress, assignment reports, events, and reminders posted by the teacher in the comfort of their home. 8. Perfect for busy teachers, parents, and students in grades K-12.
<p>14</p>	<p>Khan Academy</p> 	<p>https://www.khanacademy.org/</p> <p>Receive a custom learning dashboard and learn at your own pace.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Many interactive exercises that students can do. 2. Subjects include: K-12 Math, Science, Economics and Finance, Arts and Humanities, Computing, Test Prep for the SAT and other tests. 3. The teacher can assign "missions" in math and monitor students' progress. 4. Earn "badges" when completing each subject area and exercises. 5. Create discussion boards, and assign projects. 6. App. available in iTunes and Google play with videos covering sections content. 7. Useful for all teachers who want to monitor and help students in math K-12. Also for subject specific teachers and for students who need additional supports or for those who need challenge in a class.
<p>15</p>	<p>Promethean Planet</p> 	<p>http://www.prometheanplanet.com/en-us/</p> <p>A website with over 90,000 teacher resources.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. A website for teachers made by teachers. 2. Has lesson plans, worksheets, activities, PowerPoint, and an interactive whiteboard community. 3. K-12 activities available in any core subject, includes world language and vocational education. 4. Great for teachers who want to connect and share ideas with other teachers.

Resources for Teachers . . . (continued)

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<p>16</p>	<p>PhET</p> 	<p>https://phet.colorado.edu/</p> <p>A free website for interactive digital simulations in science and math.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Created as a game-like environment. 2. Over “315 million” simulations to choose from 3. Based on extensive education research from University of Colorado Boulder. 4. Has teaching resources, videos, labs, HW and resources in multiple languages. 5. For grades K-University. 6. Best for teachers of math and science in grades K-12 and for those who learn better using visual aids.
<p>17</p>	<p>Jeopardy Labs</p> 	<p>https://jeopardylabs.com/</p> <p>Make reviewing fun and engaging through the game of Jeopardy.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Premade quizzes are available to use. 2. Build your own by signing up. 3. Privacy and additional options are available by becoming a lifetime member for \$20. 4. Useful for busy teachers looking for premade group review activities.
<p>18</p>	<p>Quizlet</p> 	<p>https://quizlet.com/</p> <p>A study tool which teachers and students can use to review and learn new content.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Available on the App Store and Google Play 2. You don't need to sign-up. 3. Has premade activities that the teacher can review. 4. Flashcards, Learning Review, Audio Spell Check, Tests, and Games that match words with their definitions are available. 5. Spoken audio, with adjustable speed. 6. Teachers can create their own study sets. 7. Great for teachers to assess students and for intermediate/advanced level students in grades 5-12 to practice and self-teach.
<p>19</p>	<p>Nearpod</p> 	<p>https://nearpod.com/</p> <p>Using technology in the classroom to create interactive lessons that engage students learning.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Teachers can create a free account. 2. Similar to PowerPoint, but can be used on tablets and smartphones. 3. Use premade lessons or create your own, import files or Google slides, add interactive activities, and videos. 4. Synchronizes lessons across student's devices. 5. Teacher has full control of what students see. 6. Has real-time feedback, post reports from activities, and can share work. 8. Best suited for teachers with tablets in classroom or a grade where majority of students have smartphones.

Resources for Teachers . . . (continued)

(Continued from page 19.)

<p>20</p>	<p>SimpleK12</p> 	<p>http://www.simplek12.com/virtual-learning/virtual-field-trips-every-teacher-ought-to-know-about/</p> <p>Using technology to bring the world to your classroom. Lists 6 virtual tours to take your class.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. The virtual tours are FREE. 2. Field trips include: Google Art Projects, Google Sky, Smithsonian, Panoramas.dk, The Oxford University Museum of Natural History, and the Inside of the White House. 3. Great for teachers who lack the funds and time to take their students on field trips. Brings adventure to the classroom.
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This is part one of a two part article. The second half will be presented in the next issue of *The Word* coming out in September. Please stay tune and look forward to the next issue.

Editor's notes: If you enjoyed this article and are interested in various apps and web sites, please see the article written by Cristiane Vicentine in the February and May, 2012 issues of *The Word* available on the HITESOL web site.

About the Author: Jolyn Yoneshige is a local girl who graduated from Hawai'i Pacific University (HPU) in 2010 with a BA in TESL. Shortly after, she moved to Japan to teach English on the JET Program. She taught English in Southern Japan (Kyushu), in Saga Prefecture for 5 years to students from grades 1-9 and an adult language class. This past year, she was a consultant at the East-West Center for the Education Program, Brunei-US English Language Enrichment Project. Currently, she is pursuing a Master's degree at HPU in Elementary Education.

The next event will be in September: The Annual Social. Please be sure to join HITESOL for this fun and educational event where you will be able to meet new and old friends and share important educational ideas.

Check out the web site to see who the new committee members are and to see if there is a place for you. New committee members are always needed and welcome.

Go to the web site to see what is new and what issues the organization is working on. Your input is always welcome.

If you have not submitted an article to this issue, not to worry. You can always submit an article to *The Word* by going to the web site to see how to do this. New articles are always welcome and are accepted throughout the year. Articles will appear in the up coming issue.

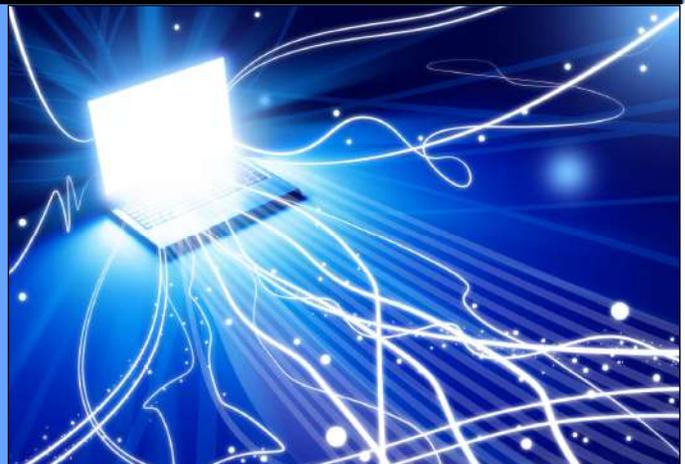


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