THE WORD

Contents:

Does It Matter Where a Student Sits in Class?

By John Pryce

In the final week of the 2016 fall semester, while collecting data in class for a study I was researching critical thinking and its impact on student cognitive load, I observed something unexpected and unrelated to the task at hand. The volume of data produced, per student, seemed to decrease quite dramatically from the front row to the back row of the classroom. For these particular students this was quite unusual, as this was an intensive English studies program and all students were of a high level of competence in English. I happened to be collecting the data over two different classes, so I was keen to observe the second class to see what would happen. Astonishingly, the same situation occurred again. Now, most educators will generally agree that students who sit in the front tend to be the keenest as opposed to those who choose to sit in the back. This usually correlates strongly with the amount of effort put into class work and ultimately the final grade achieved by those students, certainly true in my experience. This statement is of course a general-ism and not an absolute, but it is a commonly and strongly held one amongst educators. So, why was the lack of data collected astonishing to me, a seasoned teacher of 13 years?

The Data Collection

The students who were Japanese and in their second year of university came to class unaware that I would be collecting data for a study. My classes are student-centered with groups of four students that were randomly selected and rotated on a thrice weekly basis. Therefore, the groups are entirely made up of students with different levels of ability. I explained to the students what we were going to do and asked them to separate their desks into the traditional rows you would expect to see in a lecture type lesson. The students' desks were then positioned randomly in the class depending on how they extricated themselves from their group. This is important to the observation, as the students did not enter the class and choose their own seat. The students were then told that they would be able to study three pictures for three minutes prior to being shown six questions. They were then instructed to provide a written answer for each question and also record the time taken to complete the answer.

The Questions

The questions were designed, using Anderson and Krathwhol's (2001) revision of Bloom's (1956) Taxonomy of Educational Objectives. This was to intentionally take the students through a series of cognitive processes, from the lowest-order of thinking through to the highest-order of thinking. High-order thinking is more commonly referred to as critical thinking in which the students had just experienced explicit instruction for a 15 week semester. Anderson and Krathwhol's (2001) revised taxonomy is represented by the following cognitive domains:

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

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Question-stems based upon 1, 2 and 3 above elicit cognitive processes referred to as lower-order thinking. Subsequently, 4, 5 and 6 are known as higher-order or critical thinking processes. As the student progresses from levels 1 through 6, the cognitive load or required brain power demanded should increase (although not always linearly perfect), and this should manifest as taking a longer time period to answer the question fully. It is obvious that 'remembering' versus 'creating' type questions are less demanding. All of the students successfully completed the task and were then asked to graph the time taken to answer each question.

Graphing the questions

The line graph shows the results for two different students. The student 2 line graph is from a student sitting at the back of class, and the student 1 line graph is from a student sitting at the front. Student 1's graph is what I had expected to observe with an expected few outliers in the sample. However, Student 2 demonstrates no significant difference in cognitive demand between remembering something and creating something. Student 2 was not an isolated example as the back two rows of both classes reproduced, more or less, the same low effort.
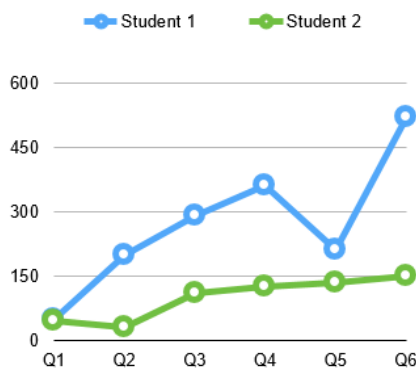
The astonishing thing was that most of the students in both classes at the back were the strongest or at least one of the stronger students who regularly produce quality work, displaying impressive critical thinking skills consistently, albeit not on that particular day.

Reasons as to why?

This observation was an interesting aside to the original research at hand. However, as it was the last class of the fall semester, I could not investigate in detail as to why this occurred with my students. Nevertheless, post-class I made some suppositions referenced below:
1. The students were told it was neither a test nor a race, so became over-relaxed during the process.
2. The classes were the last two periods of the day and they were tired.
3. They were stressed from taking end of semester tests and submitting assignments.
4. They could not be bothered on that day for a variety of reasons.

None of the above are really satisfactory reasons, as it still remains that 80% of the class, predominantly the middle and front of the class, performed as expected and produced graphs illustrating their critical thinking ability. However, it did make me think that I may be missing a trick in monitoring, more closely, the volume of work produced by individual students within groups; as at least three groups are situated towards the back half of the class. Therefore, next semester, one new measure I am going to implement is a system whereby each week two members from each group rotate clockwise to the next group. Eventually, each and every student will spend time in the front row of the groups situated towards the front of the class.

Conclusion

In this particular instance, the reasons for the students' lack of critical thinking will remain a mystery, but it did pique my interest into researching, in more detail, the question, 'Does it matter where a student sits in class?' and devising a further study for the 2017 spring semester to explore this more. To wrap up, let me offer some additional reasons, apart from the obvious ones, on why students may choose to seat themselves at the front or back of class. Many of these I had not considered myself until I started to research the topic a little further:

The back of the class:
- Students like to observe the full class to get an introspective perspective and watch other students take the lead.
- Students are nervous sitting in the middle of large groups or having people behind them.
- Students are introverted and want to avoid being called upon by the teacher.
- Students who have a form of Post Traumatic Stress Disorder (PTSD) for a variety of reasons.

The front of the class:
- Students who are hearing impaired.
- Students who are visually impaired.
- Students who have various levels of Attention Deficit Disorder (ADD)
- Students who are likely to fall asleep without the pressure of being up front.

It is interesting in that trying to find a reason for a technical glitch in data collection, I stumbled across an area that I was possibly unconsciously overlooking in my classroom. In closing, I would like to ask you, the reader, to consider a different question to the title of this paper, and that would be, 'Why do I think this student chose

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that seat?' or, a better question, if appropriate, might be to ask the student directly, 'Why did you choose that seat?' Their response might surprise you.

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

A Graduate Student's Reflection:
Applying Theory to Grammar Instruction
By Ethan M. Lynn

I was given the opportunity to teach a beginning level ESL class to adult immigrants in my community while I was an undergraduate and graduate student. Essentially, I was handed a book and told to teach English even though I had no experience. Although I was given minimal training and guidance, this opportunity was both an exciting and anxious time for me. Over a year later, I was assigned to teach a low level grammar class at my university's intensive English program. In conjunction with teaching these two classes, I was enrolled in TESOL classes as a student at my university, which served as a great opportunity not just to learn about theory but to apply it directly on a regular basis.

Ideas
While I was teaching my classes and taking university TESOL classes, four major ideas began to solidify for me during this wonderful time.

First, a communicative language classroom is ideal for optimal language acquisition. Duff (2014) explained this concept best: "communicative language teaching (CLT) is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others" (p.15). I didn't want my class just to be about filling in answers in the book; I wanted my class to be interactive, engaging, and dynamic.

Second, communicative language teaching is specifically needed for grammar instruction. According to Larsen-Freeman (2014), "students have to experience lessons in which grammar is used in meaningful and psychologically authentic ways" (p. 257). I wondered how to apply this principle because the textbook we were using featured fill-in-the-blank type exercises with little interaction. I knew I had to extend textbook instruction, but, as a novice teacher, I was unsure how

to do this.

Third, information gap activities foster communicative language use because they create an authentic need to communicate (Bohlke, 2014). I experimented with these types of activities, and I found them to be both easy-to-create and engaging for students. At this point, I felt like I was gaining momentum and making progress.

That's when I found the fourth idea which combined both theory and application: fluency circles (Bohlke, 2014). In fluency circles, students form two circles—an inner circle and an outer circle. A student from the inner circle is matched with a student from the outer circle. Within these partnerships, students practice a particular language structure. After a designated time, the students in the outer circle rotate while the students in the inner circle do not. Thus, with each rotation, a new

A Graduate Student's Reflection . . . (continued)

partnership is formed and the activity can be repeated. It is hoped that with each partner change and subsequent iteration, students' fluency develops for that given structure.
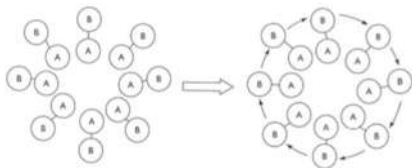
This is a diagram used by Bohlke (2014) to show how fluency circles function.

Application: Conversation Lines

With all of these concepts fresh in my mind, I developed a method to blend them together with the hopes of making my grammar classroom more communicative and authentic. In order to properly illustrate, a real-life scenario will be explained. This particular scenario features students who were at a novice high to intermediate low level of proficiency. The class used the Betty Azar Basic English Grammar book. The particular target structure was the modal "should". The students had been exposed to the form, meaning, and use with ample opportunities to practice in a controlled setting. After sufficient controlled practice, the students were ready to engage in what I call "conversation lines."
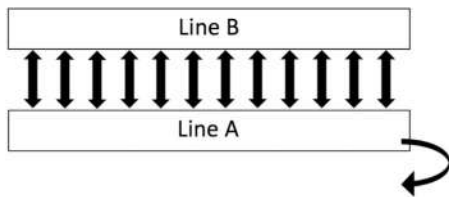
Step 1: Students are assembled in two parallel lines wherein the two opposite lines face one another. Thus, one student from Line A faces a student from Line B, which forms a partnership.

Step 2: Students in Line A are each given a piece of paper with a different situation which requires some sort of advice, and a sheet to write down that advice. Students in line B are given nothing at this point.

Step 3: Students in line A present their issue to those in line B. Next, those in line B give 3 pieces of advice using the target structure "should". Upon receiving advice, those in line A then write down the advice.

Step 4: After an allotted amount of time, students in line A move one person to the right while those in line B remain stationary. The person at the far right side of Line A loops around to the far left side of line A.

Step 5: Steps 3 and 4 are repeated several times.

Step 6: Lines A and B switch roles and steps 3 and 4 are repeated several times.

Step 7: Once both groups have had a chance to be in both roles, students then review the advice they received in partnerships or small groups. They can discuss and evaluate the advice they received, and give feedback on their peers' advice.

Extra: It is fun to assign one person as the bad advice giver. This creates humor and allows students to collaborate in order to determine the bad advice giver.

Conclusion

Depending on the given context, the activity can be modified to meet specific needs. For example, in a class with non-literate students, the writing element could be eliminated. Also, as part of a review activity, the written element could be eliminated. I believe the underlying principle is to allow students to produce language in authentic and meaningful ways with opportunities for large amounts of input and output.

It is important to note that all of the ideas I came across were found in the textbook used in my introductory graduate class. I did not have much experience or access to many journals and books. Rather, I used what I had. I encourage both students and professionals to engage in the literature, even if minimally, in order to enhance their classroom instruction. In essence, if I can do it, so can you.

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About the Author: Ethan M. Lynn recently graduated in August of 2016 with an MA in TESOL from Brigham Young University. As a visiting faculty member, he currently works as the reading skill area supervisor at BYU's English Language Center. His interests include communicative teaching, ESL reading, and reading fluency. He can be contacted at <ethan_lynn@byu.edu>.

A Graduate Student's Reflection . . . (continued)

I have a lot to do. I am having trouble organizing my time.	My car is out of gas.
I want to win the excellent student award this semester.	I just got a really bad haircut. I feel embarrassed.
My friend invited me to the Grand Canyon but he wants to leave before the final exam.	I am at a friend's house for dinner but I don't like the food.

Advisor	Advice

Situations requiring advice

Sheet used to write down advice given

Genre Based Approach to Writing Through Regional Food

By Richard Miller

While teaching EFL/ESL writing can be done in a variety of ways, one project based approach to teaching writing is through the use of a variety of forms of writing within the same project: genre based approach, which is a relatively new concept in ESL/EFL (Cotsworth & Cornelius, 2015). An easy and effective way of getting students to use a variety of forms of writing in different genres (combined with speaking) is to have the students study and present on the food of a regional area and explain that region through the local culinary delights found there. This can be done individually or in groups (with the latter having the benefit of communicative learning). The students first present to the class, and then in written form all the while incorporating writing throughout the project. While this can be done in a variety of contexts, it can be highly effective to utilize the ESL students' knowledge of their home countries (such as Japan, which will be the example used here). The students will go through different forms of writing to explain what they plan to do, the region that they plan to present, and a favorite regional dish.

The project first involves a proposal letter, a recipe, a report, peer review notes and a comparative essay that are all written, thus enabling students to use a variety of different forms of writing. Also included are photos and/or drawings that introduce the subject with the illustrations being used to assist in explaining how to cook it during the presentation. As the main project is a recipe and an explanation of it that the students collaborate on, everything begins with a project proposal letter to the teacher that includes an introduction to the region and the food along with a brief history of the food. As letters involve paragraph writing, it should have an introduction, the main body, a conclusion, and a salutation along with addresses and required student signatures of all members of the group.

In addition to the writing, the students must give a short presentation on the food they are researching (including a brief explanation of the region where it comes from) and the recipe. Ideally, students will bring in photos and even the real food, if the classroom environment allows for it, but colored drawings on a poster can be very effective. As the presentations are being made, the students in the audience are asked to fill out peer-review rubrics about the other presenters. This gives them an opportunity to critique each other and to add an informal note with comments to the presenting groups. This exercise focuses students not only on the other groups, but also on how the grading is done within the class for speaking. It is pointed out to the students that within the grading rubric and in feedback first-person narratives are acceptable.

Genre Based Approach . . . (continued)

(Continued from page 5)

Using peer feedback is also an effective way to keep the audience paying attention and to prepare the students for the final compare and contrast essay.

After the students have given their own presentations, they are required to write up the report and submit the written form of their food research. As it is a written essay or report, it should be formal and academic in nature. The final exam, or final report, is a further opportunity to ask students about the differences between the foods that they had learned about in a comparative essay form where they compare and contrast two of the foods that they had learned about from their classmates.

As an example, Japanese students researched then reported on a regional food called *takoyaki* and went through all of the steps listed. The students were able to explain not only how to make the food that is so popular in Western Japan, but also explain a lot about the region where it came from.

There are variations on how to do this and depending on the class objectives, there could be more emphasis on the formal/informal aspects of the writing. The exercise can also be adjusted to have the students learn then teach different regional foods of America. One benefit of using food and recipes is that there is common ground within the entire class community and potentially a genuine interest in learning from as well as teaching each other. (Often the educator is also learning as different things are introduced). While posters are quite useful, there is the possibility of using computers with PowerPoint, for example. Where appropriate, consider showing a travel-food or cooking show (YouTube has a number of them available) in English as it helps to build schema and get all of the students to understand the process (Cotsworth & Cornelius, 2015).

While the exercise is at first glance quite simple and fun, which allows for certain motivational aspects to be

utilized (Ur, 1991), it allows the students to understand and see how genre writing changes within one particular task: letter writing, recipe (explanatory, technical) writing, informal writing (with notes to each other on their presentations), and standard and comparative essay writing. So, this and reflective practice are effective in reinforcing differences in the ways that English writing is composed. Keep in mind that when teaching ESL/EFL writing, genre writing is often ignored as a pedagogical tool (Yang, 2016), yet it can be powerful and interesting, regardless of whether the students are exploring regional differences in America or introducing something from their own country.

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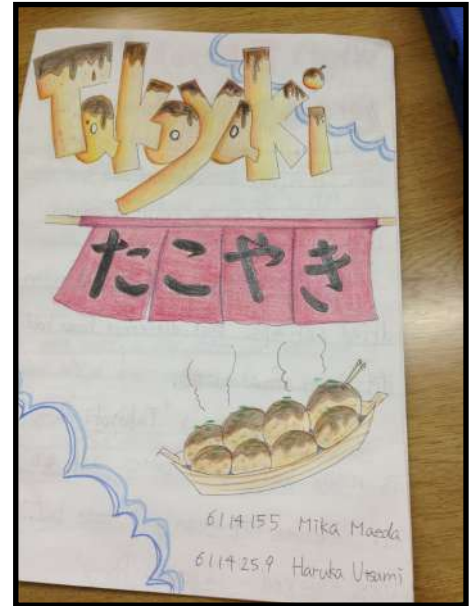
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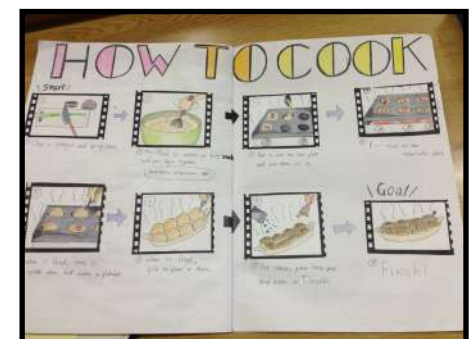
Reading, The Virtual Immersion: A Foreign Language Book Club
# By Denis Gueret

I am not a native speaker and never received any formal training for teaching, but through the wonderful and sometimes scary, unplanned serendipitous turns life makes, I became bilingual and a score of years minus four later, a teacher of English as a Foreign or Second Language in France.

The most rewarding learning activity which helped me become rapidly fluent with a large palette of vocabulary, structures, and idiomatic expressions was reading. I have never forgotten how the thrills of achievement made me feel when reading those very first books written in a language I knew so little of. I will give here a quick summary of my personal experience and how I translated it into a class activity.

Forty years ago I arrived in Kauai to work for a French resort company, Club Med, which then had a property in Hanalei. I spoke very little English, I had basic skills but no fluency. I translated from French what I wanted to say, and back what I heard. Obliged to speak English 24/7, I was eventually making good progress, but it was shallow due to the fact I always interacted with the same people in the same context.

Then one day I came across an issue of the Marvel's comics version of H. G. Wells' *The Time Machine*. The drawings were as expected but not the dialog which was written in a more formal style. I understood everything and felt encouraged to read whatever I could find.

I read and read and read, every time surprised at what I was able to decipher, recreate and apply in my everyday exchanges and conversations. I read a lot of insipid paperbacks with the unavoidable banner across the cover claiming this forgettable text would soon become a major motion picture (fortunately they did not) but also discovered the world
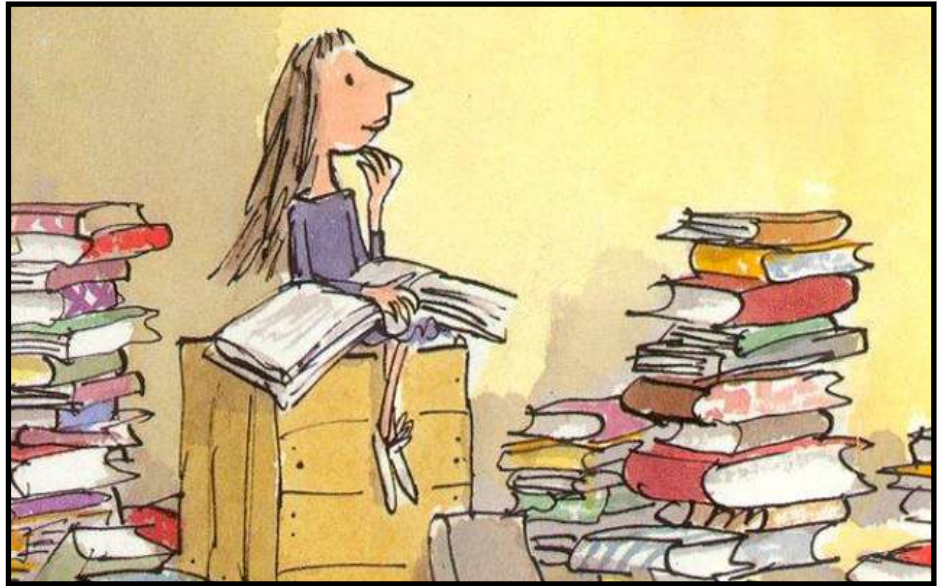
of J. R. R. Tolkien (no better place than Kauai for reading *The Hobbit* or *The Lord of the Rings*) and *The Canterbury Tales* (Auld English is not so difficult for a Frenchman actually). All these, the good and the bad, were very helpful.

Back in France many years later I had a career as a teacher of English for adults and as a translator. This was also the result of a succession of *carpe diem* events. As a teacher of English as a Foreign Language, I had a great advantage over teachers who were native speakers: I had gone through the learning process myself, and I could relate to my students' struggles. I also remembered how reading had helped me.

One big problem when teaching any foreign language is not being in the country where the language is spoken. Institutions in the language teaching business are well aware of that. As a result there is a large offer of English immersion seminars locally or abroad. However, these remain temporary fixes with ephemeral gains if not attended often and regularly or followed by long stays in an English speaking locale. Reading is a way to create some virtual immersion, for a few hours and at a

low cost, provided some important rules are followed.

Setting up a reading club will work well with mini groups, not so with individuals who will see it as homework and will always find a reason not to do it. Here, group dynamics tends to promote individual commitment. The target levels are upper-intermediate to advanced. Lower levels such as low intermediate to intermediate can be considered, but the method and objectives will be very different unless this is done during a stay or residence in the country of the language being studied.

The reading assignments must be for books only, not magazine articles nor short stories. The idea is to have the student deal with one plot or context over a large number of pages. This will more or less guarantee the slow development of the story and give plenty of opportunities for the reader to assimilate plot and language elements, by cross referencing intuitively and contextually, getting those "ah ha!" moments.

Length is important for several reasons: writers tend to repeat

Reading, The Virtual Immersion . . . (continued)

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themselves using "pet" expressions, words or figures of style. This is helpful. A long text will give plenty of opportunities for first understanding global or rough meanings then opening doors to more detailed understandings. As the reader progresses, context requirements become shorter and shorter. What is at work here is visual memory, still sharp in the adult brain.

Not just any books either. Students will be asked to choose a book that they really want to read, best to avoid anthology, science fiction, fantasy and essays. The best candidates are stories about contemporary subjects; the familiarity of the plot environment is very helpful.

Then students will read at their own pace without the help of the dictionary (this is very important), relying strictly on their intuition. The beginning will be difficult, but students should often be reminded not to get discouraged, to trust their wits and visual memory (puzzling phrases will be memorized visually with the correct spelling, ready to be re-used, meanings will be understood as intended not by out of context translations). Ask the students to underline or make a note of the words whose meaning they cannot guess.

Then when the mini group meets, each student will give a verbal summary of what they have read and understood, a few pages or a chapter at a time (opportunities for the teacher to gently help with oral delivery).

The underlying strength of the exercise is about tense translation for narrative. They will be able to ask about what they did not understand, although they will not get a translation but an explanation. Exchanges between students will be encouraged, if one of them can help with another's question, it will be for the best. Sharing each other stories with a " to be continued" effect until next time will foster interest for all the participants including the teacher.

It is essential to explain the whole process as done above, so the students understand the principles of this exercise and are not tempted to circumvent the rules as no gain will be achieved. Some of course will try to "cheat" by using a dictionary for translation, for instance. It is very important to explain why a dictionary won't work: out of context definitions, resulting in no memorization. It brings more confusion since it is too difficult to sort out the relevant information from all the options proposed. As a result, the student spends more time in the dictionary looking for more clues. In the end, the story's big picture is lost along with what made it attractive in the first place. It is better to recommend the use of thesaurus.

Even though it will have been explained only "normal" books are accepted- for example the kind anyone would buy at the airport to pass the time on a trip- some will show up with pedagogic material: abridged versions, or with translation on every other page, or with annotations or even literature specifically written for a class level. This is not acceptable; these students did not understand the objective, or they believe this is too difficult to attempt. In this case, the parallel between this experience and that of finding oneself surviving by one's wits in an alien land must be redrawn. After all, this is what language learning is for.

Because it will be up to the students to read between classes, there will not be any guarantee they will play by the rules, some will not, but everybody will enjoy this book club class. For the teacher, more of a coach in this situation, there will be plenty of opportunities for teaching moments, and also rewards in the form of students becoming confident enough not to hesitate opening a book in English and reading for pleasure.

Preliminary Study for Textbook Revision

By Minako Inoue

Introduction

Despite the Japanese government's emphasis on the importance of English communication skills in globalized society, many universities are concerned about the declining level of English proficiency among students. For the last ten years, English instruction at our university has followed the principles of Content Based Instruction (CBI) and English for Specific Purpose (ESP), in an effort to improve students' practical English skills. In consideration of this principle, the university has developed new English textbooks for the first year and second year students.

Problem Statement

Although various ESP textbooks are available in the fields of Business, Law, and Medicine, there are very few within the field of Rehabilitation. Our textbooks are created in order to help students build basic communication skills, improve other language skills needed in the field, and broaden their knowledge of terms, phrases, and expressions in the fields of basic Medicine and Rehabilitation. The textbooks are divided into two parts: Part I is titled "English for Rehabilitation, Care and Support", and is targeted at all first year students grouped by their placement test scores; Part II is a major-specific textbook with three versions for Physical Therapy (PT), Occupational Therapy (OT), and Welfare and Psychology (WP) majors. Students receive instruction according to their major in groups of mixed proficiency levels. Although revision of Part II takes place every year, a detailed needs analysis has never been conducted.

Significance of the Study

Over the course of the last ten years, a significant decline in placement test scores has been observed. Therefore, it seems necessary to perform up-to-date needs analysis. Reviewing the proficiency levels and characteristics of the students in each department can serve as an effective guide for determining sound objectives and appropriate materials for textbook revisions.

Purpose of the Study

The following two purposes have been established:
1. To determine the relationship between the placement test and the final test scores.
2. To identify and compare characteristics of students with different majors.

Research Design

To achieve the above two purposes, the following data collection and analysis methods are proposed. For the first purpose, the results of the placement test and final examinations (from the 2016 Fall and Spring semesters) are analyzed by way of a correlational approach. For the second purpose, placement test results are analyzed for their numerical presentation, distribution, and frequency in order to compare students taking different majors.

Target Population

All first year students who took the placement test, including 111 PT major,

Table 1 Correlation Between Two Final Scores and Placement Test Score

		F1	F2	Placement
Spring Final (F1)	Pearson correlation	1	.716**	.519**
	Sig. (2 tails)		.000	.000
	N	67	64	67
Fall final (F2)	Pearson correlation	.716**	1	.632**
	Sig. (2 tails)	.000		.000
	N	64	64	64
Placement	Pearson correlation	.519**	.632**	1
	Sig. (2 tails)	.000	.000	
	N	67	64	67
**. P < .001				

Preliminary Study . . . (continued)

69 OT major and 32 WP major students, form the target population for this study. For the final scores data, 75 students who were enrolled in my classes, including 17 OT majors, 43 PT majors and 15 WP majors, form the target group.

Results of the study

1. A correlational analysis was performed to determine the relationship between two final scores and the original placement test score. The results are indicated in Table 1 (see page 9). As evidenced in Table 1, a strong correlation (= .716 P < .001) was found between the two final scores and a moderate to strong correlation (Spring = .519 Fall =.632 P < .001) was found between the final scores and the placement test scores.

2. A comparison of placement test scores from three majors is indicated in Table 2, below, and Graph 1 shows a box plot of Table 2 (Full score = 35) (see page 10).

For a more detailed analysis, Quartile Group 4 and 1 of the H-spread among the total population were examined. Table 3 (see page 10) shows the number of students in these quartiles and the bracketed percentage indicates the ratio of students in each major.

The following characteristics are revealed by the data in Table 3 (see page 10).

OT majors demonstrate:
1. Upper whisker of 10 and a lower whisker of 8.
2. The lowest mean scores of 17.5.
3. A median result of 16 and mean of 17.
4. An upper hinge (7) that is longer than the lower hinge (3).
5. 36.2% of the group in Quartile 1.

Table 2 Placement test results

	OT	WP	PT	Total
N	69	32	111	212
Maximum	33	32	34	34
3rd quartile	23	22	26	25
Median	16	18	22	19
Mean	17.5	17.7	21.4	19.6
1st quartile	13	12	17	15
Minimum	5	5	8	5
SD	6.23	6.74	6.16	6.52

Graph 1 Box Plot of Table 2
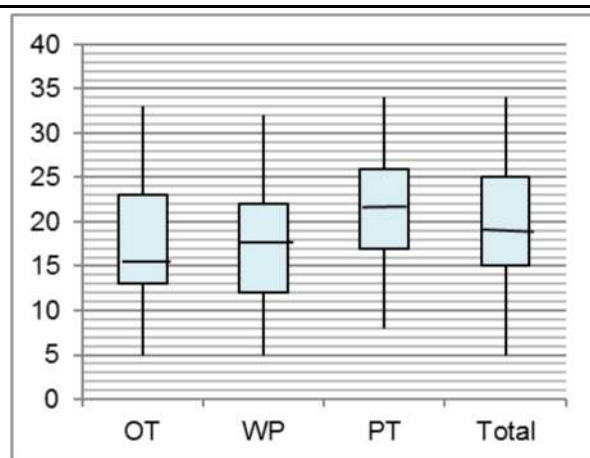
Table 3 Summary of H-spread, Quartile Group 4 and Quartile group1

	N	quartile group 4	quartile group 1	H-spread
O	69	14 (20.3%)	25 (36.2 %)	43 %
P	111	35 (31.5%)	18 (16.2%)	52.3%
W	32	4 (12.5%)	10 (31.5%)	56.0%

Preliminary Study . . . (continued)

WP majors demonstrate:
1. Upper whisker of 10 and lower whisker of 7.
2. The highest standard deviation (SD) at 6.74.
3. A median result of 18 and mean of 17.7.
4. An upper hinge (4) that is shorter than the lower hinge (6).
5. 56.0% of the group within the H-spread of the total population.

PT majors demonstrate:
1. Upper whisker of 8 and a lower whisker of 9.
2. The shortest H-Spread (9).
3. The highest means (21.4) among the three majors.
4. The lowest standard deviation (=6.16),
5. A median result of 17 and mean of 21.4
6. An upper hinge (4) that is slightly shorter than the lower hinge (5).
7. 31.5% of the group in to Quartile 4 and 16.2% in Quartile 1.

Discussion and Implication

The examination of the placement test scores and final scores reveals a moderate to strong correlation between these tests. Such results support the use of placement scores to determine students' proficiency levels in different majors and possibly to identify the characteristics of each major.

PT major students obtain a higher average score with a relatively low standard deviation, compared to students taking OT and WP majors. The H-spread of PT indicates a shorter upper hinge, which means that higher concentrations can be seen in the upper level. Moreover, 35% are in the quartile group 4. On the other hand, OT and WP majors present similar box plots with similar mean scores. However, the median score shows differences (OT =16, WP= 18). OT's 2nd quartile is much shorter than 3rd quartile while WP indicates a longer 2nd quartile than 3rd quartile. Moreover, 20.3% OT students belong to the quartile group 4. Such result shows that the OT population lean more to the lower scores. Overall, 56 % of WP students are within an average range but fewer belong to the quartile group 4.

A comprehensive view of the above results reveals the distinctive characteristics of each major. PT students' proficiency levels are higher with more individuals attaining above-average results. OT has the lowest proficiency levels with more individuals achieving below-average results. The majority of WP students' scores are concentrated within the average range.

The revision of the next textbook should take these results into consideration. For example, PT textbooks may include more challenging materials while OT textbooks need more supportive materials. The scaffolding of each major should be examined so that higher levels of understanding and motivation can be encouraged.

Limitation of the Study and Scope for Further Studies

Although this is the preliminary study for the revision, the results raised some questions about how to effectively promote maximum learning for all students in a mixed proficiency level group.

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Taking Action for English Learners

By Gordon Carlson

The TESOL community has always been a strong advocate for English Language Learners (ELLs), but the term "advocacy" holds multiple definitions among a wide spectrum of teachers and educators. The very essence and core of advocacy, however, lies in taking action for change on behalf of our learners. Such action has no universal approach, but it means acquiring knowledge of the needs. The result is preparedness that creates an environment conducive to practical learning which in turn increases purpose and motivation.

For teachers, effective ELL advocacy begins with continuous professional development which adapts to the learning needs of our students. Since the trajectories within TESOL are not parallel in each learning domain, we must keep pace with by attending conferences, symposiums, forums, classes and workshops to update our knowledge. Above all, we continually learn from our students by learning how they learn. Only then can we fully reflect on our teaching practice and make necessary modifications and improvement.

One of the biggest detriments to a student's success is low esteem, and

specific needs of ELLs, as well as, their social and family backgrounds, therefore, knowing what appropriate actions to take on their behalf (Fenner, 2012). Action starts with gaining understanding of a range of key issues, such as national, prefectural, and institutional policies, as well as, social and individual issues as long as personal privacy is not infringed. Most importantly, knowing the unique standpoints of our learners creates a base for making appropriate pedagogical changes to meet their evolving social settings and academic requirements. At the same time, we must maintain an understanding of history, research, and current practices without disregarding dated methods as too limited or obsolete. As professionals, we are mindful that the past comes full circle and that TESOL as a community always borrows, appropriates, modifies, and renews its methods (Canagaraja, 2015). Informed teachers do research, present, and publish findings. We follow our colleagues and counterparts teachers must create a safe environment in which anxiety is reduced to a minimum. Accordingly, we can advocate for our students by creating an inclusive classroom environment where students have a part in constructing their own knowledge. Moreover, encouraging independent study and peer interaction gives emphasis on problem-solving, critical thinking, and linking new information to prior knowledge. When students acquire understanding

Taking Action . . . (continued)

based on their own effort and in an interpersonal context, their sense of worth and confidence can rise. Increased morale within a classroom setting then spills over into social circles, workplaces, and eventually back into their family lives.

One often overlooked area of advocacy is knowing our students well enough to be conscious of their physical and developmental needs. Young learners, in particular, have physiological, safety, security, social, esteem, and self-actualization needs (Maslow, 1943, 1954). Such conditions may be better understood by obtaining student records of physical or mental conditions from the school administration. Teachers can review and maintain the transcripts, taking notes of signs of stress among particular students. If we lack the capability to deal with specific problems, school counselors and staff with more professional experience can be consulted. In extreme cases, the school administration can contact the families on the instructor's behalf and deal with the circumstances themselves.

Learners bring their various personalities, experiences, values, and previous language knowledge into the classroom. Providing opportunities for each of them to find a voice in the class community is a way for them to boost their social and linguistic knowledge as they learn from each other. The act of student-to-student dialogue and peer teaching also enables them to acquire language concepts through clarifying and generating examples. Furthermore, such practice creates an inclusive environment where quiet and reserved students participate while providing opportunities for more extroverted students to lead. Ultimately, it is the student's attitudes and contributions that bring about increased engagement, learning responsibility, motivation, and self-esteem. The desired result is an interactive, cooperative process where learners realize their capacities to participate, and accept the viewpoints of others. With stronger classroom camaraderie comes increased motivation to transform passive, unused, test-related knowledge into active, lively, and practical communication.

Above all, the most important factor of being advocates for our learners is to gain an understanding of their personal individualities, circumstances, learning styles, and intellectual development to the best of our abilities. Knowing the unique individuals in a single classroom is at the heart of effective planning, fair assessment, and generating better involvement in their learning. It requires listening and spending time with students both in and outside of class. They must know that they are valued, respected, and included as partners in their education.

Finally, becoming familiar with national mandates and the local educational system's strengths and deficiencies are invaluable in helping students hone the skills necessary to meet benchmark expectations *and* develop real communicative competency. Consequently, our teaching can better fit their learning context, instilling higher motivation and the realization of their capacities to communicate. The lasting result is the advancement of better student-teacher cooperation which is the bedrock on which successful courses are constructed. Upon this base, students can hopefully be transformed from English *learners* to English *lovers*.

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Psycholinguistic Factors Which Cause Language Anxiety for EFL/ESL Learners in Speaking a Target Language

By Mehtap Bekhan

The total number of people who learn or speak English as a foreign or second language today can possibly exceed the number of native English speakers due to the global spread of English (Honna 1995). For instance, in a city like London, walking in Oxford Street would be enough to support that statement. During my long journeys to my residence, I have always been amazed by the huge number of non-native speakers who use English to communicate with native or non-native speakers in a very comfortable way. As an English teacher and also as a curious human being, I have also always been attentive to these speakers' courage to speak despite some communication breakdowns. Their courage to speak in English has always reminded me most of the students' statements such as "I feel nervous when speaking English; My English is not good enough; While communicating I cannot express myself very well; I need to use English perfectly; I should not make mistakes in front of the people; I never learned articles; I will not learn this language." Probably most of the English language teachers have heard these kinds of statements from their students like me. Since I started teaching English, many of my learners have expressed their failures and their inability in learning to speak English. Through those kinds of students' statements, it can be understood that most of the language learners have difficulties in speaking in a foreign or second language, even if these learners might be good at other skills in the target language. However, when it comes to speaking the language, they claim to have a 'mental block' against it (Horwitz, Horwitz, & Cope, 1986).

The worldwide expansion of English has increased communication demand to acquire good communication skills in English. However, some learners of the English language often feel stress or anxiety while learning to speak English and claim to have a mental barrier against learning English. This problem can exist among EFL/ESL learners from beginning to advanced levels. As EFL/ESL teachers, I am sure we have been truly surprised at the number of students who experience this anxiety and distress in their language classes. We cannot keep ourselves for asking what makes them to feel like that then. What prevents them from

speaking? What hinders their abilities in communication in order to be successful in the target language? What problems can make them feel stress or anxiety while communicating in the target language with other people? These questions have led me to carry out my own investigation. In order to find answers those kinds of questions, some second language acquisition (SLA) researchers have showed that these feelings of anxiety are specifically associated with specific anxiety which is called 'language anxiety' and while I was

doing my master's degree, I decided to take action and do research on it. I worked on a study.

My study was conducted with ten EFL learners and three EFL/ESL teachers. The teaching experience of teachers ranged between one to seven years in London and various other contexts. Learners were from different nationalaties, genders and cultures asuch as Russia, Senegal, Turkey, Poland, and Japan. The reason why I chose students from each level was to get different experiences which are related to language anxiety at different levels of language learning. All participants hhad studied at state high schools and had not learned English through native speakers of English before coming to London. Each student had a story to tell about their experience on language anxiety. Through the interviews, I gained invaluable insights into the reasons why language anxiety exists for those specific learners.

Some psycholinguistic factors that cause language anxiety were found in my study. Psycholinguistic factors include both cognitive and psychological factors while learning and using a foreign language. Interms of psycholinguistic factors the participants usually expressed themselves were that learners feel afraid, and even panic because of the fear of making mistakes or errors in front of others. Due to that, learners found learning and speaking in the classroom always difficult or problematic. For instance, one Senegalesee female participant mentioned that, "Speaking in the classroom is always a problem; there are lots of people watching you and ready to correct you. Sometimes they laugh at you or kid with you. Also, you can be blamed for any mistakes in the class." The learners who have that

Psycholinguistic Factors . . . (continued)

(Continued from page 14)
kind of belief, usually consider what people think and how people judge them while speaking a foreign language. Trying to speak without mistakes or behaving as if they were proficient in their target language can be prominent features for them. However, speaking and learning a language could include making mistakes, taking risks, thinking about difference and reconstructing our own learning paths. Unless there is no mistake, how is the correct one learned? Anxious learners should attempt to take risks in order to achieve successful communication.

In my research, the participants also had a tendency to blame the strict and formal classroom environment as a cause of their language anxiety. For instance, one Senegaleese male participant said that "If I say something that I don't know enough in the classroom, I know I will be blamed for that." This sentence can lead us to think why he believes he would be blamed for saying something he does not know enough about. They might view the language classroom a place where their performance is monitored and corrected all the time. These statements show us that the more friendly and informal a classroom environment is, the less anxiety-provoking it will be. That can be provided with making classroom enviroments' more relaxed and informal by the teachers with more cooperative and collaborative activities.

Apart from the strict and formal classroom enviroment and also the fear of making mistakes and opinion of others' evaluations, the linguistic difficult sides of English which are mostly encountered in the language classrooms can cause language anxiety. Pronunciation, vocabulary, and grammar are prominent aspects of linguistic difficulties which cause language anxiety according to my findings. For instance, one Turkish male participant explained that

pronunciation is very important for him because he thinks when you talk to somene, he/she cares about your pronunciation. According to him, if you have good pronunciation, you can attract the people who you are communicating with. However, apart from pronunciation, there are some other ways for EFL/ESL learners to provide a good first impression of their English. For example, if students express themselves coherently, people may ignore the pronounciation mistakes. Or, giving the intended meaning properly can be another way to show English level to the people and attract them.

As far as I have interpreted from my interviews, as a personal trait, the highly anxious learners might have more negative opinions about themselves about language learning than the less anxious learners. For instance, one Senegaleese male participant said that "I think learning English is difficult for me; I have not got any talent for that." On the other hand, the less anxious students felt completely different from the ones who have high anxiety. They usually feel more relaxed and do not care about their mistakes despite making them frequently while speaking. It is possible to say that this seems to come from learners' high self-expectations. For example, one common feature is that they expect themselves to speak without mistakes during the foreign language communication. When we think of the underlying reason for such cognitive disturbance, it could be based on their perfectionist view. All anxious students should be taught that these negative feelings and thoughts are useless and taught to know how to react when such a particular case happens. So that they can be treated and decreased in order to reduce the language anxiety. Otherwise, those feelings will be barriers to language learning and speaking.

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Interchange 1 (4th Edition)

Reviewed by Gregg Romano

Richards, J. C. (2013). *Interchange 1* (4th ed.). Cambridge, UK: Cambridge University Press.
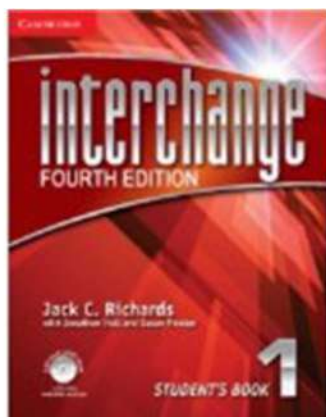
Most ESL instructors are familiar with Jack Richards through one or more of his many publications. In the past, I used his textbooks and have become familiar with his style. The reason I chose to discuss this particular book is because of how it separates itself from all other ESL textbooks. It has been thoroughly updated and reflects the most recent approaches to language teaching and learning. The underlying theme of the textbook seems to be that language is best learned when it is used for meaningful communication. Purposeful communication leads to learner motivation and motivation is why people decide to do something, determines how long they are willing to sustain the activity, and how long they plan to pursue it (Dornyei, 2002). While reviewing this textbook, it became apparent that the contributors to *Interchange* have seriously considered this notion.

With meaningful communication in mind, book one seems best suited for instructors teaching beginner to pre-intermediate level ESL university students. It also seems ideal for teaching beginner to pre-intermediate private students including business professionals. It is particularly designed for these types of students because the book offers fresh content in every unit and features contemporary topics that engage students with ample opportunities to develop grammar knowledge as well as speaking and listening skills.

Unlike other ESL textbooks and previous *Interchange* texts, the fourth edition of *Interchange 1* has a modern design, new illustrations and photos along with contemporary content. It seems much more in line with the needs of today's modern ESL student. It also has a revised teacher's edition with an assessment audio CD/CD-ROM that features easy to print materials including tests. The author has applied the same trusted methodology and approach from the past, but has increased the text's flexibility to be used in a variety of teaching situations and has created an intriguing global appeal with the chosen topics.

There are 16 units in the book, and each unit begins with a warm-up to the topic called "Snapshot," and continues with a conversation, two grammar focus activities, pronunciation practice, discussion (role-play), word power (vocabulary practice), listening practice, writing, reading, and an interchange activity. The sequences of activities differ from unit to unit. Students will be constantly engaged in reading, writing, listening, speaking, learning new vocabulary and practicing new grammar rules. The content is not too heavy and will never overwhelm the student. The structure of each chapter is constant and reliable, enabling students to establish a sense of continuity from the textbook. The first unit of the book starts off with a focus on giving and receiving personal information using *be* and possessive adjectives. It also gets students to talk about themselves using yes/no questions and short answers with *be*. Book 1 becomes somewhat more challenging as it reaches the end, but nothing that beginner to pre-

intermediate students cannot handle. In the last unit, the focus is on changes in our lives emphasizing comparatives, present, past, and perfect tenses. Each unit follows consistent patterns related to the four macro-skills in language learning.

An addition that is different from past *Interchange* books is that after every 2-3 units there is a progress check in which the students can reflect on their comprehension of each unit by using a self-assessment exercise and engaging in a role-play. Another feature, that I have not seen before, is the "Grammar Plus" section. This is a self-study section in the back of the student book that provides extra grammar practice which the students can do in class or as homework. An answer key is also provided. There are progress checks (self-assessment charts) that reflect student outcomes, a student self-study DVD-ROM and assessment audio CD/CD-ROM provided. There are also eight oral and written quizzes plus a mid-term and final exam. Overall, there seems to be an emphasis on student directed learning.

I firmly believe that grammar instruction is necessary, but it should be taught implicitly. This book has successfully infused important grammatical points into their lessons by embedding them into two natural conversations within each unit. In each unit there are two cycles of grammar-based instruction. In cycle one, the grammar section includes audio recordings of the grammar, controlled grammar practice in realistic contexts (conversations), and a more flexible personalized speaking practice. In cycle two, grammar points are also emphasized in a realistic context with all the same components that cycle one has.

Involvement in communicative events is seen as central to language development and that involvement

Interchange 1 . . . (continued)

(Continued from page 16)

necessarily requires attention to form. It is vital to keep a healthy balance between focusing on meaning and focusing on form (Schwarzer, 2009). I am aware that instructors often struggle with the way in which they approach teaching grammar and trying to maintain this healthy balance, while at the same time engage student interest in the topics being covered. This book makes it easy for us to incorporate important grammatical practice several times throughout every lesson without it creating a burden or boredom for the students.

When I lived in Japan, I used *Interchange 1* (1st ed.) for over four years to teach group lessons at my own school based at a truck manufacturing company. All in all, I had over 80 students and felt that this book was excellent for all levels of ability and age groups. When students were promoted from book one, they could advance to book two and onto book three. It was easy to streamline my instruction, and it gave the students a lev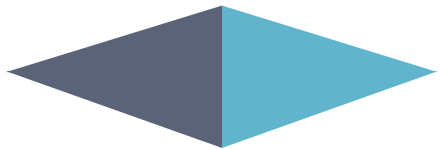el of assurance and confidence in their ability to improve their language skills. I also used *Interchange 1* for my individual one-on-one lessons with college students and adults. The book allowed flexibility and could be used in a variety of ways. The newest edition of *Interchange* 1 has kept all of the time-tested methodology, but has gotten even better and more practical to use. Its inclusion of self-assessments and self-learning strategies including connections to an online workbooks and other internet based activity sources has really brought this textbook into the present and relates well to today's ESL student. I highly recommend it to all ESL instructors and hope to use it again one day.

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Thoughts on Silences & Empty Spaces

By Sam Hume

I carried out a research project a few years ago aiming to explore student and staff attitudes towards, and experiences of, exclusionary discourses. My central approach was how to raise awareness and critically reflect on strategies and possibilities to change exclusionary discourses in Language Teacher Education (LTE) and education in general, particularly with respect to sexual diversity. I had to deal with three issues: silencing, a lack of visibility, and how to shift heteronormative perspectives.

In Hawai'i, we are lucky to be in the unique position of encountering diversity every moment of every day.

But, there are still silences and a great deal of walking on eggshells when controversial topics come up in the ESL classroom. Over a very long teaching career, I have found that silences still abound, most particularly with respect to gender and sexual diversity as well as class and race, despite the fact that my student body has often been highly diversified. This silencing of diversity issues is a central aspect of discriminatory practices that are often entrenched in curricula, teaching methods, and materials. Troubling fixedness and fixed categories per se constitute a linguistic shift away from binary discourses such as homosexual/

heterosexual, normal/deviant, which is an important first step to change. Although this fixedness is not as rigid here in Hawai'i, only last year, in some of our schools, trans students were not allowed to graduate in the clothes of their gender of identification, and with recent political shifts, these predominantly marginalized students are not yet on solid ground.

Teaching the language needed to be inclusive takes time, and ESL teachers need to question what they take for granted as normal/natural, as well as to investigate ways of creating inclusive lessons that would be just to

Thoughts on Silences . . . (continued)

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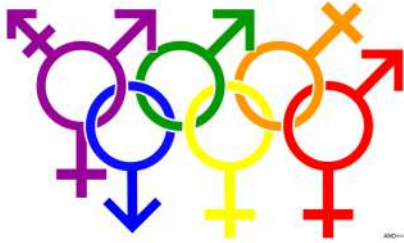
all their future students. One example is in teaching *Basic* level learners how to introduce themselves and their families. What words do we teach - transgendered parent, gay, lesbian, - or mother, father, son, daughter? Are we silencing otherness, or do we tell ourselves that students can learn this later - it is not so crucial at this point? But what then of the gay or trans student or parent in the class? Their reality is made invisible in language terms and not teaching this language means not giving them a voice.

Looking in detail at language use and issues of discrimination in general seems a good place to start because as cultural reality changes, language also changes, and we as ESL teachers and teacher educators have to adapt. Unfortunately, a look at textbooks and teaching materials reveals that while images and examples of multicultural subjectivity have been introduced in the form of different cultural and religious celebrations for example, the texts and imagery do not generally integrate sexual diversity, never mind transgendered individuals.

The apparent unity and naturalness of the heteronormative language classroom is often a question of perspective. Changing perspective through critical reflection reveals the lacuna, the omission, the silenced empty space which then sabotages the perception of unity and introduces the queerness of what was thought to be natural as fiction. The traditional perspective conceals the fiction—the space where something is wrong. It is only when a subject moves away from a particular position that they have taken

for granted that they can realise that there are many different positions revealing different perspectives. Meyer (2007) said the

disruption and open discussion of previously taboo issues can be a very difficult one for teachers to navigate. A liberatory and queer pedagogy empowers educators to explore traditionally silenced discourses and create spaces for students to examine and challenge the hierarchy of binary identities. (p. 27)

This might also be considered part of the knowledge about English, as English language cultures do comprise more than a binary model offers. Is then the idea of questioning not the starting point of change?

Addressing gender and sexual diversity in a heteronormative environment, making it visible, and integrating a discourse of inquiry means unveiling the existence of diversity and offering individuals, whether teachers, their students or teacher educators, the space to recover the self in education, a space for being and a disruption of potential sites for oppression. To be critical then is to look beyond the surface of the language structure and to investigate how and what language is used in what contexts and who the language users are. Norton and Toohey (2004) said,

language is not simply a means of expression or communication; rather, it is a practice that constructs, and is constructed by the ways language learners understand themselves, their social surroundings, their histories, and their possibilities for the future. (p. 1)
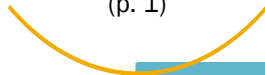
What this means in essence is that we are often completely blind to that which we take for granted and for this reason, to my mind, raising awareness of diversity issues should be a key element of any ESL teacher education.

- How can teachers learn to recognise their own exclusionary behaviours or language?
- How can teachers be taught how to teach about sexual diversity
- How can teachers be taught how to deal with homophobia in their classrooms?
- Should teachers include materials that address sexual diversity and what responses have they had?
- Should teachers come out to their students or not and what repercussions are there?

If one agrees that language helps to form subject identity and social discourse norms, the use of exclusive language is exclusive and perpetuates exclusionary discourse. The absolute

Thoughts on Silences . . . (continued)

(Continued from page 18)

lack of Target Language Samples (TLS) incorporating sexual diversity serves to uphold and constantly reinforce silencing as a norm. One of the main findings of my research has been the issue of visibility in language and materials. Is the LGBQTI body given a voice or an image as part of the knowledge pre-service teachers should be given? According to the LGBQTI staff and students interviewed in my research, the answer is a resounding 'no.' I believe this indicates a need for change. My study showed it is possible to raise critical awareness of diversity issues, especially sexual diversity even in a homogeneous and conservative environment and that through reflection and que(e)rying, create inclusive materials and TLS. However, this study also illustrated that this needs to be practiced on actual teaching materials to give the teachers the confidence that they can deal with tricky situations sensitively but without tolerating silencing and exclusion. Simply *knowing* about the ways power systems regulate individual subjects through silencing and exclusion, and *knowing* the theories underlying subject and identity formation is insufficient to effect change. As a language teacher, this is similar to being able to read and understand a language, or being able to speak it.

Philosopher Michel Foucault (1976) contended that power functions best when masked, then it is visibility through discourse that is key to the process of transgression and resisting that power. Is it not our responsibility as academics, teachers, educators, curriculum advisors and simply human beings, to ensure that the body of our work in education includes *all* the bodies in the classroom?

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Quizlet

By Kateryna Bilyk

I want to share my latest catch with you: Quizlet. I guess it is a well-known thing, but I didn't know about it before I attended the workshops for teachers organized by the British Council; one of the educators introduced this website to me. I liked Quizlet because it is simple in use, has a lot of space for storing materials, and helps in creating your own exercises.

If you go to www.quizlet.com, you can sign up with Google, Facebook, or with email and like almost everywhere, you will create your username and password to log in. It is free. After this first step, look at the options. You can create your own study sets, look for sets made by other teachers and save them for your needs, share sets, create your class, create tests, flashcards, and, play learning games with your students.

If you have a group of students, choose the option "Create a class." Here you enter your class name and description, your school, press the button "create class", and it is done. Here you can share sets with your students, play games, post tests, and add new students. Students can also add sets, and add new members.

What about sets? Choose the option "Create a set." Here you enter a set name, add a description (for instance, the name of a textbook, or a link to a blog, etc.), and choose the language (you can use Quizlet not only for English – I also work with Ukrainian). The base of your set is a two-column table. You can enter a term in the left column and its definition in the right one; a word in the left column and its translation in the right one; a question in the left column and an answer in the right one; and so on. You can also add lines to the table. But if you want to enter a picture to illustrate a word, you need to have a paid account. Once you finish entering the information, press

the button "create." There you are—your first set.

You can edit sets, organize sets in folders, share sets and folders, add them to classes, copy other teachers' sets (it isn't necessary to have a paid account to copy a set with pictures), print a sheet with exercises or a set of flashcards, and create tests. I especially like flashcards and tests. How to make them? Open the set. Look for the icon "flashcards." If you click on it, you will see a flashcard in the center. To flip the card, just click on it. On the left, you have the buttons "play," to start the game, and "options," to turn on/off the audio, start with term or definition, and others. A student sees a flashcard with a picture, names it, flips the card, and checks the back side for the word. He can listen to a word to check his pronunciation. This is one of variations of how to use the flashcards.

There are several other functions available:

- "Learn"—type a term, for a picture or a definition
- "Spell"–type what you hear
- "Test"–four types of tests: 1) type an answer to a question; 2) match terms and definitions; 3) multiple choice; and 4) true/false
- "Match"–match cards (drag terms to their matching definitions; if you make a correct choice, they disappear). Students can race against the clock in this one, trying to match as many as quickly as possible.

As you can see, Quizlet offers many opportunities to create tests and games, helps to simplify this process, and saves time for a teacher. You can print all these tests and flashcards and use them traditionally, writing answers with a pen or showing cards manually. My students appreciate Quizlet too because they

learn and have a lot of fun at the same time.

I haven't mastered all of Quizlet yet. There are also the games Gravity and Live. I think that will be material for another article. In addition, it should be mentioned that the Quizlet team has created a blog for users with news about Quizlet and provides technical support.

Try it and enjoy!
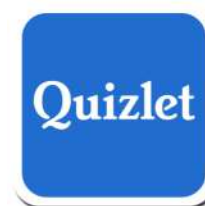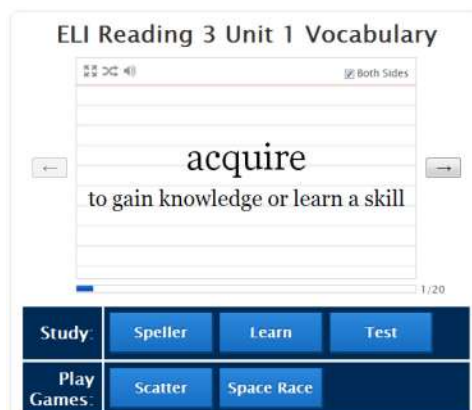
About the Author: Kateryna Bilyk is Ukrainian. She studied and worked as a teacher of the English language in public and private schools in Ukraine. She now lives and works, again as an English teacher, in Warsaw, Poland.

A Series of Workshops: "Effective Methods of Teaching English":

An Overview

By Maryna Tsehelska

This academic year I was privileged to conduct a series of workshops for teachers of English at the English Teaching Resource Center (ETRC) in Kyiv, Ukraine. In this series of workshops, I wanted to share some techniques and strategies of teaching English, which could be called "cognitive" or "brain-friendly," but in order to avoid discussion around the terms, I called them just "effective." These techniques are a combination of modern cognitive pedagogy ideas and my and my colleague's observations and reflections of English teaching and learning. We use them to teach English at the Educational Centre "Interclass" (Kryvyi Rih Pedagogical University), and they are used by our partners in Kharkiv, Dnipro, Kyiv, and Sarajevo.

In this article I would like to share some ideas from the workshops with the Hawai'i TESOL community and, if someone is interested, continue the discussion.

Background. I have been running a private language school for almost 10 years where I got the opportunity to observe students acquiring English, and to suggest and try new ideas about teaching them. Our clients are primary, middle and high school students – in Ukraine it is called "afterschool education."

Teaching children has its advantages because they

have higher language sensitivity compared to adults, and they mostly are more persistent in their desire of learning a foreign language (at least while their parents insist). However, there are lots of challenges, which, I think are peculiar not only to teaching children. They include, but are not limited to, the passive language environment (only few students are exposed to English while travelling, for the rest it is the language of books and Internet), and expectations of quick success (if you pay, you should learn quicker). These considerations brought me to the development of concept maps, which make teaching more effective.

Approach. The Communicative Approach has been around in Ukraine since the early 1990s, and I have always been its devoted proponent. But, though communicative textbooks gave lots of fun and life to a class, they appeared to be of little effect when students took tests at their school. The students lacked grammar and vocabulary, and their speaking was not accurate. Also, many of them found little sense in practicing dialogues as we are teaching English in a passive language environment. For most of the students, it is either a subject at school or the language of the Internet and movies, but not a real means of communication. This
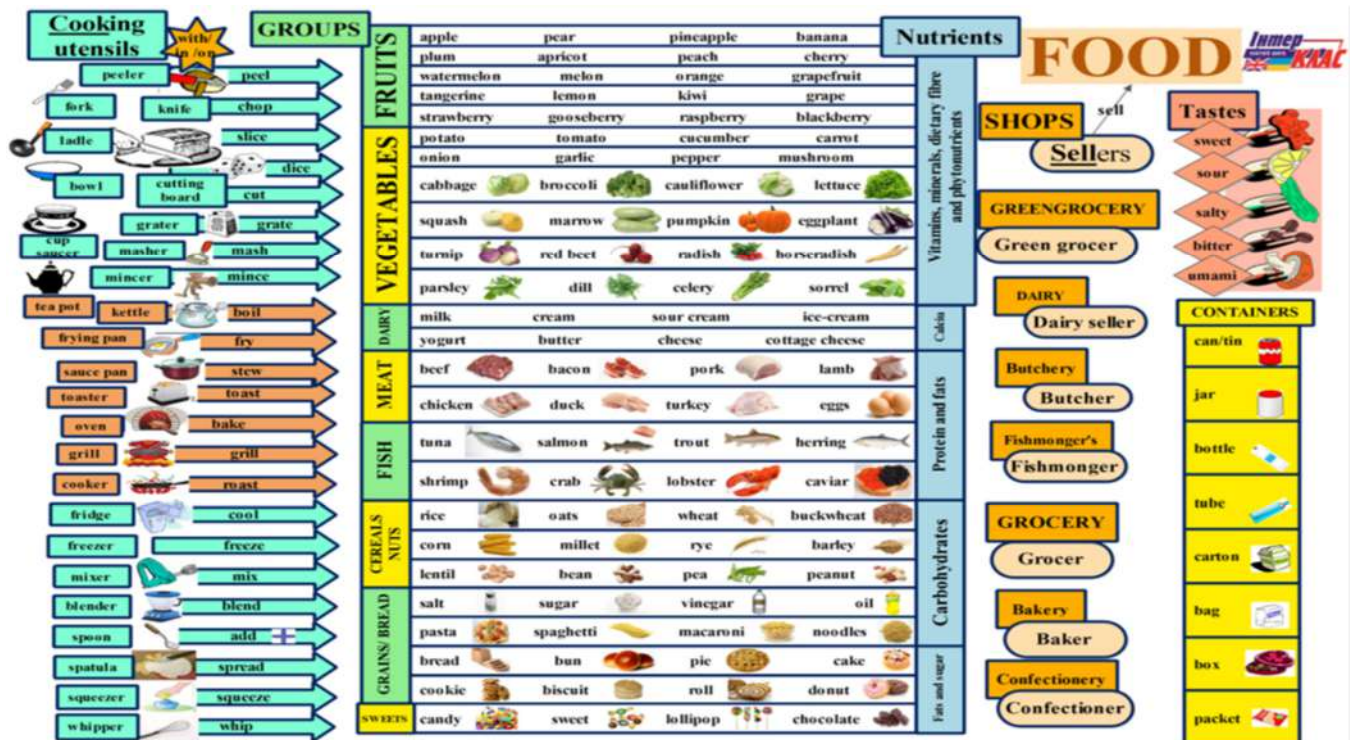
A Vocabulary Map

A Series of Workshops . . . (continued)

means that we may use class time for building vocabulary and language awareness which will be of real benefit for the students.

Vocabulary. English has a very rich and diverse vocabulary, and to master it, we need to constantly recycle. It is much easier if vocabulary is compiled into vocabulary maps which contain the categories important for the topic. For example, a "Food" map (see page 21) will be based on food groups, nutrients, ways of cooking, etc. This is a portfolio map which students keep in a special folder or portfolio for 2-3 years and serves as a reference.

Speech accuracy. As English is an analytical language, it is very difficult for Ukrainian students to follow its strict word order. So, we introduce the symbols for the parts of a sentence from the very beginning.

These symbols allow for the building of sentences.
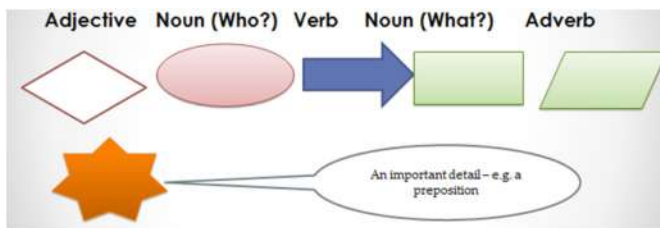
Here is a scheme of Present Simple:
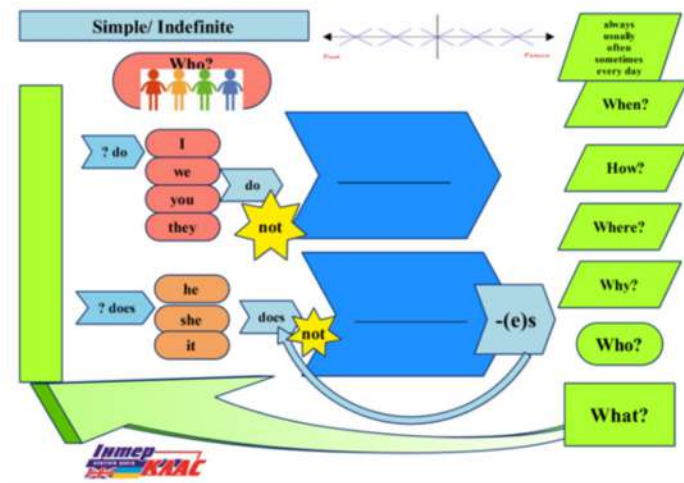
Such symbols allow building "speaking maps" that are good for speaking about a topic and asking questions. The first map is for describing a fruit or a vegetable and is for 7 year olds. Using the map and following the arrows they may say: "An apple is a fruit" and ask a question: "What group is it?" The speaking map allows students to ask numerous questions (e.g. "What size is it?" "What color is it?" etc.) and using it students make numerous riddles.

The second map is studied at the next level when students are 8-9 years old. It contains the categories from speaking map 1, and new categories are added. Now students learn to talk about a dish and describe it through such categories as meals, way of cooking, ingredients, condiments, taste and texture.

At the third level students use "speaking cards" (see page 24), which, again, give the categories to describe a dish.

Again, students have the portfolio map "Food" as a reference for at least three years, but with the "speaking maps" and cards the level of their speaking goes up and they constantly recycle vocabulary.

In order to learn so much, we have to take into consideration stages of learning.

Stages of learning. Any curriculum development should take into consideration the four phases of learning developed as described by Karpenko (2008), who defined the interdependence between the neurophysiological mechanisms and the principles of building the curriculum, which should be built on four phases: impressing, memorizing, authorization, and initiation.

Impressing allows building the schematic neuronet in the brain and forms the motivation to learn. At this stage a learner may only get a general idea of the concept (for example, we study the map "Food" in general, the main categories and their interdependence).

At the **memorization** stage a new neuronet is being formed with the help of various exercises. Learners play games and do numerous tasks to learn the details of the concept. Now we play various games using the map:

> Odd Man out: an apple, a tomato, a banana.
> Analogy: an apple : a fruit :: a marrow : _____
> (an apple to fruits is like a marrow to _____)
> Making riddles: I'm buying cereal. What shop am I in?
> We also practice speaking and work with the textbook.

The third stage, **authorization,** will edit the neuronet in the brain, and at this stage we can start asking students to display their knowledge by making presentations, giving talks, reports or participating in the seminars. Unfortunately, some students will never remember all the information we give because it is not relevant to them.

Only at the fourth stage, **initiation**, is the official representation of knowledge relevant. Students may now take tests and present their knowledge.
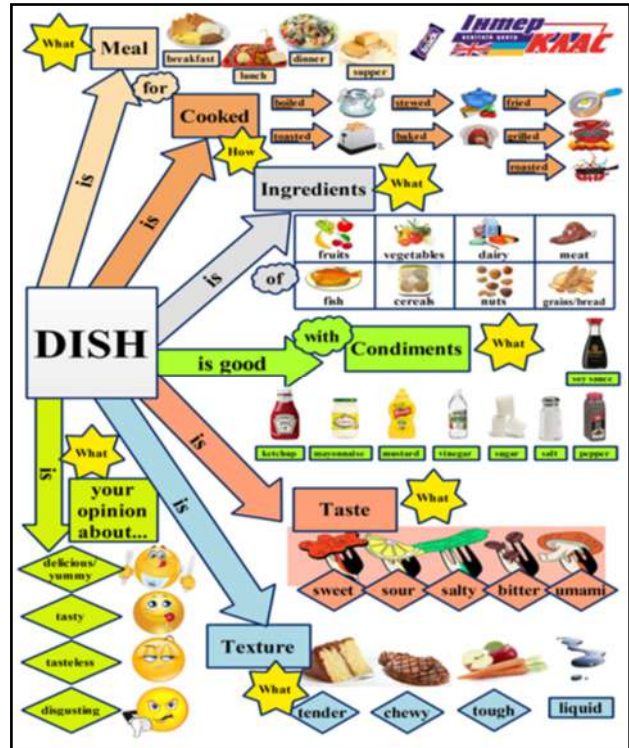
I have to admit that the memorization stage may last for two-three years. This is the time students usually need for mastering the vocabulary of the topic. During an

A Series of Workshops . . . (continued)
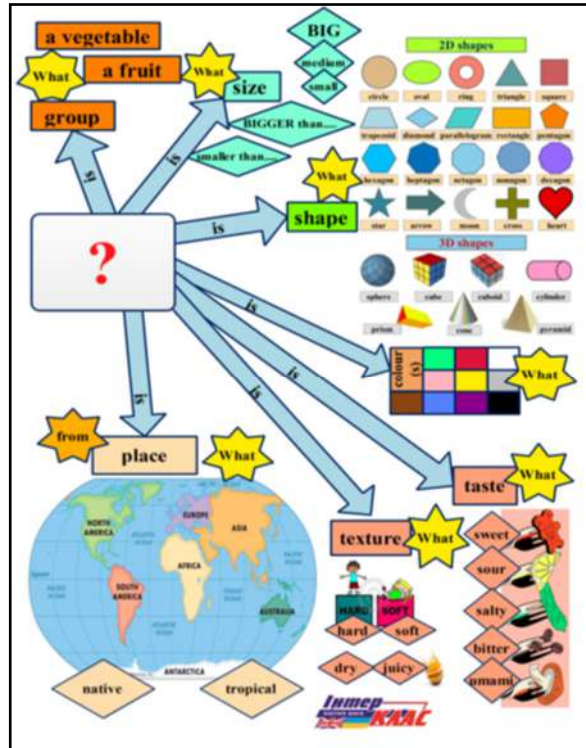
Speaking Map 1

Speaking Map 2

academic year, they will learn and review up to 15 topics relevant for their age and level of English. As students progress, topics will become more abstract. "Food" will be a part of "Healthy Eating", which, in its turn, will be a part of "Healthy Lifestyle". But if a teacher feels that students have forgotten some simple words, they may always use the map as a reference.

References:

Denett, D. (1998). *Brainchildren: Essays on designing minds*. MIT Press and Penguin.

Карпенко, М.П. (2008). Телеобучение , М.: Современная гуманитарная академия (СГА).

About the Author: Maryna Tsehelska works as an Associate Professor at Kryvyi Rih Pedagogical University (Ukraine), and she also is the Director of the Educational Centre "Interclass", a language school, where English is taught through concept mapping. She is a Fulbright alumna, TESOL-Ukraine Vice-President and has presented at numerous scientific and practical conferences.
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A Series of Workshops . . . (continued)

(Continued from page 23)

Describe a Dish/ Food

I want to describe _____ **by such categories as:**

Cuisine	This dish is typical for _____ cuisine. (global, Ukrainian, French, Italian, ...)
Meal	It is usually eaten for _____ (breakfast, lunch, dinner, supper, snack)

Ingredients	*It contains:*	*......provide ....*	*and help to......*
Food Group	Fruits/ Vegetables such as....	vitamins and minerals	stay healthy
	Dairy such as....	calcium	have strong bones
	Meat / Fish/Nuts such as....	protein	build muscles
	Grains such as....	carbohydrates	give energy
	Sweets such as....	sugar	give energy for the brain
	Oils such as....	fats	

Way of cooking	___ We cut: peel, chop, cut, core, slice, dice, grate, mash, mince ..... with ....
Firstly.., secondly.., thirdly...	___ We cook: we boil, stew, fry, roast, toast, bake, grill, smoke........with....................
	___ We process: we cool, freeze, mix, blend, stir, whip, squeeze, spread.......with.........

Texture Taste and Condiments	It has creamy/ tender – chewy – tough texture. It is juicy – dry. It is liquid.
	It has _____ (sweet, sour, salty, bitter, umami) taste.
	It is best with _____ (pepper, vinegar, ketchup, mustard, mayonnaise).

Opinion	I consider this dish	healthy/ unhealthy delicious, tasty, tasteless, disgusting

Speaking card.

Global Dialogue of Students From Different Countries of The World

By Ganna Savchenko

Students today live in a very connected and globalized world. Thanks to the rapid technologic development, students have access to social media that connects them to their friends and people in their country and abroad. Social media today has become increasingly popular among young adults and is an integral part of their everyday lives. Students connect with each other through social networks such as Facebook, Twitter, Google Plus, V Kontakte and others that allow them to communicate with each other and continue an ongoing dialogue between each other. Social networks allow students to connect with people not only of their own age, but with anybody in any country.

Teachers need to respond to this trend and the changing methods of communication between students because dialogue between students today mainly takes place online. Teachers have a responsibility to channel the ongoing online communication between students in a way that promotes cultural understanding, peace and respect. Teachers can help students to shape the world to be a peaceful place by teaching them to respect each other and each other's values, to connect and communicate not just on random topics but on topics that will help students to understand each other better, become more tolerant of differences between each other, and accept different opinions and religions that exist in the world.

Through Generation Global educational program, supported by the Tony Blair foundation, teachers in Ukraine can connect their students with students from other countries through Skype video-conferences (VC) and create a *global student dialogue*. The goal of Generation Global program is to establish dialogue between young people in different countries; therefore, Ukrainian teachers can use Generation Global program to establish dialogue between students in Ukraine and students from countries in Europe, Asia, the U.S. and Canada.

Generation Global has two main

Global Dialogue . . . (continued)

functions: supporting teachers and connecting students.

It supports teachers by providing them with all the information necessary to teach the Generation Global lessons, which can be found in the Resources Section. It connects students by providing them with a secure and moderated online community for them to meet peers from around the world and learn about each other from each other.

The main office of Generation Global is in London but many people who work in this educational program live in different countries. They provide dialogue for students without leaving their own country. Generation Global has managers, facilitators and technical supporters who help provide student with dialogue by arranging video conferences between students, developing the format and plan of the dialogue for students, finding contacts with schools to hold this type of the dialogue. Teachers only need to register for this program if a school wants to participate. Only one teacher from a school needs to register to present your school and be the coordinator between Generation Global and your school.

The benefits from Skype VCs between students all over the world are tremendous. In such Skype VCs students discuss various important topics. Through these VCs between students of different countries, teachers can achieve a number of very important goals. First of all, it creates a dialogue between students of different countries and different cultures. Dialogue is a process – a flow of meaning between students. Using one another as resources, this means that students are not passive consumers of information, but are engaged in an exchange where they are empowered to feel that they have a voice that can be heard around the world.

Second, such dialogues among students lay the groundwork for significant and authentic relationships between students from different countries and different cultures, through which they recognize each other as individuals and learn to understand cultures that are not known to them. This recognition is vital for peace building, while such a dialogue sparks a moment of student insight and helps students develop a profound

understanding and recognition of each other's culture and beliefs.

Student dialogue through Skype VCs allows students to learn how to communicate, understand, and learn from students in different countries with different cultural and religious backgrounds. It provides a combination of education and exposure and is a profound way of learning. Skype VCs bring students together through a process of facilitated dialogue, which allows students to draw on the knowledge, skills and competencies they are developing in class as they come face to face with their peers around the world through videoconferences and our online learning community.

Third, Skype VCs allow teachers to facilitate interactions between students of different cultures and beliefs, which have lasting attitudinal change and emotional resonance. Through this type of education, teachers can provide young people with the knowledge and

skills to understand other cultural and religious perspectives. This provides students with opportunities to have positive exposure to other students who are unlike themselves.

Fourth, Skype VCs teach students how to live in today's very connected and integrated world. Students are able to develop a number of skills that are crucial for their success in professional and personal lives. VCs develop critical thinking skills, the ability to conduct dialogue with peers from other countries in English language, and develop excellent active listening skills and cooperation. Generation Global prepares our students, giving them the skills and experience they need to navigate difference in a peaceful way.

Finally, students in Ukraine have an unparalleled opportunity to improve their English speaking skills through live conversations with their peers while learning important vocabulary as they discuss topics like peace building, human rights, the role of family and community, the importance of understanding foreign cultures and traditions, moral values of people in their society, women leaders of their society, equality in their society, compassion, changes to make their society better, school subjects, holidays, and many others. Each broad topic is discussed at the level of students' families. Students can really understand how the topic affects them personally and why it is important for society. This approach to topic discussion really helps students develop critical thinking skills. For example, if the student VC is about compassion, students first talk about what it means to be compassionate with their family members and then with their friends and then as members of their society. During discussion we may also talk about the religion we belong to, how our family feels about

Global Dialogue . . . (continued)

religion, and how religion can help us make the world better.

To be able to provide such a dialogue for Ukrainian students and students from different countries, teachers in Ukraine can set up video-conferences with technical support from Generation Global. Necessary equipment includes: laptop, external web camera, microphone, projector, computer monitor and a classroom where you hold a VC. The first step in having a VC is to register a school and then do technical testing with Generation Global to make sure equipment works during a VC. The second step is to select a topic to discuss during the VC and book it on the Generation Global website. With the help of a technical expert as well as a facilitator from the United Kingdom, students immerse in a two-hour dialogue in the English language. During the start of each VC, the facilitator emphasizes the importance of conducting dialogue using "I" language. This ensures that students talk about themselves and their own opinions on a point of discussion. All students are encouraged to respond to or ask questions because they can learn so much more from one another when more than one person answers a question. For each question asked it is ideal to have a number of students' answers from their own perspective.

Teachers of English can give their students a unique and invaluable opportunity to participate in a global student dialogue and in blogging. Today participation in the project "Global Dialogue of Young People" is one of the most important and effective educational venues for students in today's interconnected modern world. We invite teachers and students from abroad to join our community of Generation Global. Our students will shape the future, and they will do it in a world of relentless change and diversity. Generation Global is free of charge, with no subscription or setup fees. It is active in over 20 countries, including some of the most challenging regions. With Generation Global we teachers can give our students the skills and experience to flourish in an interconnected and complex world.

About the Author: Ganna Savchenko is a teacher of English in Gymnasium 7 in Odesa, Ukraine. She is the recipient of the prestigious Presidential Outstanding Teacher of Ukraine Award (2010) for her achievement in teaching English. She is also TESOL -Ukraine (Odessa) Coordinator, Lead Teacher for the Generation Global Program in Ukraine and the National Winner in US program "Teaching Excellence and Achievement" (TEA) (2003). Author's contact email: <ukraine_as@yahoo.com>

Hawai'i TESOL Travel Grants

The purpose of the Travel Grants is to support ESL specialists in attending the Hawaii TESOL Conference. These travel grants are funded entirely by membership fees and member donations. There are two types of grants this year: Merit-based grants of $100, and 'Lucky' grants of $50.

This year three Merit-based Travel Grants for the 2017 Hawai'i TESOL Conference in Hilo, Hawai'i have been awarded to the following people:

- **Mary Garceau**, Student, TESOL Program, BYU Hawaii
- **Yang Liu,** PhD Student, Department of Second Language Studies, UH Manoa
- **Lin Zhou**, PhD Student, Department of Second Language Studies, UH Manoa

The 'Lucky' Grants will be awarded at the end of the conference on Saturday, February 18, 2017. Be sure to be there, you may be one of the lucky ones.

Correcting Students in Class

By Jose R. Chavez

Correcting students in class can be a tricky situation. Some students appreciate it because it helps them know if they are on the right track or if there is some aspect of English that they need to improve. The counter to this are students that feel embarrassed or perturbed when corrected in front of their peers. These students may perceive that their mistakes are noticed by the class and their English abilities are judged. When called upon they might hesitate to answer, speak in a low voice, or mumble the answer. It would be easy enough just to skip students that struggle to answer correctly during class review of assignments, but that would not make for an all-inclusive class atmosphere.

I have found that a few minutes of walking around and checking everyone's answers—making any corrections discreetly—before the review session begins is a great way to make even the most timid student feel comfortable enough to speak up. I always take note of the answers students have gotten incorrect and make it a point to spend more time reviewing those particular areas.

This is just a quick piece to show a possible simple solution to what can be a difficult situation.

About the Author: Jose Chavez was born and raised in Los Angeles, California. At the age of 18 he joined the U.S. Marine Corps and was stationed in Kaneohe Bay. From there, he deployed to various locations around the world. Jose left the Marines in 1998 and lived in San Diego and New York City for a time before returning to Hawai'i, where he attended the University of Hawai'i at Manoa and majored in English and minored in economics. After graduating with a B.A., Jose taught ESL in Spain and Japan for several years. Jose is fluent in Spanish and has a working knowledge of spoken Japanese. His hobbies include surfing, watching movies, reading, and traveling.

Teaching Democracy

By Iryna Khomyakova

Working as a teacher of English I come across certain challenges which can be resolved if changes in education are made. No doubt that changes in teaching will bring changes in our life as well. That's the reason for me not only to teach well, but to participate, to lead and organize regional seminars and conferences sharing ideas and experience with other teachers including TESOL conventions. Together with colleagues, we debate and discuss topics leading to appreciate the ideas that: 1) a teacher trains his (her) students until they're successful independent users of English as a global language; 2) a teacher succeeds by focusing on the student's skill, not the teacher's style; 3) a teacher should allow students to make their educational choices, thus they become more highly motivated, satisfied and successful; 4) a teacher should teach the basics excellently before developing advanced skills; 5) a teacher encourages students more frequently during early training; 6) a teacher increases students' motivation by friendly and reliable relations and awards; 7) a teacher should reaffirm students' independence of their level of performance; 8) a teacher should develop students' creativity, critical thinking, desire to participate in a dialogue, debate, drama, conference, or communicate with native speakers.

Being positively inspired the majority of both young and mature teachers of our school are ready to make certain changes and become perfect. We work hand in hand not only with our students but with the students' parents and even grandparents which is extremely important for the upbringing of the young. There is another great helper at our disposal, a Drama and Debate Club in our school, which attracts attention as it is designed to improve students' communicative skills and to enrich their experience via speaking with peers from other countries at video conferences (Generation Global), in rehearsing and staging drama with discussions after the performances. The club sees its goals in these way:

1) To strive for a learning student community rich in respect and knowledge that can be a home for all those who want to learn new skills, built friendship, develop leadership, tolerant and socio-cultural, socio-linguistic qualities and creativity alongside project writing and learning to debate. Thus our students letter themselves so that the school is a positive and a rewarding stop on their way to success. The club representatives help to coordinate their events and activities, build new community relations, discuss and evaluate school policy, and use their leadership skills so that their impact is felt throughout the school. We not only organize exhibitions of students' creative works (essay writings, poem writings, posters, research works, projects, participation in international video conferences suggested by Generation Global). We speak openly about our participation in different school, local, state, international contests and projects where students can exhibit not only their success but learn how to live in the global world, to explore and experience it.

2) Our club uses creative learning activity to improve students' ability to communicate in English rather than memorize rules. Students achieve fluency in speaking a foreign language by applying structures and functions of English to meaningful practical situations.

3) Through special activities and assignments a teacher develops students' critical thinking and their oral and written presentation skills. Our students take part in dialogues
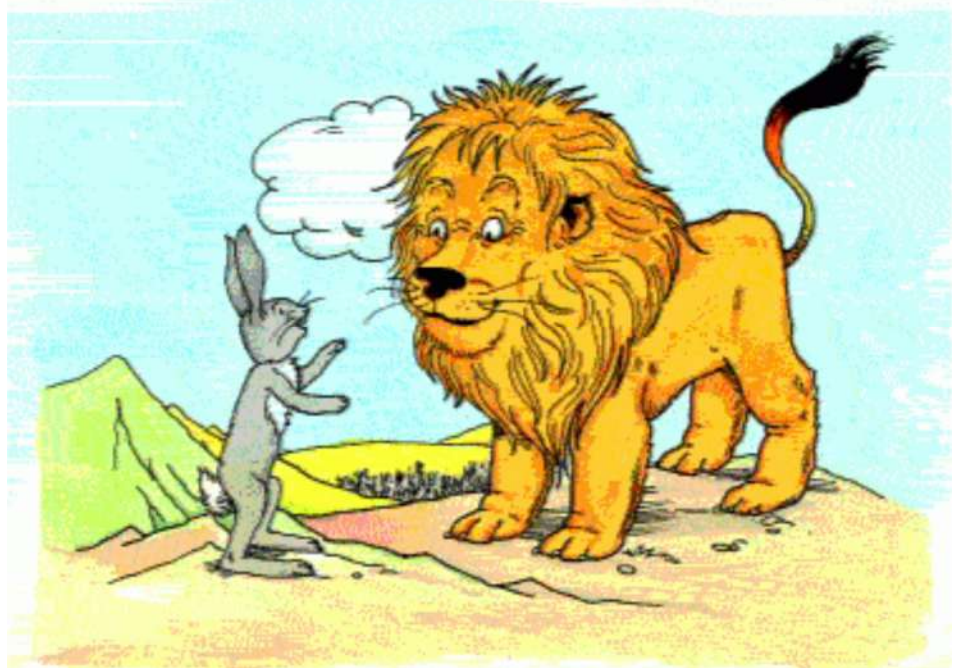
Teaching Democracy . . . (continued)

(Continued from page 28)
and debate with peers from foreign countries like Great Britain, USA, Jordan, Indonesia, India, UAE during video conferences (Generation Global) where they are put into contact with people of different cultures, traditions, faiths and the students are ready to discuss very important problems thus building friendly relations, developing tolerance, trying to build friendly relations and becoming peace-minded and an easy-going generation.

Where do the notions like tolerance and democracy come from? Perhaps, from other languages from other cultures. The USA was obviously the land where the seeds of democracy managed not only to pop-out but to grow and flourish. This glorious nation managed to build a really democratic society working extremely hard and even suffering in everyday hardships and challenges, and dying in civil wars. So we can say that they have made themselves.

Can a law or any order or any institution build a democratic society of tolerant relations among people in offices, business firms, in a community, in a country? Surely, not. But who can help? Mostly teachers inspire their students to build a better future for themselves. Is our task as teachers to teach only the laws of the Universe? – Of course not. The target of any living being is to learn to live in the world safely and not to make it dull. Teachers of English can teach very serious things like tolerance, citizenship, democratic relations not by speaking about them but by working at lessons, in debate clubs, at video conferences and participating in dozens of other activities.

When a school or a teacher expects their students to learn and to achieve a lot, they try to create ideal conditions for effective language learning including motivation, exposure (language environment), and use (practice). In the majority of schools in my country, students always have teachers (instructions), and students

don't always have use (practice) or exposure (language environment) and as a result low motivation.

Children's motivation or desire to learn can be increased if they like to do what they are asked to. That is why before each lesson a teacher should ask him(her)self these main questions: why teach, what to teach and, how to teach.

A poem about a Lion

A lion from jungles of Africa
Together with other beasts
Will not march to a restaurant
To order some roasted meat.

They don't have drinks or parties
But they will roar and chase
A deer but not a waiter.

One of the challenges with teaching and motivating students is that we want a system that will work. But can a system exist that works for all situations and for all the people? Of course not because situations are unpredictable and people are different. So, the problem is not only in the teacher but in the idea of motivation. How can an English language teacher develop students' motivation to study

the target language? First of all through the modernity of the suggested topics for the discussion or learning, a variety of activities used by the teacher in and after classes, devoted teacher-student relations, awards for or approval of the finished work, independence of students' thinking but working as a team, developing creativity and critical thinking which leads to the development of students' desire to find their own way out of any situation or resolve the challenge unlike anybody else and by using IT (in our school we widely use videoconferences) during the lessons and in clubs.

Does it concern every teacher? Is it important for each teacher? Does the nation really care? Would the problem of increasing motivation better our lives in the country? Is it possible to cope with the task? If you agree with us and answer these questions in the affirmative, your students will become more motivated and achieve a lot if you work at it. First of all, we begin with role playing stories or dialogues, then we move on to staging drama and of course we invite them to discussions. Alongside children being taught creative writing and projects, they participate in voluntary work, and never forget about peer help thus developing leadership qualities.

How does role-play or drama help us? Drama for us (or for the beginners) is not a set of rehearsals lasting for months. You can invite your children to role-playing a fable like "The Lion and the Hare" by Aesop. Some children would like only to read it presenting their parts as artistically as they can. Other ones would like to wear the masks of a Hare, a Lion or a Deer to sound and look more real. The next group would be so much inspired by the previous ones that they would suggest to perform the fable for other schoolmates at some party.

The plot of the fable is: once a

Teaching Democracy . . . (continued)

Lion saw a Hare. He caught it and was going to eat it when a Deer ran by. The Lion let the Hare run away and chased the Deer. But it ran so fast that the Lion failed to catch the Deer. Unable to catch these animals the Lion thought, "Perhaps I wanted too much, that is why I have nothing now."

Of course, all the children involved in the acting would admire it and by the end of the lesson they will feel like experienced actors, inspired by their success, friendly and tolerant of others, glad and happy that they can speak English and perform on the stage.

We think that a drama can be about everyday life, the beauty of nature, some historical events, cultural or school traditions, or samples from literature.

The staff of our school initiated holding a City Drama Festival. It is an event of attraction for the citizens of Izmail (Ukraine) lasting for 12 years now.

After the performance we can ask for feedback from our actors and the audience in the form of a mutual picture or a composition, a quiz, an essay or a poem. Certain skills in creative writing (like the one based on associations) can be used. We usually suggest our students present words associated with the word "lion," in the suggested case (they are: lion, meat, beast, cat, jungles, roar, Africa; animals, heat, rainforest, hunger, spiders; food, restaurant, fast-food, cooking, shopping; menu, waiter, tip, dinner, drinks, candles, party). Presented here is a poem (see page 29) created by a group of teenagers (a sample of group work).

This is how we see the aims of school Drama & Debate Club
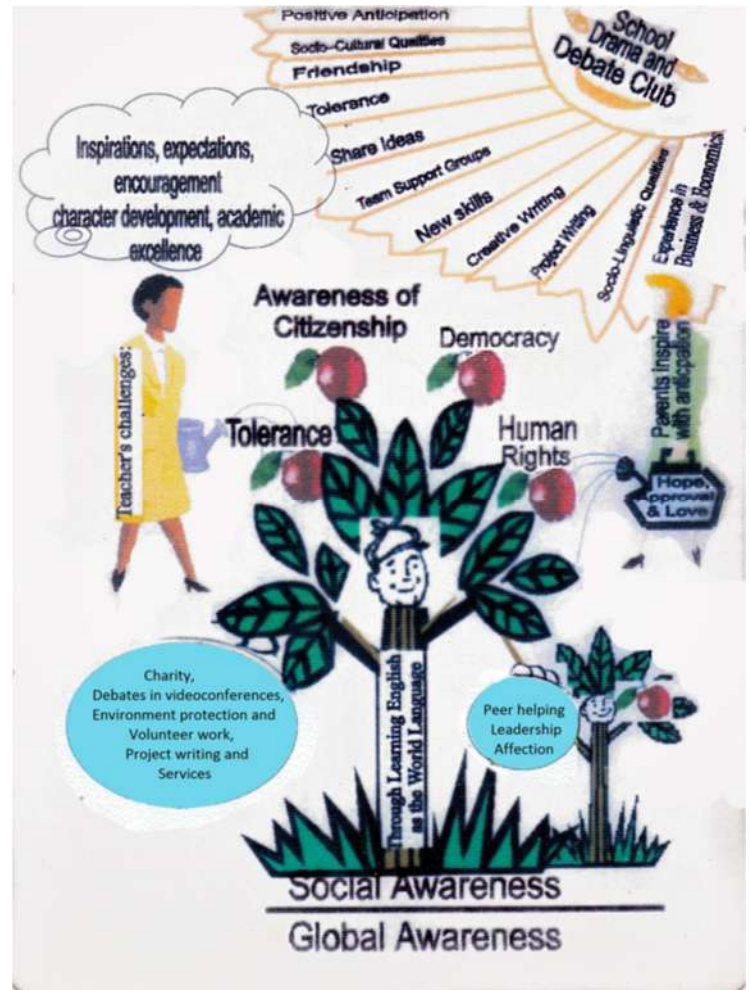
About the Author: Iryna Khomyakova graduated from Odessa State University and was invited to work in Izmail School 1 where she is still working. In 2002 she became a national finalist of TEA-2002. She participated in various national and international contests. Since 2016 she has facilitated the regional video-conferences of Generation Global (Great Britain), and was awarded a Gold Certificate (February, 3, 2017). Since 2003 she has been a member of TESOL.

Web-Based Tools and Reviews for Teachers of English

Good language teachers are always looking for new tools to add to their Teachers' Tool Kit. In recent months, TESOL candidates at Hawai'i Pacific University (HPU) have been evaluating web-based tools that they hope to use in their classes or with their students one day. Readers of *The Word* who are currently teaching may be able to put these tools, or at least these reviews, to use even sooner rather than later.

Blabberize http://blabberize.com/make contributed by Britney Largent, BA TESOL candidate.

With Blabberize, you can make fun, even silly, pictures like in TV commercials. The site is very user friendly. Essentially, you upload a picture, draw a mouth on it, and then record an audio file—or insert a previously recorded one—to make it talk. Your Blabberized picture is done within minutes, and the end result is a unique talking picture. Audio files can be uploaded from a computer or phone.

Blabberize is a useful tool for language teachers. For example, listening to oneself speak the target language is an important, but often intimidating experience. Blabberize creates a fun context for students to record themselves, listen, self-assess, and revise their speaking skills. Using Blabberize could be a homework assignment for students or a unique way for a teacher to present information in class.

The only negative review for this website mentions that it is sometimes difficult, at first, for students to draw the mouth on the picture, use the record function, or upload their recording. If teachers practice and demonstrate the process ahead of time, most students should soon be comfortable with it.

Zimmer Twins http://www.zimmertwins.com contributed by Michelle Manganello, BA TESOL candidate.

Zimmer Twins is a fun, animated, interactive storytelling, movie maker, and writing site. Users are invited to create an animated movie by choosing the setting, action, mood, transition, script, and much more. The process embedded in the site really gets creative juices flowing. Although the Zimmer Twins site is relatively easy to navigate, it is not entirely customizable, so some users may feel that their creativity is being stifled. In addition, it is geared to a young demographic, so high school students might find it juvenile.

In my language class, I can imagine asking students to create their own very short, wild, funny, or simply personal movie as a homework assignment, perhaps over a weekend. The following Monday, I would have them play their movies for the class and choose one to write or give a plot summary of. No doubt, it would be both fun and funny, a wonderful classroom bonding experience that begins with creating and sharing their creative work.

Web-Based Tools . . . (continued)

**Visual Dictionary Online** http://visual.merriam-webster.com/index.php contributed by Océane Adam, BA TESOL candidate from Guadeloupe.

With the Visual Dictionary Online, your students can *see* the meaning of words or phrases, not just read them. Furthermore, they can see at a glance how words are related to each other. The dictionary is divided into themes such as *astronomy*, *house*, or *science* and sub-themes such *elements of a house* and *structure of a house*. Clear diagrams show multiple, often many, labeled parts. For example, the *window* diagram shows over 15 separate, clearly-labeled parts of a window. It is an excellent tool for users who have some background in a particular field such as those listed above, but want to learn more specialized vocabulary.

Language teachers and their students will find multiple ways to use Visual Dictionary Online. For example, in pre-reading or pre-listening activities on topics such as science, medicine, or technology, teachers might ask students to check the Visual Dictionary Online to see some of the vocabulary that they will read or hear later. The pictures communicate more efficiently than a teacher's oral explanations, are less complex than dictionary definitions, and help students avoid the temptation to think that they must look up words in a bilingual dictionary or translate into their native language in order to understand. In a subsequent lesson, the teacher can use the same illustration without the labels as a review or assessment activity. The site can also be used by an individual student as a way to learn more vocabulary on a particular subject.
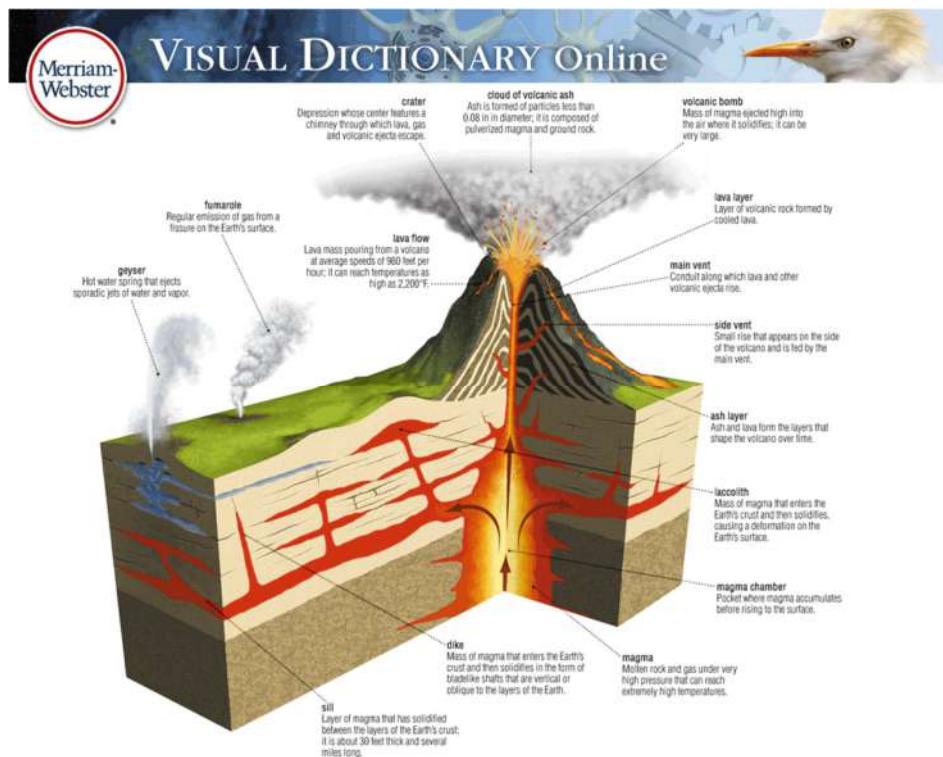
Web-Based Tools . . . (continued)

English Online France http://eolf.univ-fcomte.fr/
contributed by Oscar Silio, MA TESOL candidate.

This versatile website is hosted by a French University, hence the somewhat ambiguous name. It is organized into subsections on pronunciation, grammar, listening, and academic reading and writing. Each subsection has a variety of exercises, some of which sound rather traditional at first, but often have a novel twist that users may find engaging and valuable for self-study, homework, or classroom-based assignments. For example, the listening section has exact word listening tasks on three levels based on excerpts from television commercials, movie trailers, and street interviews. As they listen, users pause the recording, type in a response, and then click on *Check* to insert it into the text. Repeated words in a lecture, including function words, must be typed each time they are mentioned. One exercise for advanced users consists of reading along with a recorded text, listening for mistakes and typing in corrections as a teacher might do in class.

Like all websites, this one has both advantages and disadvantages. For example, two disadvantages of the listening materials are that the content is limited, and media files are from the early 2000s, and, therefore, somewhat dated. At the same time, the tasks accompanying the media files provide great models for teachers desiring to create similar exercises using modern voice recorders or YouTube videos. Another disadvantage is that the typing windows are extremely small and lack auto correction. In order to get the "right answer," users must have good spelling, and while users can check their answers, mistaken responses are overridden with correct responses, making it difficult to compare student responses with the correct ones. On the plus side, words that are mistyped are saved, creating customized review material for individual students. A final problematic feature is that the recordings cannot be rewound or fast forwarded to a specific point; they can only be restarted from Point Zero.

One of the things that most students ask is "how can one improve one's English quickly?" This website is a good reference because it tests student's listening, comprehension, and writing skills. The best use of this website is for homework. The teacher explains to the students how to use it and assigns a specific set of exercises. Since the website allows students to input answers without a count limit, students will be required to copy and paste their dictation results on word or use the "print screen" feature to save their progress in order to review in class. In order to prevent students from cheating and to force them to review their own writing, students must be asked to also include a copy of the correct answer and to highlight in either their answer or the correct solution the mistakes that they made.

Web-Based Tools . . . (continued)

**EDpuzzle** https://edpuzzle.com/ contributed by Teddy Simonelli, BA TESOL candidate.

EDpuzzle bills itself as the "easiest way to engage your students with videos." While it is not a language-specific website, it is ideally suited to engaging language learners with stimulating content and authentic language such as what they would find in YouTube videos. It is an entirely free web application based on the "flipped classroom" concept which suggests that the classic lecture and assessment elements of a class should take place outside of the classroom, so that class time is dedicated to more interactive work such as answering questions, working on exercises or projects, or holding discussions. With EDpuzzle, teachers can, for example, create guided questions or quizzes based on YouTube videos for students to complete as homework. Then, they can analyze student results before class to see where students are struggling, where

they are proficient, and how class time can be most efficiently used.

There are still more attractive features of EDpuzzle. For example, the app can be downloaded to mobile phones to allow students access even when they are on-the-go. It makes homework and classwork more motivating for students and opens up class time to focus on what they need most. Teachers can upload their own narration to videos and crop it to highlight specific clips within the selection. Not only does EDpuzzle track the students' progress, but it also ensures they are keeping up-to-date with the assignments and notifies the teacher if a student does not complete an assignment within the deadline.

EDpuzzle was not created to take the place of classroom instruction, but rather to supplement the class. The Flipped Classroom methodology of EDpuzzle is truly revolutionary, and is a great supplement to a class of any subject.
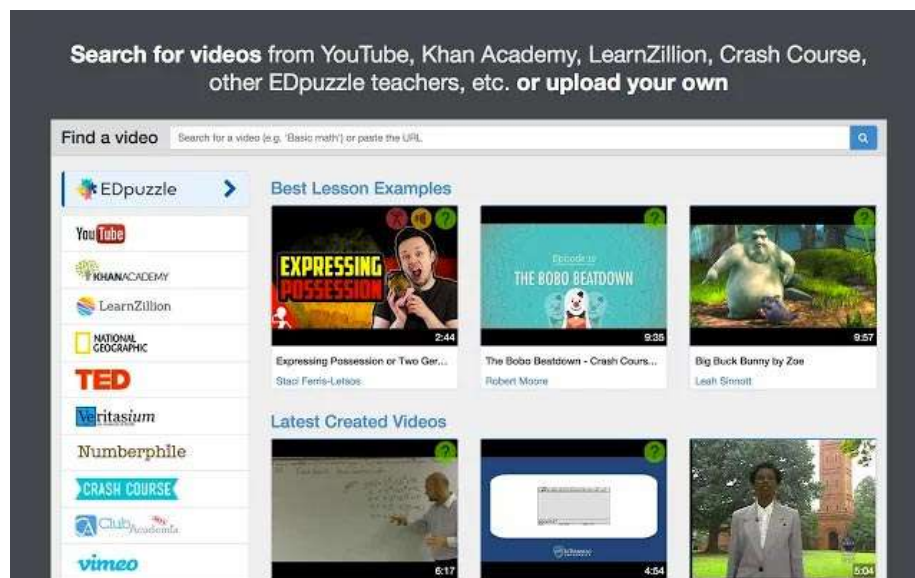
Web-Based Tools . . . (continued)

**Praat** http://www.fon.hum.uva.nl/praat/ contributed by Daisy Padilla, BA TESOL candidate.

Praat is a free, downloadable software program designed for the scientific study of speech. Users analyze speech using digital technology and the visual analysis of a *spectrogram*. They can upload mp3 audio files, voice recordings from other sources, or record their own voice and then see their speech converted to visual images. Praat allows them to focus attention on a number of different elements of speech including pitch, intonation, and duration. The visual analysis helps them notice differences in vowels, consonants, and streams of speech that may be difficult to hear or feel.

With Praat, teachers of English can assist students in developing an awareness of speech sounds and pinpoint ways in which they can manipulate them. Teachers can record their students and show them differences between their speech and that of native or fluent speakers of the language. Students can then replay the recording, listen, and see changes in their pitch or stress patterns as they practice. This can

definitely help students with pronunciation because the visual feedback acts as a guide for noticing features of speech and making desired adjustments in them. Although it is very interesting, Praat is also technical. Some of its features make it difficult to use, and students will probably need instruction and a demonstration before they will be comfortable using it on their own.
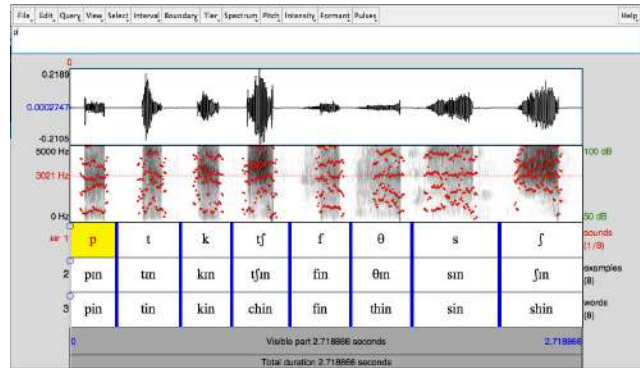
Submission to *The Word*

Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawai'i. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. This list is by no means exhaustive. Please feel free to send any article about these topics or others that you consider interesting to ESL educators in Hawai'i. (You do not have to be a member of HITESOL to submit an article).

Format & Style

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or contact the editor with questions.

Submission Deadlines

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

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

I look forward to receiving your submissions.

Lisa Kawai
Editor of *The Word*

Upcoming Events

March: TESOL International Convention & English Language Expo: The World Comes Together at TESOL
   Date: March 21-24
   Location: Seattle, Washington

May: Language Experience: (Target Language TBA)
   Date: TBA
   Location: TBA

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.

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	stephen.peridore@csn.edu
	Samantha Hume	sjhume@hawaii.edu
Big Island Chapter Representative	Carrie Mospens	mospens@hawaii.edu

Board Appointed Positions

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Hawai'i TESOL / Ukraine Liaisons	Jean Kirschenmann	jkirschenmann@hpu.edu
	Sally La Luzerne-Oi	slaluzerneoi@gmail.com
Social Media Chair	Seth Robins	robins@byuh.edu
Graduate Student Representative	Jay Tanaka	jaymt@hawaii.edu
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