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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.

They're Not Just Being Weird: Reasons for Cross-Cultural Misunderstandings By David and Peggy Kehe

Many of us who teach international students have seen how cultural differences have the potential to upset relationships between these students and their classmates, their roommates, their host families and people in the community. As Brislin (2001) states, "Difficulties arise when behavior considered polite and effective in one culture is seen as rude and inept in another" (p. 214). However, when people understand the *reasons why* those in another culture behave as they do and why their perceptions of others may be skewed, they have the potential for appreciating those differences and for expanding their own perspectives.

We once had a Japanese student, Yuki, who told us that she felt Americans were insincere and superficial. She observed how they would compliment her about insignificant things, such as her shoes or hairstyle. Once, she was at a party, and one of the guests (an American) told her that she liked her earrings. Yuki thought it was a strange comment; the earrings were nothing special, so she felt it was odd that the American had praised them. In the end, she concluded that Americans were just not sincere.

Yuki might have realized that that American's compliment was "normal behavior" if she had been aware of research which shows that Americans are much more likely to give and receive compliments than Japanese. In a study about complimenting, Barnlund and Araki (1985) conducted interviews with university students in Japan and the United States. They were interested in learning how often

the students in these two countries were involved in a "complimenting" situation. They found that the Japanese gave or received a compliment, on average, only once every 13 days, whereas the Americans had a "complimenting" experience, on average, once every 1.6 days. The results of that Barnlund and Araki study would have been helpful to Yuki but *even more helpful* would have been a clarification of the reasons why Americans compliment so often and the Japanese do not.

In order to understand the reasons for cultural norms, two important concepts tend to stand out: individualism and collectivism. Individualists, who are generally from North America, Western Europe and Australia, come from more affluent societies. People are relatively independent and are more likely than collectivists to move away from family, friends and neighbors; also, among these individualists, changing groups is quite common.

In contrast to individualists, societies in many parts of Asia, Africa and Latin America are identified as collectivist. In general, in collectivist cultures, the main occupation is farming, and people depend on their family members, friends and neighbors to survive. Because, generally speaking, the people in these agrarian societies do not have much money, they tend to live their whole lives in the places where they were born. As a result, these people know each other well, have common goals and need to get along with each other. At the same time, nowadays, in parts of Asia, Africa and Latin America many of the people are financially comfortable and live in

They're Not Just Being Weird . . . (continued)

large cities. However, even though they might look like Western-style individualists, they generally remain collectivists because they have maintained their identity with their groups and do not see themselves as separate from others.

It is important to note that some countries tend to have more collectivist characteristics and others more individualist ones. This *does not mean* that everyone in a particular country, for example Japan or China, is a collectivist or that everyone in the U.S. or Canada is an individualist. In collectivist countries, some people are more independent and less attached to their in-groups (e.g., family members), and feel less need for the type of social support that collectivism can supply. Likewise, some people in individualist countries are very attached to their in-groups and will forgo their personal goals for the sake of their group's goals.

Individualism and collectivism are key concepts that can help explain the differing norms concerning complimenting. There are two theories about why the Japanese students in the Barnlund and Araki study gave far fewer compliments. The first one is that individualists, like the Americans, who often change groups, use compliments to join new groups, sometimes as a conversation-starter technique, as a way to "charm" outsiders or as a way to open other avenues of communication. With knowledge of this research, as Yuki's ESL instructors, we were able to help Yuki realize that rather than being insincere, the American who complimented her earrings was taking an initial step toward establishing a possible friendship.

Interestingly, collectivists, such as the Japanese, who tend not to change groups, place a high priority on maintaining harmony and unity within their established in-groups. Giving compliments could disrupt this delicate bal-

ance because they might encourage comparisons. Perhaps collectivists feel that, for the group to maintain harmony, the members should not make judgments about each other. When making even a positive judgment, there is a risk that other members might consider a compliment to be a comparison (Barnlund and Araki, 1985).

In addition to collectivism and individualism, another concept that can



help explain cross-cultural misunderstandings is "attribution." When we make an attribution, we are attempting to explain the behavior of others (and of ourselves). An example, imagine that a Canadian college student named Andy was living in an apartment. In an apartment next to him were four Chinese students, whom he didn't know very well. Two Canadians lived on the other side of his apartment. One evening, he was disturbed by a noisy party. At first, he thought the noise was coming from the four Chinese students. He thought to himself, "Chinese are so rude. They only care about themselves." A few minutes later, he realized the Chinese students were not having the party; it was the Canadians! He then thought, "Those two guys are kind of wild." In Andy's story above, he is exhibiting a fundamental attribution error. Triandis (1994) describes this phenomenon as a tendency to view out

-group members (in Andy's case, the Chinese students) as being more homogeneous than the in-group members (for Andy, the Canadians) because people, in general, have less contact with an out-group. In other words, people tend to over-generalize that members of an out-group all have a similar characteristic or personality. If a member of an out-group carries out some bad behavior, we are apt to assume that it was because all members of that group just have bad traits. In like manner, Andy felt that Chinese students (to him, an out-group) were, in general, inconsiderate. At the same time, we tend to see our in-group members as similar to us but with diverse characteristics. If a member of our in-group does something negative, we are likely to imagine that that individual was bad, but the rest of our group is still good. Similarly, Andy decided that the two individual Canadians were rowdy, but not Canadians in general.

No doubt, international students studying in Hawai'i have confronted situations in which they were confused or frustrated by some of the local norms of behavior. Likewise, ESL instructors may have felt exasperated when their students behaved in ways that didn't seem "normal." A common initial reaction by these students and instructors is to think that these "others" are just being weird, or worse, being rude, self-centered, or uncooperative. By understanding the reasons behind others' norms, perhaps these students and instructors can begin to anticipate the behavior of others, and thus, can circumvent any frustration that might result when caught off-guard by the unexpected. In addition to complimenting and attributions, which were explored above, research studies that have been done in Cross-cultural Psychology can help us understand a wide range of norms, such as the reasons why people from certain cultures seem to stand quietly in a corner during a party but those from other cultures

They're Not Just Being Weird . . . (continued)

actively engage with others; why peer editing of essays can cause resentment among students from different cultures; why someone arriving late for an appointment is admired in one culture but frowned on in another; why hair that has been treated with a permanent wave is acceptable or unacceptable, depending on the culture; and even why a smile can trigger a feeling of pleasure or confusion in an observer (Kehe and Kehe, 2014).

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Real-Time Stock Investing Simulation in the EFL Classroom

By Rich Robbins

Introduction

The May 2016 edition of Hawaii'i TESOL's *The Word* published an English for Business Purposes (EBP) activity I conduct here in Japan for my Business English students at the university level. I outlined two issues of concern: the first being the difficulty of mastering the lexical complexity of Business English, and the second being the cultural issues which may have a debilitating effect on students in a classroom which employs a communicative approach to learning.

In this paper, I would like to address students' thoughts of this real-time stock investing simulation. The purpose of the activity is not only to increase students' fluent usage of specific business vocabulary, but also to heighten their interest in a specific genre of English using real-time data. Trinder (2013) promoted, "the superiority of learning mainly through exposure to input and interaction" (pg. 6). The very nature of this exercise is manifest in the above statement: the acquisition of new lexicon, researching and gathering stock data, and then presenting to and discussing with classmates. Further, it is designed to enhance

their critical thinking abilities through the use of investing parameters introduced by the teacher.

The following analyzes students' perceptions of this activity from the beginning of the semester to the end, and the relevance to their future goals and endeavors.

Activity Overview

This activity is a real-life stock investing simulation, using real-time data. Mackenzie (1999) stated that "students rarely have the opportunity to produce language in conditions under which it is really used. One solution is through simulations in which students use language for a specific, realistic purpose, and produce concrete results" (pg. 113). In brief, throughout the semester, student-pairs gathered data on their five-stock portfolio, and every other week, gave mini-presentations to their peers on stock movements and reasons for those movements. At the end of the semester, the pair with the highest portfolio appreciation received a small prize, and three runner-up pairs received recognition.

To view the activity in detail, please

refer to the May 2016 issue of *The Word* (pg. 1, 2).

Results

A questionnaire was administered twice: once at the beginning of the spring semester and once at the end of the semester. The sample size was 33 students at the beginning, and 30 students at the end. The three-student disparity is due to students who switched out of the class.

The following questionnaire was handed out to students and uses a Likert scale to gauge the results. The bar chart (see Figure 1) corresponds to each question, and a point-by-point commentary for each question follows.



Real-Time Stock . . . (continued)

Questionnaire

1. I am knowledgeable about the workings of the stock market.
Strongly disagree --1--2--3--4--5--6--7-- Strongly agree
2. I have interest in the stock market.
Strongly disagree --1--2--3--4--5--6--7-- Strongly agree
3. I have the vocabulary to talk about stocks.
Strongly disagree --1--2--3--4--5--6--7-- Strongly agree
4. I have the general language skills needed to engage in a discussion about stocks.
Strongly disagree --1--2--3--4--5--6--7-- Strongly agree
5. I have good general Business English skills.
Strongly disagree --1--2--3--4--5--6--7-- Strongly agree
6. This stock market activity is relevant to my future career endeavors.
Strongly disagree --1--2--3--4--5--6--7-- Strongly agree
7. I would recommend this activity to future Business English students.
Strongly disagree --1--2--3--4--5--6--7-- Strongly agree

1. As can be seen from the data, at the beginning students had a low confidence level of their overall knowledge of the workings of the stock market. By the end of the course, this score increased by 94%, from 2.03 to 3.93.
2. Interest in the stock market also increased substantially by 33%. I believe students derived much satisfaction from watching and learning about market movements of companies they are familiar with, such as Starbucks, Amazon, and Coca-Cola.
3. Students' perceptions of their lexical ability dramatically increased by 82%. This is of course due to the nature of the activity. Genre specific vocabulary was introduced weekly, and students were

required to use the vocabulary in their research and bimonthly presentations.

4. Students' confidence in their general language skills increased by 29%. It was especially gratifying as an instructor to watch learners take on the role of teacher when they helped their partners negotiate meaning and usage about particular lexicon or grammar points. When communication breakdown occurred, this student-generated repair got things back on track.
5. Students' perceptions of their general Business English skills were raised by 42% by the end of the semester. This is not surprising, due to the heavy content load required by

the activity. Once students could acquire new Business English vocabulary, and then apply it to their discussions, I believe this helped to internalize their increased linguistic competence.

6. This activity was not meant to change learners' directions towards a future in finance. However, by an increase of 10% it may have pushed several students in that direction.
7. I believe students' expectations and satisfaction levels were met with this activity. They had a relatively high score to begin with, which increased by 4% at the end of the semester.

Conclusion

The data suggests that overall learner expectations and satisfaction have been met with this real-time stock market simulation. Proficiency in the target language was sufficiently increased to enable learners to express their ideas and opinions. I believe the utility and effectiveness of this simulation as a task-based exercise has been clearly shown, and can be utilized in any EFL Business English classroom. This activity will hopefully spark students' interest to continue their studies in Business English, and give them a foothold in the competitive arena of the ever-increasing globalization of world financial markets.

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Real-Time Stock . . . (continued)

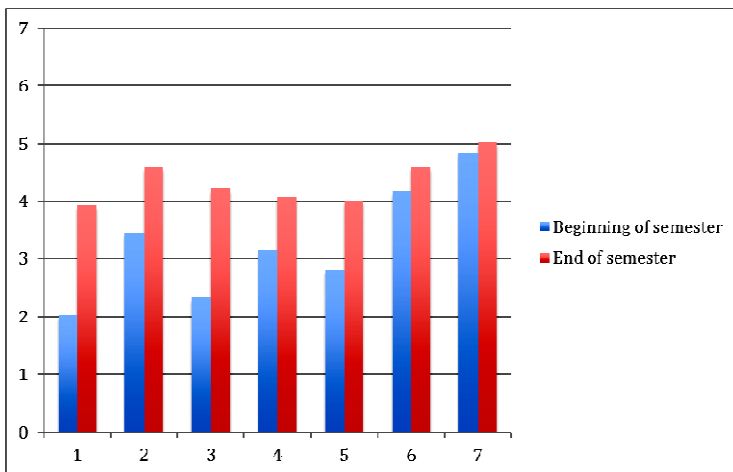


Figure 1: Responses to Questionnaire

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The 'Questions Method': Suggestions for Beginning Teachers in Predominantly Asian Classrooms

By Mark Riccio

You prepared an excellent lesson plan and your enthusiasm was running high. You entered the class, smiled, and presented the material. Crash and burn. Not a single response from your Asian students. Have you had that experience before? This type of experience is common especially when teaching beginner level students in Honolulu. Most of the low-level classes are overwhelmingly Japanese with a smattering of Korean students.

In the beginning I could not read what was going on. Do the students hate me? Was it the book? Here are some tips to help guide beginning teachers. My main concern in this article is to show beginning teachers how to best accommodate cultural differences and to help students acculturate to a communicative way of interacting.

Some cultural tips:

One should understand that in Japanese and Korean culture talking

less is a virtue. Asian students who answer the teacher's questions "too" frequently are often considered rude and selfish. It is considered very impolite for young students to speak English well in front of older students. This may be incomprehensible to Americans who are encouraged from birth to be verbal and to blurt out opinions.

Another Asian virtue is only to talk about subjects that one is well-versed in. Open-ended questions about current events don't excite Asian students like they do American students. It is considered shameful and arrogant to talk recklessly about subjects one is not an expert in. Please shy away from questions such as "What do you think about Obama's Middle East politics?" You will be greeted with silence more often than not.

Asian students need time to prepare their answers before sharing. Therefore, teachers should avoid creating tension and disharmony in the mood of the classroom. Whereas stu-

dents from Europe would be glad to break the silence after you pose a question, Asian students can be very self-conscious about the quality of their answers in spite of the fact that many have an excellent command of English grammar. Expecting immediate answers to your questions without creating a safe atmosphere first is a sure way to get your students to shut down.

For the past few years I have used the 'questions-method' to get students engaged. In a certain sense it is counter-intuitive, since I gain students participation by first leaving them to teach each other. As a teacher you need to let the reins free in order for the students to get comfortable with speaking in public. It is based on the premise of the Berlitz Method that if a student can't use what was taught, the student does not know what was taught. However, students often pass ESL tests without actually being able to speak the language competently.

Deconstructing Content-based . . . (continued)

Method:

Hand out 20 questions based on the text:

No matter what text you are using, Conversation Class (*Top Notch*), Idioms, Grammar (Azar), Reading, or Vocabulary, I recommend handing out a series of questions based on the chapter or section being covered. For example, if you are using *Topnotch 1* provide a handout with 15 to 20 questions drawn from the material covered in the chapter. In other words, avoid teaching by asking everyone questions and using an overhead, unless it is absolutely necessary. *Topnotch 1* is very introductory, so the questions would be on the level of “What is your name? What is his name? What is your teacher’s name? What is your age? What is your email address?”

The teacher must answer the 20 questions first:

The next step is for the teacher to quickly answer all 20 questions so that the students can familiarize themselves with the material. It is important that this step comes first as the students experience some relief getting the answers from you before they work on them by themselves. You don’t need to worry about whether they write the answers down perfectly.

Let the students ask each other and figure out the answers:

Have the students ask each other the 20 questions in pairs. Require the students to answer the questions IN WHOLE SENTENCES and to write their answers down on the sheet. Walk around the class eavesdropping, but don’t be too didactic or intrusive. Asian students are more comfortable checking the answers with each other first. The goal here is to be present as a teacher while the students are asking and answering each other and to correct them *gently* in a noisy class where they do not stand out.

Go over the correct answers for each question:

Once the students have tried and practiced, now ask them for their answers. Some may have written down the ones you gave, others may have tried their own. At this point the students should be more willing to share. Make sure all answers, even to simple



questions, are the long version: “What is your name? My name is Mark. / Is your name Mark? Yes it is. My name is Mark.” This step is essential to making sure your students are really practicing grammatically correct answers and questions. This process can be used even with advanced students.

One student looks, the other answers:

Now require that one student ask the 20 questions without the other student looking at the answers on the handout. This is an important step because students can see if they are making progress or not. Lazy students will feel pressure to keep up with those who own the material.

The teacher asks each student a question.

After the students have asked each other, you can ask the students the 20 questions again and see what they have mastered. I guarantee you will have an easy time getting them to interact with you and answer the questions. When this method is done regularly, after a few weeks students will participate with much more ease and grace.

The ‘questions-method’ can be used whenever you run into a class that does not feel comfortable communicating. I also used this method for advanced students with success. By allowing students to do the work amongst themselves and giving them the freedom to investigate the correct answers, they are encouraged to bring their speaking skills into motion.

As opposed to this ‘questions method’ of instruction are other methods which do not always encourage students to feel comfortable expressing themselves publically. Popular “passive” methods require students to fill in the blanks, to allow students to answer “yes” or “no” to complex questions, or to diagram sentences. These methods are great time-wasters for teachers but unhealthy for students as they do not encourage communicative interaction.

The goal is to get students to speak, to ask and answer in complete sentences. The ‘questions method’ quickly gives Asian students the confidence to participate and even to give in-class presentations. ESL teaching is not simply about setting up models, diagramming sentences, and lessons plans based on the latest linguistic knowledge, it is meant to get students to feel comfortable enough to speak and use the language in a meaningful way.





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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 Sypnieski. (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.






Free Apps for Improving Language Skills (Google Play)

1	Educational Kids ABC Games 	<p>An alphabet application for kids to practice reading, listening, speaking the alphabet and spelling using upper and lower case letters.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Activities include: listening and repeating, tracing and filling in the letter, connect the dots and sequencing, puzzles, quizzes, and an image find using the starting letter. 2. Runs on smartphones and tablets 3. Visually stimulating, with pictures and sounds. 4. Perfect for Kindergarten and 1st graders.
2	Educational Kids 123 Games 	<p>A number application for kids to practice reading, listening, and writing the numbers 1-10.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Activities include: counting the object, practicing simple addition and subtraction, patterns with connecting the dots and number sequencing, and exercises that asks the child to identify the “smallest” and “largest” number on the screen. 2. Runs on smartphones and tablets. 3. With images and sounds it makes the app. easy to use. 4. Best for Kindergarten and 1st graders.
3	Johnny Grammar's Word Challenge 	<p>I agree with the manufactures description and notes of the app. “Beat the clock and answer as many spelling, vocabulary and grammar questions as you can in this 60-second quiz! Johnny Grammar’s Word Challenge is a quiz for English learners to test common vocabulary, spelling and grammar that appears in everyday English.”</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Easy (green), Medium (yellow), Hard (red) levels. 2. Quiz categories: Words, Grammar, and Spelling 3. 10 common topics, e.g., Food & Restaurants, Travel, Small Talk, Hobbies etc., 4. Feedback provided on wrong answers. 5. You don’t need to sign up, you can play as a guest. 6. Best for students grades 5-12, who have a moderate reading level, and for ELL parents.
4	Play and Learn English 	<p>Learn vocabulary, spelling and recognition of words through repetition, quizzes, and memory puzzles.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. 12 free categories to choose from: Adjectives, Animals, Basic Words, Farm Animals, Food, Fruit, Numbers, People, Shapes/Colors, Things, Vegetables, and Verbs. 2. Each category comes with 15-30 images with spoken audio. 3. Over 20 inter-language translations. 4. Flash cards, word quizzes, memory games, and shuffled letter puzzles to practice spelling are available. 5. Best suited for all students in grades 1-3.






Resources for Teachers . . . (continued)

<p>5</p>	<p>Learn English 6,000 Words</p> 	<p>I agree with the manufactures description and notes of the app. “Learn 6,000 words with images to illustrate words, phonetic transcriptions and pronunciation recordings by native speakers.”</p> <p>Manufacture Notes:</p> <ol style="list-style-type: none"> 1. No internet connection is required to use the app. 2. Beginner (1000 words), Intermediate (3000 words) and Advanced (6000 words) levels. 3. Vocabulary covers 15 thematic topics divided into 140 subtopics. Ranges from learning about body parts to space, science, math, etc. 4. The entire vocabulary has been translated into 59 languages. Including: English, Tagalog, Chinese, Japanese, Korean, Spanish, Portuguese, Thai, Vietnamese, German, and more. 5. Links pictures with words, and reviews how to pronounce each word. 6. The "Review Manager" reviews all the words you've learned during each game. 7. Activities reinforce learning through repetition and visual representation with words. 8. You cannot progress till you select the correct answer. 9. Best suited for students grades 4-12 or for students trying to build up on their vocabulary, and for ELL parents.
<p>6</p>	<p>AnkiDroid Flashcards</p> 	<p>Download and/or create your own flashcards to review and practice content.</p> <p>The features listed by the manufacture that I found useful:</p> <ul style="list-style-type: none"> • Supported flashcard contents: text, images, sounds, LaTeX • Spaced repetition • Text-to-speech integration • More than 6000 premade decks • Progress widget • Detailed statistics • Night mode <p>Notes:</p> <ol style="list-style-type: none"> 1. App. is available for Windows, Mac, Linux, and ChromeOS. 2. Download free decks in many languages and topics. 3. Edit and customize the premade decks for your needs. 4. White board option allows you to draw and write on each card. 5. Helps the learner practice and review with ease. 6. Best for students in grades 7-12 with more content specific topics and vocabulary they need to memorize.
<p>7</p>	<p>Learn English by Conversation</p> 	<p>I agree with the manufactures description and notes of the app. Learn English by listening to simple English conversations from BBC Learning English Program.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Can use offline. 2. Beginner, Intermediate, and Advanced levels. 3. Supports English dictionary. 4. Comes with audio, transcript and vocabulary lists. 5. Categories include: News Report, English At Work, 6 Minute English, Drama, and more. 6. English chat option connects and practices speaking English with others around the world. 7. There are vocabulary quizzes and pronunciation practices. 8. Some lessons include video and a highlight on the transcript following the audio. 9. Audio features various speakers of English. 10. Auto update with new lessons available online. 11. Best suited for students in grades 7-12, students must be able to identify words. Also great for the ELL parents who want to practice their listening and comprehension skills with vocabulary word review.





Resources for Teachers . . . (continued)

<p>8</p>	<p>6 Minute English BBC</p> 	<p>Although the app. is targeted towards teaching British English, it's a great app. for students to practice their listening, reading and comprehension skills when listening to current events happening in the news.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Available on iTunes. 2. 6 Categories: 6 Minute English, English At Work, Drama, Words in the News, and The English We Speak. 3. Update-to-date articles and news. 4. Built in dictionary. 5. After each article, there are comprehension questions and a vocabulary review. 6. There's a playback option and you can download each article to listen to later. 7. This app. is best suited for students in grades 7-12 with an intermediate level of English. Also, good for the ELL parents who want to practice their listening skills of native speakers of English.
<p>9</p>	<p>Yokee</p> 	<p>Karaoke app. for anyone wanting to build pronunciation skills by singing.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Record yourself to playback and/or share with friends and family. 2. Enhance your voice with special effects. 3. Variety of songs, genres, and languages for children and adults. 4. You need Wi-Fi or web connection. It's linked to YouTube's library of songs and videos. 5. Great for ELL and their parents who want to practice English through singing. Also, useful for teachers in grades K-2 who want to conduct in class singing activities.
<p>10</p>	<p>Choosito! Safe Search for K-12</p> 	<p>An educational app. that filters through websites by reading level and theme.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Early (1st-3rd grade), Emerging (4th-6th), Fluent (7th-9th), and Advanced (10th-12th) reading levels 2. They also have a website. 3. Newer app., so there are limited articles reviewed under the reading levels. 4. Great for anyone doing research and needing articles at their literacy level. Also, good for grades K-12.
<p>11</p>	<p>Class Dojo</p> 	<p>Helps teachers with classroom management and keeping students on task in an engaging way.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Students can create their own avatar. 2. Accessible on Android tablets and phones, laptops, iPhones, iPads, as well as smart boards. 3. Syncs on devices in real time. 4. Award points based on your list of student expectations and actions. 5. Option of displaying class leaderboard. 6. Teachers can leave daily feedback and notes on the student's behavior. 7. Teachers can send private messages to parents, share class stories with videos and images, do whole class broadcasts, and parents can track how their child behaves in the classroom. 8. Best suited for all students in grades 2-12 to monitor expected behavior.
<p>12</p>	<p>Learn English with Videos</p> 	<p>Learn English by videos with 13 categories to choose from.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. English Skill Categories: Vocabulary, Pronunciation, Speaking, Listening, Reading, Writing, Grammar, and Idioms 2. English Exam Categories: TOEFL, TOEIC, IELTS 3. "Fun English" includes movies and funny British clips. 4. "Other" includes: English in a Minute, American Stories, Voices of America, and VOA Special English. 5. Best suited for students in grades 5-12 who want to build their pronunciation and listening skills or for students who enjoy learning through videos/movies. Also, good for ELL parents who want to build their English comprehension and skills.






Resources for Teachers . . . (continued)

<p>13</p>	<p>13,000 Videos English Learning</p> 	<p>The app. has over 13,000 videos that use captions/subtitles and transcripts on YouTube videos to enhance speaking and reading fluency.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Basic, Intermediate, Advanced levels. 2. 4 Categories: Practice Examination (TOEIC, IELTS, TOEFL), Practice Skills, Learning News, and Fun to Learning English. (And 16 Subtopics.) 3. Video options: take notes, listen, speak, record, and play/replay 4. "Speak," option rates the user's voice. 5. Updated daily with new videos, songs, news, and more. 6. Best suited for students in grades 5-12 or have a moderate reading level, also good practice for ELL parents too.
<p>14</p>	<p>13,000 English Vocabulary Video</p> 	<p>The app. as over 13,000 videos that use captions/subtitles and transcripts on YouTube videos focusing on building vocabulary.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. 3 Categories: Common Vocabulary, For Examination, and Specialized Vocabulary 2. Common Vocabulary: Daily, Basic, Intermediate, Advanced 3. For Examination: TOEIC, IELTS, TOEFL, GRE 4. Specialized Vocabulary: For children and jobs (sports, business, medical, etc.) 5. Video Options: take notes, listen, speak, record, and play/replay 6. "Speak" option rates the user's voice. 7. Updated daily with new videos, news, articles, and more. 8. Best suited for all students in grades K-12 to build vocabulary, also good practice for ELL parents.
<p>15</p>	<p>Learn English by Audiobook</p> 	<p>Allows the user to listen to over 10,000 audio books for free with over 100 categories to choose from.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Topics under: Top Learn English, Top Month, and Trending 2. Read and listen to the audio book at the same. 3. Download available to listen/read offline. 4. Bookmark and start where you left. 5. Day and night modes and font size options. 6. Great for all students (with moderate reading levels) in grades 7-12 to build literacy and listening skills. Also, good for teachers and busy parents.
<p>16</p>	<p>Easy Listening English</p> 	<p>Practice listening skills with simple sentences.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. 3 Levels: 100+ lessons in each. 2. Lessons are spoken slowly or at natural speed. 3. Recorded using native English speakers. 4. Easy to follow text with audio. 5. Useful for students in grades 3-12 to build listening and reading skills. Also good listening practice for ELL parents.
<p>17</p>	<p>Lexathon</p> 	<p>A 9-letter word search game to build your vocabulary.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Jumble the letters to create as many 4-letter words containing the central letter. 2. The more words you find, the more time and points you get. 3. Timed and untimed mode. 4. Shuffle the letters. 5. "Give Up" button allows you to see the words you missed. 6. Double tapping the word lets you to see its definition(s). 7. Great for students in grades 7-12 to discover new vocabulary and for anyone with intermediate level reading skills.



Resources for Teachers . . . (continued)

<p>18</p>	<p>English Listening Practice</p> 	<p>Test your listening and comprehension skills by answering questions from the audio dialogues.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. 5 levels of difficulty. 2. Many topics available: Family, Life Style, Stories, and more. 3. Dialogues display the accents of the speakers. 4. Audio options: shows the dialogue and questions, download for later, and repeat audio. 6. Natural conversations and interviews. 7. Learn to speak in British and American English. 8. Updated frequently with new listening materials. 9. Best suited for ELL students in grades 7-12 with higher decoding skills and for ELL parents who want to build on their listening comprehension.
<p>19</p>	<p>Memory Spell – Spelling Game</p> 	<p>Learn new words and their spelling by testing your memory.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Starts with words from the Oxford dictionary. 2. Additional word tests (K-12, specialized, business, etc.) and options are \$1.50+. 3. Word translation in Afrikaans, Arabic, Chinese, Filipino, French, German, Hebrew, Russian, Spanish, Tamil, and Hindi. 4. Can check word’s definition. 5. Hear the word and get “vocal hints.” 6. Points are awarded by the word’s difficulty. 7. Difficulty increases with each word. 8. When you first see the word, it’ll tell you the amount of time given to remember the word. After you’re ready, the word will disappear and you’ll be asked to type the word within 10 seconds. 9. Great for intermediate learners wanting to train their memory and spelling, using audio cues. Free version is good practice for high school level students.
<p>20</p>	<p>K12 Timed Reading & Comp Lite</p> 	<p>Improves skills to read fluently, quickly, and to build comprehension.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. K-4 Reading levels available. 2. 5 short stories in each level. 3. Kindergarten level only checks fluency. 4. Grade 1 questions have audio support. 5. Grade 1-4 includes 6-9 questions to check comprehension. 6. Fluency timer: Calculates words per minute (WPM) for each reading attempt. 7. Saves scores and provides suggestions for better reading fluency. 8. Shows summary charts and graphs to display comprehension and fluency build. 9. Perfect for teachers and parents who want to assess the child’s reading level. Great for students in grades K-4 to practice reading and build speed.
<p>21</p>	<p>Speed Reading Trainer</p> 	<p>An app. to train your eyes to process text quicker.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Short diagnostic test available. 2. Diagnostic results show how many words were read, time took, and speed. 3. Access to Comprehension Check by downloading the full version. 4. Reading categories include: Science Fiction, General Fiction, Philosophy, History, and Mythology. 5. “Train Your Eyes” activity has increase and decrease scroll speeds of the WPM shown 6. 3 Training Modes: Flash (single words), Burst (short word phrases), and Scroll (rolling text). 7. Highlights key letters or words that should be noticed. 8. Setting Options: Turn ON/OFF highlighting and display tips, and select highlight and text color. 9. Great for all students in grades 9-12 or ELLs in the expanding and bridging stage to build focused reading skills.

Resources for Teachers . . . (continued)

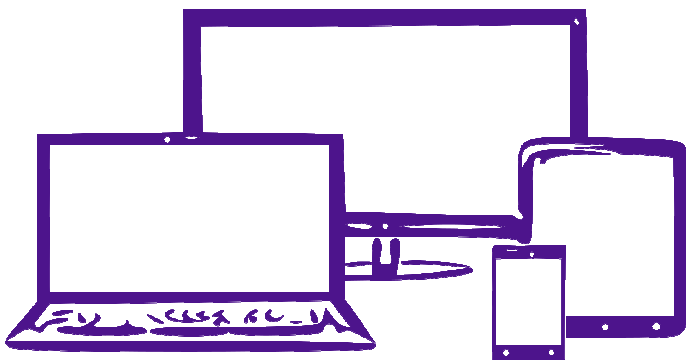
<p>22</p>	<p>Daily English Listening</p> 	<p>Scripted text, audio, and tests to check comprehension and understanding.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Beginner, Intermediate, Advanced levels 2. Has dialogue audio with scripted text. 3. 5-question comprehension check after each audio. 4. Includes definitions and examples for new vocabulary. 5. Download and save the dialogues for later. 6. Uses real life scenarios. 7. Best suited for students in grades 7-12, great for reading, listening, and understanding. Also good for ELL parents needing literacy practice.
<p>23</p>	<p>Speedreading: Improve Reading</p> 	<p>An app. to improve reading speed, retention, and comprehension.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Starts you with the standard course to improve reading speed. 2. Advanced course unlocked after completion of standard course. 3. Additional exercises available for \$2.99. 4. 5 question reading check. 5. Check progress and results on WPM. 6. Exercises include: Speed Reading, Eye Movements, Recognition of Numbers and Words, and Improving Concentration and Perception. 7. Great reading practice for students in grades 7-12, expanding or bridging stage, with intermediate level reading skills.
<p>24</p>	<p>Word of the Day!</p> 	<p>An app. to learn a new word everyday from various online dictionaries.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. New words from the following sources: Merriam-Webster, Yahoo! Education, Dictionary.com, The Free Dictionary, WordSpy, The Learning Network, Latin Word of the Day, and MedTerms. 2. Shows new words shared within the last 24 hours. 3. Updated daily. 4. Each dictionary includes a new word, their definitions, and examples. 5. Great for students in grades 7-12 and for parents wanting to increase their vocabulary.
<p>25</p>	<p>What's the Word: 4 Pics 1 Word</p> 	<p>A fun game to test your word knowledge through the hints of 4 pictures.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Very easy to use. 2. Includes a letterbox to help solve the word. 3. You can't progress until you solve the one you're on. 4. No time limit and you start where you left off. 5. Each time you solve you get coins to purchase "helpers" (remove letters, reveal a letter, one more picture). 6. Engaging fun practice for advanced learners in grades 9-12 or for adults testing their vocabulary knowledge.
<p>26</p>	<p>Learn and Spell English Words</p> 	<p>Beat the bombs by spelling or selecting the corresponding image before the bombs fall.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Easy, Medium, and Hard levels. 2. Categories include: Numbers, Colors, Body Parts, Fruits, Jobs, and Review. 3. Unlock each category as you progress. 4. Includes audio for every word by native English speakers. 5. Play learn mode to learn English vocabulary by matching pictures to the audio. 6. Play arcade mode to test vocabulary spelling. 7. Great for building listening and reading comprehension along with spelling for students in grades 1-4.

Resources for Teachers . . . (continued)

<p>27</p>	<p>Verb Smash – English Grammar</p> 	<p>An fun engaging way to learn verbs and English grammar</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Categories include: Learning Verbs, Present Simple, Past Simple, Present Continuous, Present Perfect, and BIG Challenge (a mixture of all) 2. Practice learning different conjunctions, negatives, regular/irregular verbs, and auxiliary verbs. 3. Can select game speed. 4. Select the correct missing verb before the sentence reaches the bottom. 5. Need 8 correct in a row to complete level. 6. You get coins as you complete each level. 7. Review of sentences after each level. Corrects your mistakes and underlines other words to help explain. 8. The manufacturer only included “relevant verbs,” so some English verbs are not used (Such as, “Have you ever...”). 9. This game is ideal for high school and above level learners focusing on grammar.
<p>28</p>	<p>Match Up Learn English Words</p> 	<p>Learn new vocabulary through a fun memory game.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Play as single or pairs. 2. Available for smartphones and tablets. 3. 3 step matching process: Match Pictures, Match the Picture and its Name, and Review (mixture of all, including just listening to audio). 4. Sound recordings for name cards. 5. Categories include: Animals, Food and Drink, In the House, Clothes, Transport, School and Office, along with reviews. 6. Starting with animals, you must complete each category to progress. 7. Best suited for students in grades 2-4, connects words with images and builds listening and reading comprehension.

This is part two of a two part article. The first half was presented in the last issue of *The Word* which came out in May. Please see the last issue for the preceding list of apps and web sites.

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.



Relevant Writing Activities That Engage Students

By Mary Garceau

It can be hard to find a good writing activity, and it can be even harder to think of one yourself. Good writing activities are those that engage the students, allow students to practice concepts such as organization or grammar, and relate, somehow, to the 'real-world.' It is motivating for the students if the writing assignment is written to an audience other than the teacher. The following are six ideas of writing assignments that can be valuable to the students.

Email a Favorite Author

Objective: Students can write a descriptive letter using formal language

Ask students to share their favorite English book with the class. Then, have students write about why the book is their favorite. Do they like the author's writing style? Was the story exciting? After scaffolding, instruct students on how to write a letter to the author of that book. Students can write about what they like about the book, and any questions they have. Students then must look up the author's contact details and send them their letter.

Send a Postcard

Objective: Students can incorporate adjectives into their writing

Have students each write a postcard that will be attached to a balloon. Students should describe who they are, where they live, and what they do. Instruct students to use lots of adjectives in their descriptions. This postcard could go to anyone! Attach the postcards to a balloon and release it with a blank postcard and a stamp.

Create a Time Capsule

Objective: Students can incorporate noun clauses into their writing

Talk about time capsules, and discuss their importance with the students.

Have students write a letter to put in a class time capsule. They should write about who they are and the things they want to remember, using noun clauses; for example, they could write, "I am a person who . . ." or "The thing that I want to remember is . . .". What is life like now? What do you want to say to people five years from now? Put all of the letters into the time capsule and save it to be opened five years in the future.

Write to Future Family

Objective: Students can write a descriptive letter using informal language

Have students write a letter to their future family. Tell students to write about what life is like now; for example: What is an iPhone? What do you do every day? Why are you learning English? They should use lots of adjectives so that their future family can understand what life is like for them. Students will put their letters in an envelope and save it to give to their future family.

Voice Opinions Publicly

Objective: Students can write a formal argumentative paragraph based on an article they read

Read an article about a hot topic from a school/local newsletter with the class. Ask students to share their opinion about the article: Do they agree or disagree with what is happening, and why? After students give their reasons, have them write a letter to the editor. Instruct students to think about language and writing in the order of importance. Students must submit their letter to the newspaper.

Share a Review

Objective: Students can write a formal review to a wide-audience based on their experiences

Ask students to share their favorite local restaurant with the class. Tell students to write why that restaurant is their favorite; Is just the food good, or is the atmosphere great as well? How good is the service? Instruct students to write a review of the restaurant, and include a personal experience of when they went to the restaurant. Students then must publish their review on a relevant website, such as TripAdvisor, Yelp, OpenTable, or others.

It is important to engage students while allowing them to practice grammatical concepts, and most of all, to relate the assignment to the 'real-world'. When students practice writing for audiences other than the teacher, this makes their writing assignment more real. I hope to inspire a love of writing in my future students as I supply activities that address audiences other than myself, or 'the teacher.'



About the Author: Mary Garceau is a senior in the TESOL major at Brigham Young University – Hawai'i. She is the president of the Student TESOL Society. She completed two internships at Elevate English in Paraguay, and was involved in projects including teaching at the national university, writing a children's English book, and heading an intern recruitment plan. Garceau currently works as the assistant EIL tutor lead in the BYUH Online Learning Department. mareg@go.byuh.edu

HITESOL Goes to Washington

By Carrie B. Mospens

Each year TESOL International Association hosts the TESOL Advocacy & Policy Summit, which provides an opportunity for educators from across the United States to come together in the nation's capital for three days of professional development. This year's event took place from June 19 - 21 and included 75 participants from 30 TESOL affiliates around the country, including HITESOL. The program featured two full days of issue briefings and activities around education legislation and advocacy, followed by a day of visits to Congressional offices on Capitol Hill. In addition to providing an interactive learning experience for participants on the elements of advocacy, the purpose of the Summit was to disseminate information about federal policy issues impacting TESOL educators and English language learners.

To fully benefit from the Summit, participants were encouraged to schedule meetings with their Congressional representatives. Participants were also briefed on key policy issues to address with elected officials in ad-

dition to affiliate-related concerns. Concerns shared by HITESOL concentrated on two distinct issues provided by Hawai'i educators: 1) Support for international recruitment at the tertiary level; and 2) Support for qualified educators at the secondary level.



These concerns were heard by staffers of Representative Takai's office and Representative Gabbard's office, who were supportive and offered local avenues of assistance.

In the end, the 2016 TESOL Advocacy and Policy Summit afforded participants not only an opportunity to become familiar with federal policies and advocacy strategies, but illuminated the process of navigating DC proto-

cols. In turn, with this preparation and guidance, HITESOL has been able to establish a dialog with our state's elected officials, which if nurtured could become a mutually beneficial relationship whereby our state's TESOL educators have the ear of our federal legislators and our elected officials have a "go to" contact for TESOL related matters.

For more information about the Summit or to share your advocacy and policy concerns, please contact Carrie Mospens at <mailto:mospens@hawaii.edu>

About the Author: Carrie B. Mospens is the Hawai'i Island Chapter Representative for HITESOL. She works at Hawai'i Community College as an instructor and ESL Program Coordinator.

Up Coming Events

November: Professional Development Workshop

Date: TBA
Location: TBA

February: Annual Hawai'i TESOL Conference

Date: February 18, 2017
Location: University of Hawai'i, Hilo

March: TESOL International Convention & English Language Expo: Engage, Enrich, Empower

Date: March 21-24
Location: Seattle, Washington

May: Language Experience: (Target Language TBA)

Date: TBA
Location: TBA



Message From the President of Hawai'i TESOL

Aloha and welcome to a new academic year of networking and professional development with Hawai'i TESOL!

We are fortunate to have a full Executive Board this season, consisting of both experienced and new members. A new position, Graduate Student Representative, was recently filled by Jay Tanaka, and we are happy to have a dedicated representative to help us meet the needs of this group of members. And thanks to the work of our recently appointed Social Media Chair, Seth Robins, we now have an active Facebook and LinkedIn presence. Be sure to check us out on these channels!

This season, we will also have our usual array of professional development and networking events. Our September Social will be held on September 15 this year, at the Hawai'i English Language Program (HELP) facilities, followed by our Practical Workshop later in fall. We are excited to be bringing our Annual Conference to the Big Island in February 2017. Watch your email for the call for participation and other details. As usual, we will wrap up the season with our always-popular Language Experience in May 2017. We hope you will be able to join us for these fun-filled events.

The Executive Board will be undertaking a number of initiatives this season. One is a restructuring of our member-

ship fees, with the goal of simplifying both them and the related conference registration fees. Perhaps the most important of our initiatives is an update of the Hawai'i TESOL Constitution and Bylaws, again with the goal of simplification. If all goes according to plan, we will be asking you to vote on the new Constitution and Bylaws at our Annual Conference in spring. Stay tuned for more information as we work through this process.

Finally, we encourage you to let us know how we are doing and how we can improve. We especially encourage Department of Education members to let us know how we might better serve your professional development and networking needs. Feel free to contact me or any of the Executive Board members with your thoughts and ideas.

These are exciting times at Hawai'i TESOL. With your help, we hope to continue to grow the organization and to serve your professional development and networking needs. Thank you for your continued support of and interest in Hawai'i TESOL.

Sincerely,
Anthony Silva
President, Hawai'i TESOL

Hawai'i TESOL Officers

Elected Positions

President	Tony Silva	silvaa@hawaii.edu
Vice President	Kimberly Russell	kimberlyrussell1601@gmail.com
Membership Secretary	Julie Mowrer	jmowrer@hawaii.edu
Treasurer	Mark Wolfersberger	maw44@byuh.edu
Program Committee	Priscilla Faucette	faucette@hawaii.edu
Socio-Political Action Chair	Shawn Ford	sford@hawaii.edu
The Word Newsletter Editor	Lisa Kawai	lkawai@hpu.edu
Members at Large	Stephen Peridore Samantha Hume	stephen.peridore@csn.edu sjhume@hawaii.edu
Big Island Chapter Representative	Carrie Mospens	mospens@hawaii.edu

Board Appointed Positions

Conference Chair	Kimberly Russell	kimberlyrussell1601@gmail.com
Hawai'i TESOL / Ukraine Liaisons	Jean Kirschenmann Sally La Luzerne-Oi	jkirschenmann@hpu.edu slaluzerneoi@gmail.com
Social Media Chair	Seth Robins	robins@byuh.edu
Graduate Student Representative	Jay Tanaka	jaymt@hawaii.edu
Web Master	Perry Christensen	perry.christensen@byuh.edu

*Keep up to date with HITESOL online at
hawaiitesol.wildapricot.org*

