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TESOL Advocacy Training
By Shawn Ford

This past summer, I was fortunate to be one of just over 100 educators to participate in the 2017 TESOL Advocacy & Policy Summit in our nation's capital, coordinated by TESOL International Association. My participation was made possible by a generous professional development grant from my home institution, Kapi'olani Community College. The objective of my training was to learn strategies and make political connections for advocating for immigrant students in Hawai'i, with the intention of increasing the number of immigrant students who pursue higher education.

The TESOL Advocacy & Policy Summit "is an unparalleled professional development opportunity for educators to learn about U.S. federal education issues and advocate for policies that support English learners and the field of English language education." The event was held in Alexandria, VA, just a few minutes by train outside of DC, over three days in June. During the first two days, we received overviews of current federal policy and legislative issues relevant to the field of English language education, and intensive training in advocacy work to support English learners. On the third day, we went to Capitol Hill individually to meet with our Congress members to conduct our advocacy activities. For more specific information about the Summit, click on the following link, which will take you to the relevant page on the TESOL website <http://www.tesol.org/advance-the-field/advocacy-resources/tesol-advocacy-policy-summit>.

Before I left for DC, I contacted the Hawai'i TESOL Board members for feedback on important advocacy issues for English learners in our context. Based on this feedback, I crafted the following "one-pager" to give to the Congress members with whom I would be meeting:

Hawai'i TESOL is the local affiliate of TESOL International Association. Hawai'i TESOL represents more than 800 ESL professionals statewide, from the private and public K-12, adult education, and higher education sectors, including full-time and part-time teachers, and student-teachers in any one of Hawai'i's teacher-training programs throughout the state. Hawai'i TESOL has approximately 250 active members at any point in time. Hawai'i TESOL focuses on professional development and advocacy activities, offering an annual conference, a technology workshop, a language immersion workshop, and a social gathering, and disseminating TESOL-relevant information and our quarterly newsletters through our organization's website.

Immigrant ELs in Hawai'i – Fast Facts

- *Hawai'i is a "Title I State," meaning that every school in the state is eligible for Title I funding for underserved students.*
- *Approximately 18,000 immigrant ELs speaking 68 different first languages are enrolled in Hawai'i State Department of Education schools.*
- *The Hawai'i State Board of Education approved the State Seal of Biliteracy in 2016, which recognizes our state's students who graduate from high school proficient in either English, Hawaiian, or American Sign Language plus one additional language.*
- *The Hawai'i State Board of Education approved the Multilingual Education policy in 2016, providing a framework for bilingual and multilingual education for our state's ELs.*

TESOL Advocacy Training . . . (continued)

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◊ <u>Title I of ESSA</u>: *At-risk and Underserved students Hawai'i TESOL asks that Congress maintain the current level of funding for our state's at-risk and underserved students, including ELs.*

◊ <u>Title II of ESSA</u>: *Professional Development Hawai'i TESOL asks that Congress maintain current level of funding for professional development for in-service teachers to better prepare our ELs for school achievement and success, including providing bilingual/multilingual education services.*

◊ <u>Title III of ESSA</u>: *Supplemental Funding for EL Services Hawai'i TESOL asks that Congress maintain current level of funding for EL education at all levels.*

◊ <u>BRIDGE Act</u> *Hawai'i TESOL asks Congress to support the bipartisan BRIDGE Act to support our immigrant students who are eligible under DACA to continue their educations in the US.*

<u>International Education in Hawai'i – Fast Facts</u>

• *According to DBEDT, direct spending by foreign students in Hawaii was $301.9 million for the 2015/16 school year.*

• *Including the ripple effects, the total economic impact of international students was:*
  * *$649 million in total economic output, including direct and indirect effects;*
  * *7,590 jobs were supported by foreign student spending;*
  * *$256 million in household earnings was attributed to foreign students;*
  * *$43 million in state taxes was generated from foreign students.*

◊ *Hawai'i TESOL asks Congress for continued support of international education, which recognizes the positive economic and social impacts that these students have on public and private education system.*

◊ *"Travel Ban": Hawai'i TESOL is concerned about current federal policy directions regarding travel that negatively affect our student populations, our employment, and our institutions. Hawai'i TESOL asks that Congress aggressively oppose blanket travel restrictions, which make our country less welcoming of international students and education tourism.*

As I was preparing for my trip, I also contacted Hawai'i's four Congressional members – Senators Hirono and Schatz - and Representatives - Gabbard and Hanabusa – to schedule meetings for the third day of the Summit. Fortuitously, the Capital Hill visitation day coincided with Senator Hirono's Tuesday Morning Talk Story Hour, so I was able to meet her

along with other constituents who had been visiting DC at the same time. Afterwards, I met with Senator Hirono's legislative aid to speak more in-depth about Hawai'i TESOL's advocacy issues. I wasn't able to meet with Senator Hirono individually because as soon as the talk story session was over, the senator was whisked away by her aids for emergency votes that were taking place throughout the day on an effort to repeal and replace the Affordable Care Act. This congressional activity wound up affecting my ability to meet with the other Congress members that day.

However, I was able to meet with Representative Hanabusa's legislative aid next that morning, and right after lunch, I met with Senator Schatz's legislative aid. I had learned during the advocacy training sessions that this is not unusual and that meeting with a legislative aid is almost as good as meeting with the Congressional member directly, and in some cases even better, because the aids are often the ones who set the schedules for the Congressional members and who have their fingers more directly on the pulse of the constituency. I was not able to meet with Representative Gabbard; nobody from her office responded to my meeting requests.

Needless to say, we have solid allies in our congressional delegation. Senator Hirono and the aids with whom I met were genuinely interested in Hawai'i TESOL and our advocacy issues, which they were familiar with and support. Not too surprisingly, the topic of international education caught the most attention for economic reasons, and the aids asked me for follow-up specifically about this. Everyone expressed appreciation for us reaching out and expressed a desire to continue the relationships through periodic updates and future visits.

Through this training experience, I have been reminded of the importance and power of advocacy. Hawai'i TESOL and its members are uniquely positioned to advocate for the issues of immigrant and international education, education funding, and teacher education and training. Our legislators at the state and federal levels need our expertise, and they are open and available to us. As several congressional aides told me, the Congressional members have so many issues to filter through on a daily basis that they need their constituents to point out the issues to them that have currency. I will continue to seek out opportunities to advocate for Hawai'i's English learners and teachers at the local and federal levels, and I highly encourage the Hawaii TESOL membership to do so as well. If we don't speak up for our students and ourselves, then who will?

ESSA—Every Student Succeeds Act
BRIDGE Act—Bar Removal of Individuals who Dream and Grow Our Economy

About the Author: Shawn Ford works at Kapi'olani Community Collage and is the Socio-Political Action Chair of Hawai'i TESOL. He can be reached at sford@hawaii.edu.

Assessing Automaticity in SLA: A Review of Van Moere's (2012) "A Psycholinguistic Approach to Oral Language Assessment"

By Jennifer Monje

Automaticity, "near effortless processing of language," is a linguistic competence in its own right and a psycholinguistic construct, Van Moere (2012, p. 326) asserted, and is poorly problematized in literature on testing speaking and seldom paid any attention to in oral assessments in language classrooms. Van Moere also stated that SLA researchers would do well to look at it as a useful window in determining L2 speaking proficiency. Unfortunately, exercises involving repetition and rehearsal, which enhance automaticity, have fallen out of favor among teachers and researchers because researchers are too resistant to behaviorist learning of the 1970s, especially with the advent of cognitivist approaches in the 1990s. Referencing Hulstijn (2001, as cited in Van Moere, 2012), Van Moere asserted that 1) practice and repetition remain very valid learning activities for developing automaticity and 2) 'calibrated' performance tasks are useful measures of language processing.

In making a case for the use of the psycholinguistic approach to oral language assessment, Van Moere (2012) laid out his argument in four sections in his article. First, he drew from theories of automaticity, chunking, formulaic sentences, and practice in L2 classrooms. Next, he presented two timed stimulus-response tasks for assessing *processing competence* (Skehan, 1998, as cited in Van Moere, 2012), which the author claimed are valid methods for assessing speaking skills comparable to any other complex grammatical tasks ordinarily employed in assessing oral competence in L2 classrooms, and excellent measures of automaticity in ways that communicative tasks are not. Then, he attempted a three-model framework of

input, processing, and *output* variables. Finally, in applying this framework, he presented data from 142 non-native English speakers in Hong Kong to demonstrate how the psycholinguistic construct can be observed and reliably measured. The article closed with five limitations in the use of this approach.

Drawing mostly from work by Skehan (1998, as cited in Van Moere, 2012) and De Keyser (2001, as cited in Van Moere, 2012) on the relevance of memory and practice, this article revisited teachings from behaviorism, arguing for the role of practice in building fluency, accuracy, and complexity, leading to automaticity, in this paper defined as the "near effortless processing of language" (Van Moere, 2012, p. 326). Automaticity happens through frequent encounters with words and structures and opportunities to link together the components of utterances, so that they can eventually be produced almost effortlessly. According to Ellis (2001, as cited in Van Moere, 2012), through frequent encounters with a sequence, learners establish, perceive, and retrieve sequences in a rapid fashion over time. It is believed that the building up of a repertoire of chunks by encountering, repeating and rehearsing, and after thousands of hours practicing, language learners are able to perform faster.

However, the more interesting question is one of methodology, and at the heart of this article: How can we, as teachers and researchers get at this automaticity? How can this psycholinguistic construct be formally and reliably assessed? Van Moere (2012) proposed the use of two relatively easy to administer oral tasks—sentence repeats and sentence builds.

Sentence repeats (also called 'elicited imitation' in SLA research) test

learners' ability to listen to sentences one by one and repeats each sentence word for word, while sentence build tasks consist of a prompt broken into three segments which are presented in random order, and which the learner reconstructs, producing a sentence that is intelligible, accurate, and complete. According to Van Moere (2012), elicited imitation as a task has a degree of authenticity for the following reasons: sentences may be drawn from everyday conversational interactions; practice has always had good pedagogical dimension; and measuring L2 oral proficiency that involves attention to form and meaning, and requires both comprehension and production is a psycholinguistic construct good for testing (p. 332).

In certain circles these tasks could be perceived as "superficial parroting of meaningless stimuli" (Hulstijn, 2001, as cited in Van Moere, 2012, p. 329), but these tasks stand up to the methodological rigor of test-retest. While the author agreed that sentence repeats and re-builds are not communicative and might even be seen as "inauthentic," measuring speakers' fluency, accuracy, and knowledge of complex structures are allowed in a way that can be replicated easily and results are stable across contexts. However, challenges faced by researchers when assessing oral skills through communicative language tasks such as role play may be insurmountable.

Applying the foregoing, Van Moere's (2012) research employed the *Versant English Level Test* consisting of 12 sentence repeats and 10 sentence builds to 142 participants enrolled as English majors in a university in Hong Kong, whose proficiency levels cluster around CEFR levels A2 and B1 for speaking ability. The test that the

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participants took was also previously presented to 20 native speakers of English to establish the instrument's validity. The research question was: 'Do sentence repeat and sentence build tasks provide reliable estimates of test taker ability of fluency, phonological accuracy, and grammatical accuracy?'

The participants' response data were rated twice by expert raters, transcribed twice by expert transcribers for both fluency and pronunciation, and converted into numerical performance data by counting the number of errors students made in repeating or building sentences. The results showed that the elicited imitation tasks provide reliable estimates of test taker ability of fluency, phonological accuracy and grammatical accuracy.

More importantly, the tasks separated the learners into several levels of reliability, through the use of Rasch's model (*person separation* and *person separation reliability*) (Van Moere, 2012, p. 337). However, the article does not say what the acceptable levels of reliability are, unlike what was done in discussing the point bi-serial values of the results. Readers were simply told to "See Linacre, 2008, for a description of person and item separation" (p. 337). Furthermore, while I do not doubt the veracity or accuracy of the results, reading the disclaimer at the end of the article ("The author works for Pearson, publisher of the Versant tests described in this paper") makes me question his motives for undertaking research that involved the use of an instrument that his company sells.

In conclusion, Van Moere (2012) admitted to four limitations in this

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research. First, tests of this kind if administered in large scale, will likely succeed only through the use of artificial intelligence speech recognition systems which can process the responses, identify errors, and generate pronunciation and fluency scores which closely match human ratings. It is unlikely that raters will be able to consistently and reliably assess hundreds of oral test takers without fatigue settling in, even with rubrics employed. The purpose of using sentence repeats and sentence builds should also be spelled out very clearly early on: if the purpose of the test is to isolate purely spoken skills, then these tasks work. However, the methods themselves are not able to ascertain whether the performance data is an accurate window to the participant's underlying linguistic competence, as was claimed here, or is simply a function of an excellent memory.

In my own experience with Versant's sentence repeat task, my errors arose from not paying enough attention to the oral prompt, certainly not from my inability to reconstruct

what I had heard because of an underlying grammatical incompetence. Furthermore, Van Moere (2012) was aware that because the language in test items does not go beyond the sentence level, it may not assess higher levels of proficiency, to which I agree completely, taking exception to his claim that "The theory underlying this approach [use of sentence repeats and sentence re-builds] is that the efficiency with which learners process comparatively simple language tells us as much about their language proficiency as their knowledge of complex grammatical structures or low-frequency vocabulary" (p. 339). Because neither sentence repeats nor sentence re-builds actually get at the grammatical complexity of the test takers' oral linguistic skill, this claim sounds a bit of a stretch to me. Lastly, and probably the greatest barrier to the acceptance of the methods employed here, is the decontextualized nature of repeats and rebuilds, which lacks the context for purposeful communication. For teachers dependent on communicative purposes of language testing, these are hopelessly artificial tasks.

About the Author: Jennifer Monje teaches rhetoric and speech classes (using English as a second language), among other subjects, at the Pamantasan ng Lungsod ng Maynila (University of the City of Manila), her alma mater. Her research interests lie in sociolinguistics.

The Process Genre Writing Approach:
An Alternative Option for the Modern Classroom
By Emma Tudor

What does it mean to write? "Writing involves knowledge about the language, the context in which writing happens and skills in using language. Writing development happens by drawing out the learners' potential and providing input to which learners respond" (Badger & White, 2000, p. 157-158).

Taking this in to account, the Process Genre Approach in writing classes can be favorable as it considers not only the knowledge required of a particular genre, but also the process used to write the text. As a modern approach to writing, it borrows from more traditional approaches, combining their most effective elements: using model texts (as in the product approach); maximizing the processes involved, including planning and drafting (as in the process approach); and providing genre knowledge (as in the genre approach).

What do learners need when writing?

Purpose (why)

Writing is a social act—writers always write for a specific purpose usually to communicate ideas to others (U.S. Department of Education, 2017). Learners therefore need to be aware of the situation for which they are writing and to decide what to write in response to that particular situation. This gives the writer a purpose, which is essential, as learners frequently feel quite de-motivated if they are simply 'writing to practice writing.' Different situations require different types of writing, so

knowledge of the text genre can be extremely beneficial to learners in order to identify how writing can vary in different social contexts (Badger & White, 2000).

Tenor (who)

Learners need to know who their audience is in order for their writing to appeal to that group of people (the tenor), and they need to understand their relationship to the audience. This also helps the writers feel more motivated since they are not just simply 'writing to their teacher.' Senior Lecturer in the School of Education at Nottingham University, Tricia Hedge (2005), emphasized this, suggesting that writing should not just be a mechanical exercise, but it should fulfill a communicative purpose for a real audience.

Field (what)

Learners go through a decision 'process' of what information to include based on what the readers expect (Tribble, 1996). Model texts can help with the decision process as it can help activate schemata as well as highlight features of that genre, including layout, organization and style. However, as suggested by Harmer (2004), it is important for learners to understand that any model texts provided are examples of how writing is done and not mandates of what must be done.

Mode (how)

Texts from a particular genre typically follow a similar format and can give learners guidance on how to organize a text. This can assist with the coherence of a text, ensuring ideas are explained and arguments are supported. Coherence is vital when writing, so the audience can comprehend the writer's purpose through logical order or sequence. Cohesion is also important, as this assists with linking elements of

the text together, which can be achieved by using specific lexical and grammatical means. Register, the language style, is used to indicate the level of formality needed in a particular situation for a particular audience. Register also refers to topic specific vocabulary of that genre, including common words or phrases.

Process Genre Approach

Considering these essential requirements when writing (purpose, tenor, field and mode), the Process Genre Approach incorporates those elements into the following stages:

- **Focus learners on an occurring situation for which a text is required.** This will help learners understand the reason for writing (purpose). The situation should be relevant for the learner, and they should have some experience with it to enable activation of schemata.

- **Identify why, for whom, what, and how learners will produce a text.** This gives students a clear audience to write to and in what style. It also helps identify what information is needed and how that information should be organized.

- **Guide learners through planning and drafting processes.** Input from peers can be valuable to enable opportunity for schemata and language knowledge to be shared. Additionally, model texts within that same genre can be provided to help learners research the genre.

- **A final draft will be created.** In order to reach this, learners will probably jump between the above stages as necessary. An important factor of the process genre approach is that it does not follow rigid, linear stages.

The Process Genre Writing Approach . . . (continued)

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As the Process Genre Approach takes advantage of strong elements from several other writing approaches, it creates an effective means through which to produce a text. Those vital processes which the learner is taken through help draw out the learner's potential as well as using knowledge provided by example texts. The approach sets a clear vision for the reason for writing which helps motivate and guide learners. It allows for peer input and flexibility within stages, meaning leaners develop the skills of an effective writer as well as language ability. This can therefore help not only produce a more effective text, but also a more skilled writer.

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About the Author: Emma Tudor's expertise spans regional academic management, curriculum material development and teacher training. She holds a Cambridge Diploma in English Language Teaching (DELTA) as well as a TEFL certificate and a BSc in Business and Management. A regular presenter and advocate at international conferences, Emma works together with the TESOL community on improving standards in the industry to help further enrich the learning and teaching experience. She can be contacted at <emma.tudor@ef.com>

Overcoming the Fear of Writing:
An Interview with Dr. Masayuki Nakagawa and Dr. Hideki Kimura
By Michael Lin

An often-difficult challenge for many ESL/EFL university teachers is writing academic publications, defined as articles whose intended audience consists of colleagues and the research community. Whether the instructor is at the beginning of their ESL/EFL teaching career or well-established in the field, for many, writing can be a challenge. Some thoughts educators might ponder are: "What should I write about?"; "How do I get started?"; "I can't think of any interesting topics."; "I don't want to embarrass myself."; "I'm just a teacher, not a researcher."; or "I'm too busy preparing for classes, teaching, and completing administrative tasks." Belcher (2009), author of *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success,* asked her students in her writing class for their feelings about writing.

Student responses mirrored those of educators: "I get depressed when I think about having to write."; "I feel ashamed of my writing skills."; "I feel like I work at writing for hours and have so little to show for it."; and "I get a good idea but then I feel a fog come over me." (p. 3). Has the reader ever felt this way? This writer certainly has.

This summer, I had the honor of interviewing two prominent Chinese linguistics scholars, Dr. Masayuki Nakagawa, Professor Emeritus of Kobe University, and Dr. Hideki Kimura, Professor Emeritus of Tokyo University, to get some ideas on writing and how to overcome the fear of writing. Both have over 40 years of teaching experience and about 60 articles and 10 books published. This article reports on three insights learned from these interviews that could be helpful for foreign language educators in their

research and publishing career.

The most repeated words of advice from Dr. Nakagawa and Dr. Kimura was: "Find out who you are and take advantage of it." From their perspective, it is important to understand one's identity when conducting researching. This point is especially crucial because the field of linguistics, unlike natural sciences, usually does not contain absolute truth, and writing strongly depends on how one looks at a topic or how one individually thinks.

They shared their struggles in getting their career started during the post-war period when Chinese linguistics in Japan focused on translation of research done by native speakers from China. Perspectives from other ethnic contexts or cultures were not common. Despite a

Overcoming the Fear of Writing . . . (continued)

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challenging context and an unclear future on how the field would progress, Dr. Nakagawa and Dr. Kimura recognized that being Japanese teaching Chinese had its advantages. One major advantage was that they could ask and explain linguistic questions about the Chinese language that native Chinese speakers often overlooked and took for granted. Secondly, they found that being Japanese offered a cross cultural prospective that was unique, relatable, and helpful for language learning. Third, they understood that there was not much research done from a Japanese perspective, which presented a unique opportunity.

Dr. Nakagawa and Dr. Kimura ultimately ushered in a new wave of Chinese linguistic research in Japan that changed the paradigm of research in the field. The scholars emphasized that for every writer, it is easy to forget that one's own unique background, culture, education, and experiences are assets.

Additional valuable advice that Dr. Nakagawa and Dr. Kimura shared was, "Start with something small when researching." It requires small steps and time. Dr. Nakagawa described two simple observations from daily life that posed a larger linguistic question regarding the topic of "possessive use." Take for example, the signs on the Shinkansen which say, "Do not rush for your seat." From an English perspective, the usage of the possessive "your seat" seems parlance for the language. However, from a Japanese perspective, the possessive phrase, "your seat," is confusing; after all, one would think, "The seat is not mine, it is the Shinkansen's." Similarly, consider the situation where a child meets his returning father at the airport. The child in the Chinese language would naturally say, "Daddy's airplane is coming soon." Without context, the meaning could be ambiguous and can literally mean the airplane belonging to the father. From

a Japanese perspective, the use of the possessive is strange, because the airplane does not belong to the father. A rendering from an English or Japanese perspective could be, "The airplane that dad is on is arriving soon." In the English language, the phrase "Daddy's airplane is coming soon" can be used, but the nuance suggests that the idea in not ambiguous and assumes a more logical orientation in the communicator and receiver of the message.

Dr. Nakagawa explained that these daily life examples could be further explored and their insights added to the broader category of how possessives are used in languages. Then from a more specified area of focus, larger theories and hypotheses could be developed and better supported over time. Dr. Nakagawa's main point was to not get discouraged with writing, but to start off small.

The third insight learned from Dr. Nakagawa and Dr. Kimura was the notion that, "I don't have time to write" is more of an excuse than a true obstacle. But what can an educator do when he or she is struggling to create time, space, and energy for writing? For foreign language instructors, not only is writing often a daunting psychological challenge, but a significant amount of time and energy is exerted on preparing for classes, teaching, grading, and completing administrative tasks.

Dr. Nakagawa's advice is that writing can occur anywhere, anyplace, and anytime. Indeed, it is a state of mind to always think about a research question, a linguistic puzzle, or idea. Dr. Nakagawa encourages educators to press on by reading relevant academic articles or even books that are not as relevant, and then write down observations. Because the pre-writing process is key, writing does not have to necessarily take place in an office or in front of a computer.

Dr. Kimura's writing process is similar in that he is continually thinking of his research throughout the day and

often takes walks around the neighborhood. Dr. Kimura mentioned that while it may not appear that he is writing when he is walking, he is writing in his head repeatedly. In summary, if language instructors can revise their mindset and understand that everything in their life and academic career is connected to writing, this way of thinking could help in the increased production of research and publications.

The two-hour interview with Dr. Nakagawa and Dr. Kimura was an interesting opportunity to gain advice for academic writing and understand the mindset of two leading Chinese linguists with careers spanning four decades. Deep in its historical context, the writer found the insights to be rich in thought and potentially helpful for those who need support in their academic research career. Both scholars are optimistic for the next generation of scholars and look forward to the continued growth and development in the field of linguistics and foreign education.

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About the Author: Michael Lin is a Taiwanese American from Los Angeles, California, and is an adjunct English instructor at Kobe Shoin Women's University, Konan University, and Konan Women's University. He has been teaching ESL/EFL in the Kansai area since 2011. His research interests involve self-access learning, teacher and student motivation, content-based learning, and task-based learning. He can be contacted at <mlin116@gmail.com>

Global Village Hawai'i Hosts Runze Study Tour

By Dre Childs

Global Village Hawai'i hosted students (aged 10-13 years) from Changchun, Jilin Providence China from August 5-15, 2017. The students, their parents, chaperones and siblings came to study, live and participate in activities in both Honolulu and Hilo during their stay.

In the mornings, students studied in the Cambridge Young Learners of English Program and received Cambridge University ESOL certificates after passing the Cambridge exam. In the afternoons, the students went with other youth from around the world on activities including visiting Ala Moana Beach Park, the Art Explorium, the Honolulu Police Department, and Aiea Bowling. On the last day of their trip, the tour group went to the Island of Hawai'i and visited the Volcanic National Park.

The chaperone stated that more students will come back next year for this exciting summer study experience!

At the end of the program, these students were deputized as Study Hawai'i Ambassadors by the Department of Business, Economic Development and Tourism (DBEDT) and will be spreading the word that Hawai'i is a great, safe, and multicultural place to study.

DBEDT launched this new Study Ambassador Program to attract more international students to study in Hawai'i. Most of the students come from Hawai'i's priority markets such as Japan, China, Korea and Taiwan. This program brings in over 20,000 students annually to Hawai'I and hosts study groups, summer and winter camps and short term students (Tiu, 2017). The goal is to spread the word either by word of mouth, or by feeding social media and networks. This approach promotes Hawai'i by utilizing authentic peer-to-peer, often viral, multiple channel distribution of information about Hawai'i as a study destination. Ambassadors are awarded a certificate and a backpack deputizing them as Ambassadors.

According to the governor.hawaii.gov web site (Christine Hirasa, Media Contact) "Participation is open to eligible sponsors of visiting student groups. Requirements include:

1. Qualified organizers of school groups, which may include compliance with Hawaii Compliance Express, registered to do business in Hawaii.

2. Schools in 9-12 grades and tertiary student groups are priority, younger grades on a case-by-case basis

3. Sponsors bringing in 50 or more students for education-related purposes, excluding sports.

4. Sponsors who commit to provide a pre- and post-report of the visitation to include, but not limited to,

itineraries, photos, publicity, and other results as an outcome of visit.

5. A minimal cost may be assessed to defray expenses of promotional items."

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About the Author: Dre Childs is the Assessment and Business Development Manager at Global Village Hawai'i.

Classroom Activity: Responding to Compliments

By Leola Solis

Last year, I was invited to a sociolinguistics class of about 15 students. The students were taking the class as part of their undergraduate requirement for a BA in TESOL. The students were from Tahiti, Japan, Thailand, Tonga, Kiribati, Samoa, China, Hong Kong, and the U.S. As part of the lesson for that day, I was asked to share my knowledge of conversation analysis (CA). I wanted to teach the students how interactions are structurally organized and contextually oriented, so I created an activity based on Wong and Waring's (2010) research on how people respond to compliments.

I started off the class by giving each student a piece of paper. I then asked them to go around the classroom to find someone to compliment. On the paper, they were to write down the responses they received from the different students they complimented. After a certain amount of time had passed, the students were asked to return to their seat. I asked them to look at what they wrote and to count how many times they received the same response to a compliment. We compared their findings with the rest of the class, and then I introduced Wong and Waring's (2010) research findings on giving compliments.

According to Wong and Waring (2010), there are two competing responses to compliments: agree with the person complimenting you and come across as conceited; or avoid the self-praise altogether and present a false sense of modesty. Which one wins? In their research, Wong and Waring (2010) discovered that most people in America will choose one of two responses: they will choose to either downgrade a compliment, thus avoiding accepting or rejecting the compliment; or they will choose to do a referent shift, which is to reassign the

target of the praise or return the praise.

After explaining the research, I had the students look at their noted responses. Most of what Wong and Waring (2010) discovered in their research was mirrored in the student's responses. We had many downgrades

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and referent shifts. Some of the students also responded with a simple "thank you." This is usually what is taught in schools as an appropriate response even though it can sound presumptuous. During the class discussion, some students shared how they felt when they were complimented. One student said that she thought it was "spooky" to be complemented on her hair. Another student said she felt uncomfortable hearing people compliment her. She said in her country they do not give compliment in the same way as Americans do.

Another student from Hong Kong shared an experience he had while in England doing volunteer work. He was talking with some Americans, around his age, who spoke his language. One of the Americans complimented this student in the student's language and the student shared with the class that it was very strange to hear a compliment being given in his own language. After the class activity, the student realized that the reason the compliment came across as strange to him was because it

was in his own language. He had never been complimented in his own language before and it took him by surprise. He said that he had been complimented before in English and had not thought twice about it, but because it had been in his own language, it had come across as strange.

This activity started out as a way of introducing CA, but it became more. Not only did it offer students a small taste of how collecting and analyzing interactional data can be useful in the classroom, it also acted as a springboard for a discussion on cross-cultural differences in interactional practices. This activity gave students the opportunity to discuss their initial impressions on complimenting and showed them different ways to respond to compliments as native English speakers do.

Reference

Wong, J., & Waring, H. Z. (2010). *Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers*. Abingdon-on-Thames, UK: Routledge.

About the Author: Leola Solis is an Assistant Professor at Brigham Young University - Hawai'i. She is also a graduate of the MATESOL program at Hawai'i Pacific University. Leola's main interest is in how culture and language intertwine and how conversation analysis can help illustrate this phenomenon. She can be reached at <leola.solis@byuh.edu>

Introducing Critical Language Pedagogy in China

By Wonguk Cho

Critical Language Pedagogy (CLP) has been reported successful in EFL/ESL contexts. However, China is not well-known for critical practice in classrooms; rather, its (uncertain) fame for nationwide oppression scares critical pedagogues, including myself.

Since I came to China in the fall 2016, I have been applying CLP aspects to my English courses. My coworkers are concerned about me introducing critical teaching components in China, but I have found that it is feasible with carefully designed materials and activities. Thus, in this paper, I will introduce an activity that I used in my reading and writing course and my students' interview data showing how they reacted to the course content and the activity.

Briefly introducing my school, China University (CU) is considered one of the prestigious colleges in mid-west China. Most of my students have no background of studying abroad in English speaking countries, but they are highly competent with English grammar and simple composition since their *gaokao* (college entrance exam in China) grade was high enough to enter CU. The validity of the correlation between standardized test grades and linguistic productivity is doubtful, but at least,

it shows that they understand academic English.

The freshman compulsory English courses of CU consist of two classes: Listening/Speaking (LS) and Reading/Writing (RW). RW has been taught by Chinese faculty most of the time while international faculty members teach LS. The school provides syllabi, but lecturers can design their course materials and activities. In this way, I was able to find room to apply CLP to my course. The RW is a two-credit course with a ninety-minute-long class meeting every week.

The RW course content that I was required to discuss included globalization, feminism (e.g., expected gender roles), career planning, environmental issues, conflicts between personal concern and public interest (e.g., smoking ban), etc. Once I obtained the textbook, I found it very interesting because it discussed not only controversial local issues but also international problems in a critical voice. For example, it asked how Chinese students can preserve local culture in the globalized era, assuming that Western culture has penetrated into the country. The text also asked what potential action should be taken when they see someone smoking in a public place where the behavior is banned. Thus, it was quite easy to achieve my goal, introducing critical perspectives or activities to my class since my students were already exposed to the process of defining problems, specific themes and action plans with their textbook (Crookes, 2013).

For each unit, I prepared one or two fluency-developing activities for each topic including Forum Theater (Boal, 2000), poster designing, short presentation, etc. Among these, the Forum Theater is an

interesting activity since it provides opportunities to students to act, reflect, and transform the status quo, rather than just conventional role-playing. It has three stages: (1) students perform based on scripts they wrote; (2) the audience can jump into scenes with alternative ideas when they find the given situation is unacceptable; and (3) the students produce another scene.

To perform Forum Theater, my students practiced critical thinking and brainstormed for social justice towards various issues around them. The topics were not solely chosen by me, but they brought in news articles that drew their attention. They discussed the topics in a group and discussed how they could define their community through the issues and make society better with specific action plans. However, they were not always confident or comfortable sharing their opinions with other students. After reflecting, my students stated that their limited proficiency in English effected their critical thinking process, especially when they shared their opinions. Here is a brief report from one student.

Yeah, and I guess another reason is because we are not still good at mastering the English skills so we cannot really express feeling so I guess it is also difficult of sharing those difficult topics.

Introducing Critical Language Pedagogy . . . (continued)

(Continued from page 10)

However, Feng (pseudonym) shared her stories and opinions without any problems during the interview. More interestingly, she was a hard-working student and participated actively in the class over the two semesters. Thus, I got an impression that linguistic insecurity functions as a psychological barrier in an English-only environment even though they have few communication issues in the target language.

Another student, Chen (pseudonym), shared her individual "A-ha" moment with critical thinking skills.

In China, in junior high school, the education is tightened and stable. And the answer of the one question has only one answer. We don't think much. We just know how to get it. We seldom think critically. Maybe it (Critical thinking) is new, a little new. Maybe I can give you one example. In the middle school, I used to follow the teacher, and the teacher was always right. And the teacher was doing or solving a problem, then I follow his or her steps. And in the university, I think maybe the teacher brings a question then I will first think uh if his answer is right. And I am able to come up with better solution. I used to think critically about it. I think that helps me to learn more about mathematics and other things.

Chen shared with me that the hierarchical structure and authoritative environment in academia do not help her achieve her scholastic goals. She believes that she needs to come up with better solution with critical thinking skills and escape from the conventional thought: "My teacher is always right."

Wrapping up this short reflection, I have found that CLP in China has much potential. However, even though I insist that teaching languages with critical perspectives is very beneficial here, many teachers may not agree with me. They might think that approach is dangerous in a communist country. However, it is important to understand that CLP can be utilized as an educational approach to enlighten the students to be active citizens in their society. Thus, I will continue emphasizing the importance of how CLP can be helpful for Chinese students.

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About the Authors: Wonguk Cho is a lecturer at Chongqing University in China. He is interested in Critical Pedagogy and the application of it in ESL/EFL classrooms in Asia.

Focus-on-Form Instruction

Had Japanese Junior High School Students

Write More in EFL Classroom

By Yoko Takano

Long (1988, 1991) categorized two different types of focus on form instruction. Traditional grammar teaching is a focus on forms where L2 learners focus on just forms, and do grammar practice without understanding the meaning of the sentences. On the contrary, focus on form is a different approach in grammar teaching where they can focus on meaning before focusing on form. Therefore, it is a communicative approach and effective for L2 learners for improving their grammatical competence.

Ellis (2006) stated that "focus on form entails a focus on meaning with attention to form arising out of the communicative activity" (p. 100). This focus activity is planned focus-on-form instruction (FFI), which provides input and output simultaneously while focusing on the meaning of the target grammar. This means that L2 learners can notice the grammar structure naturally. In other words, this focusing on meaning as input helps students notice form-meaning connections. Then they can establish developing a system which is a mechanism of acquiring a second language and producing language as output. Planned FFI requires a focused task, and this approach is intensive.

In addition, *incidental* focus-on-form instruction (FFI) attends to form in the not-predetermined context of a communicative activity, rather the learner needs linguistic knowledge to complete the activity (Ellis, 2006). Therefore, the FFI is an extensive activity and output-based instruction such as essay writing in which particular forms are not targeted in advance. Ellis (2006) especially

stressed that "*incidental* FFI is of special value because it affords an opportunity for extensive treatment of grammatical problems" (p. 102). When students make errors in incidental FFI, teachers can give corrective feedback.

This corrective feedback is important for learning grammar because the mixture of implicit and explicit feedback can be conducted input and output based. For instance, implicit feedback occurs when the corrective force of the response to a learner's error is masked as a recast which reformulates a deviant utterance correcting it while keeping the same meaning. Explicit feedback takes many forms, such as direct correction or metalinguistic explanation, which is more effective in both eliciting the learners' immediate correct use of the structure and in eliciting subsequent correct use.

This type of feedback is more compatible with the focus-on-form approach because it ensures that learners are more likely to stay focus

on meaning. In addition, input-based feedback gives learners a chance to correct the form (recast). Output-based feedback urges leaners to produce correct form (requesting clarification). Similarly, Lee and Van Patten (2003) explained that "in the classroom, information-exchange tasks work best at giving leaners a purpose for using their developing language abilities as well as further developing these abilities" (p. 72). This *information-exchange task* is also an extensive activity as well as *incidental* FFI.

In both instruction, students learn language not just for communication but through communication. They make a choice to use language with no particular forms targeted in advance in the two instructions. The purpose of *information-exchange task* is not to practice language but to use the language to get information and then do something with that information (Lee & Van Patten, 2003, p. 2). This aims at promoting truly communicative lessons for students in order to use language outside of the classroom in real communication.

Following the theoretical background, Action Research (AR) was conducted for four months to collect data, to get to know the students' feelings, as well as, to motivate the students to write in English. The six Japanese junior high school students were exposed to both planned and incidental FFI for 90 minutes every Thursday (April - July 2015). For this AR, mix-methods (qualitative and quantitative research methods) were used to conclude this project.

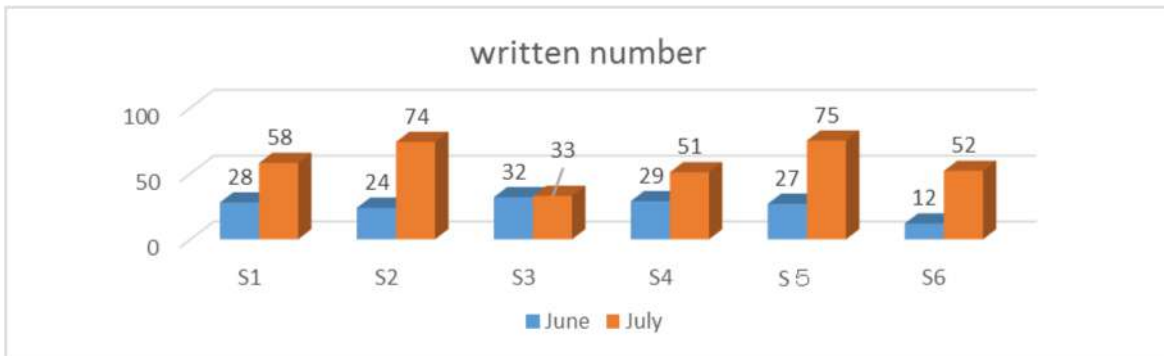# Focus-on-Form Instruction . . . (continued)

(Continued from page 12)

Table 1: Number of words each student wrote in their fun essays (July 2015)
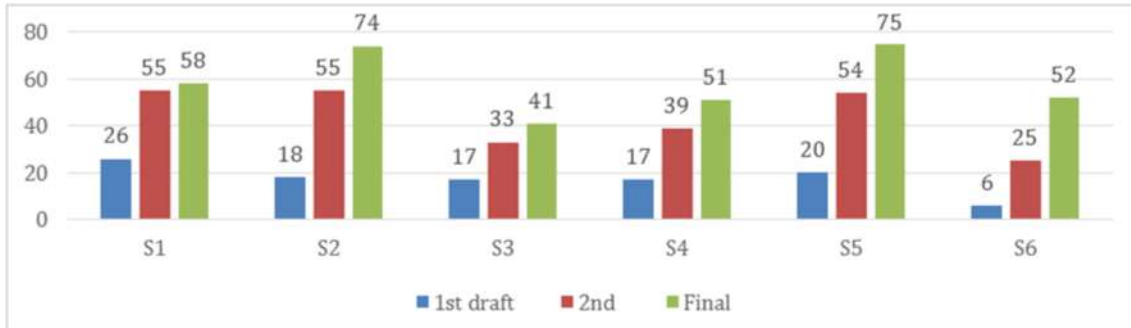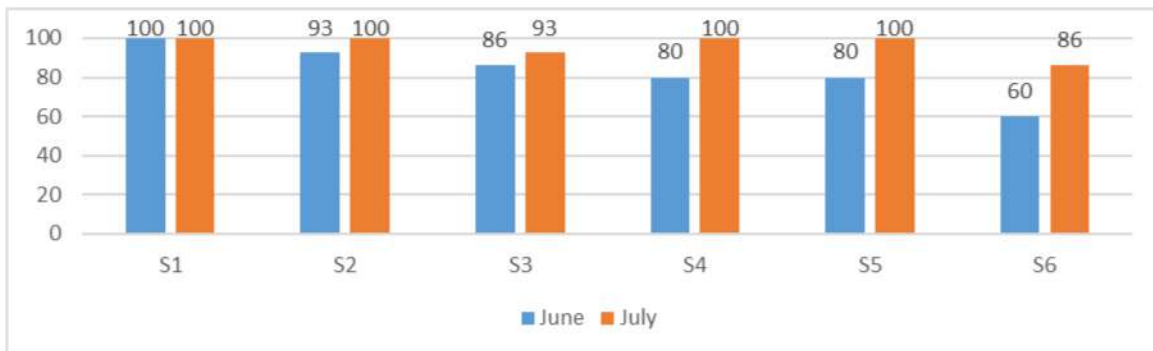

Source: Fun essays written during class time (July 2015)

Table 2: Number of words students produced in the writing performance tests (June and July)

Source: Performance writing tests during class time (June, July 2015)

Table 3: Student scores in the writing performance tests (June and July)

Source: 20-minute writing performance tests conducted in class (June and July 2015)
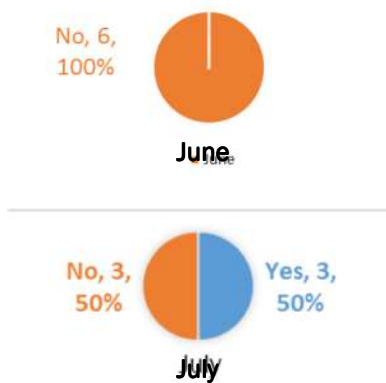
Focus-on-Form . . . (continued)

(Continued from page 13)

Table 4: Ratio of students' motivation towards writing
Survey question: "Do you like writing essays?"

June

July

Source: survey conducted after the June and July performance test (June, July 2015)

In conclusion, L2 learners need to have chances to notice the meaning-grammar form connection through language learning. Therefore, planned FFI is the best for them to acquire various grammar forms for communication. In addition, incidental FFI led them to production in their L2 and to notice spelling or grammar errors in their written essays. In the four-months action research, the students noticed the meaning-bearing grammar form through planned FFI and wrote the essays three times on each topic. Through peer-feedback, they honed their writing skills by reading their friends' essays. Error-correction and teacher's recasting were also useful for them to acquire their second language. Finally, half of the students increased their motivation towards essay-writing and all of them became accustomed to writing in English to express their opinions.

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About the Author: Yoko Takano teaches young learners from 6-18 years old and adults in her private language school (OKIDOKI EIGO SCHOOL). The school has been supporting to Japanese students in Nagoya, Japan, for 20 years. She has a MA TESOL from Nagoya University of Foreign Studies (NUFS) and Hawaii Pacific University (HPU). She has been teaching grammar, reading and TOEIC Preparation in NUFS since last April.
She has recently presented at English Teachers in Japan (ETJ) and Extensive Reading World Conference (ERWC). She is also a member of AR of NUFS, Tokai Toast Masters, JALT, TESOL, HITESOL, and KOTESOL..

Up Coming Events

November: Professional Development Workshop
    Date: November 15, 6pm - 8pm via Polycom
    Location Host: Brigham Young University Hawaiʻi, Laie, Oʻahu

February: Annual Hawaiʻi TESOL Conference
    Date: February 17, 2018
    Location: Tokai University, Kapolei, Oʻahu

March: TESOL International Convention & English Language Expo:
    Sustaining Dialogues Across the TESOL Community
    Date: March 27-30
    Location: Chicago, Illinois

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

TESOL Ukraine Member Visits Hawaiʻi
Jean Kirschenmann and Sally La Luzerne-Oi

Yaroslava (with lei) and Hawaiʻi TESOL president Tony Silva (center front) are joined by Hawaiʻi TESOL members who attended her talk at HPU. They represent UH Mānoa University Preparation (UP) program, International Mid Pacific College (IMPAC), KCC, Waseda University High School, and HPU.

It is a pity that Yaroslava's visit came during the quiet days of summer when Hawaiʻi TESOL members were scattered. A visit from a member of our sister affiliate is a rare occurrence. On the other hand—thanks to technology—we were able to communicate with her from afar, arrange the venue at HPU, get the word out, so she was able to connect with several members of the Hawaiʻi TESOL community.

For more information, visit:
- Homepage of Kyiv Mohyla Academy http://www.ukma.edu.ua/eng/

- Homepage of TESOL Ukraine http://www.tesol-ukraine.com/

- TESOL Ukraine Facebook Page which is open to any teacher of English https://www.facebook.com/groups/639033839474942/

What happens to university classes, course requirements, and examination dates when teachers and their students suddenly find themselves in a war zone? In two talks given during a whirlwind trip to Hawaiʻi in June, Dr. Yaroslava Fedoriv, professor of English at the National University of Kyiv-Mohyla Academy located in Kyiv, the beautiful capital of Ukraine, answered this question.

On June 15, at the International Society for Language Studies Conference held at the East West Center in Mānoa, Yaroslava and two of her colleagues presented "Career English Online: A Business English Course for Internally Displaced Persons: Learning Language and Resilience." Career English Online is an online course in business English developed for internally displaced persons in Ukraine who have fled the regions affected by unrest since 2014. Besides its obvious English for specific purposes (ESP) emphasis on business English, it has two additional goals—equipping students with (a) knowledge and skills needed to find employment in their new places of residence and (b) understanding of resilience, i.e.,

managing personal and professional change. Simply by taking the online course, students are gaining experience with useful and portable workplace skills.

After a short visit to Hawaiʻi Island, Yaroslava returned to Oʻahu on June 27 to present "Online and Blended Instruction: The TESOL Paradigm Shift in the 3rd Millennium, a Ukrainian Experience." In this talk, jointly sponsored by Hawaiʻi TESOL and Hawaiʻi Pacific University's Applied Linguistics (a.k.a. TESOL) program, Yaroslava explained how using a Learning Management System (LMS), such as Canvas, Moodle, or Google Classroom, has made it possible to keep classes in session even when they cannot "meet" in the conventional sense of the word.

Yaroslava is an active member of TESOL Ukraine, the sister affiliate of Hawaiʻi TESOL. She and Hawaiʻi TESOL board member, Sally La Luzerne-Oi, first met at the 2003 TESOL Convention in Baltimore and have remained in touch via TESOL Ukraine's Facebook page ever since. Ukrainian speakers of English often use the phrase, "It's a pity..." to introduce a comment or observation.

About the Authors: Jean Kirschenmann is Assistant Professor of Applied Linguistics and the TESOL Practicum Coordinator at Hawaiʻi Pacific University. Write her at <jkirschenmann@hpu.edu>

Sally La Luzerne-Oi does private consulting for ESL/EFL programs and has taught in Hawaiʻi, Japan, Mexico, Portugal, Venezuela, and Ukraine. Reach her at <slaluzerneoi@gmail.com>

Error Analysis and How to Effectively Introduce Grammar into the ESL Classroom
By Gregg Romano

There are two schools of thought when it comes to analyzing errors. One is that teachers should apply a perfect teaching method where errors should be controlled and ultimately unaccepted. The other being that we need to realize that we live in an imperfect world and errors occur naturally and should be accepted as part of the process of learning. It is not too presumptuous to think that many ESL instructors would agree with the latter point of view in regard to the allowance of errors.

The notion that errors are somehow a negative aspect of language learning and should be eliminated at all cost is an antiquated belief. Krashen and Terrell's (1983) Natural Approach indicates that there is a sensible way to look at errors that are made in the ESL classroom. In their view, there should not be a focus on form in the classroom, but rather we should view errors as one aspect of the learning process. Errors should be let go of without correction, and grammar should be taught inductively. Perhaps Krashen and Terrell take their views to the extreme, but they do make the clear point that we should not be overly concerned with the errors that learners make because they are quite natural. Errors lead teachers and learners to a better understanding of the progress being made in language acquisition.

ESL instructors have difficulty determining when the appropriate time to correct learner mistakes is and when to just let them go. Unlike Krashen and Terrell's (1983) approach, there are times when it does seem necessary to focus on form and help students with increasing their accuracy in all areas

of language. An effective way to instill grammar instruction into an ESL classroom is by using consciousness -raising tasks that address the issue of errors and focus on form. Getting students to think for themselves rather than imitate correct forms helps them integrate the knowledge they receive and allows them to learn at their own pace.

A good approach is to scaffold explanations of certain English grammar points over a period of time, which eventually leads to an activity whereby learners are asked to formulate grammar rules based on language examples they receive from the textbook or reading used in class. An example of this type of discovery activity is demonstrated below based on a textbook reading related to the environment.

Consciousness-raising Tasks

A. For each of the underlined verbs, decide if the form is past simple (PS), present perfect (PP), past perfect (PastP), or present/past perfect progressive. (PastPP)/ (PresentPP)

Example: Frank moved to England with his parents in 2007. PS

1. The population stood at 2 billion. _____
2. The pressure of overpopulation and poverty has forced farmers into the hills. _____
3. Deforestation in Brazil during March and April totaled 228 sq. miles. _____
4. The fertile topsoil is eroded by rain because it is now without the protection that had been offered

by the natural vegetation of the area. _____
5. By the beginning of the 19th century, the population had increased to one billion people. _____

B. The form of the verb depends on whether it refers to a finished time in the past, or a time that is still continuing at the present. Decide what kind of time the expressions in the table refer to. (See table on page 17.)

Sentence number 5 does not mention any time. Do you think it refers to a finished time or a time that continues now? Explain

C. Now complete the following rules:

1. Past simple is used to talk about events at a _____
2. Past perfect is used to talk about event at a _____
3. Present perfect is used to talk about events at a _____
4. Past perfect progressive is used to talk about events at a _____
5. Present perfect progressive is used to talk about event at a _____

Error Analysis . . . (continued)

(Continued from page 16)

	Finished time	Time that continues
10 thousand years ago		
In 2011		
Since last year		
By 2050		
When over population reached a breaking point		

As you can see this is a highly controlled activity where there is primarily one correct answer for each question. It is therefore very difficult for learners to get the wrong answer. These types of activities help learners understand input and monitor their output. Most of us would agree that ignoring grammatical errors is not the correct approach to teaching, but if we can find ways to make learners more autonomous, their analytical abilities will develop, which is a much more effective way to introduce grammar into the ESL classroom.

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About the Author: Originally from San Diego California, Gregg Romano lived in Tokyo, Japan, from 1998 – 2005 and taught ESL courses at various universities. He currently resides in Honolulu, Hawai'i and is an ESOL lecturer at Kapi'olani Community College.

The Balanced Scorecard to Keep TESOL Careers on Track
By Richard Miller

TESOL professionals should consider constantly looking for ways to improve their overall Academic Curriculum Vitae (Miller 2017a). An effective way is to view a career a though auditing their professional accomplishments up until the present time. A tool that is borrowed from corporate governance is the 'Balanced Scorecard' approach (Miller 2011), originally modeled from the Robert Kaplan approach to strengthening weak areas within organizations. (Merchant, & Van der Stede, 2007). This model has quadrants, all of which follow the format from the Academic CV (ACV) and can be applicable at all levels of a language instructor's professional development. The four areas are: Education, Publications, Experience and Other. When viewing our own situation, critically look at each part of the scorecard and determine what weaknesses need improving.

The education quadrant is the foundation of any professional career in teaching and academia. See what areas you might want to expand in, such as, furthering qualifications towards teaching, perhaps in a specialized area or another degree. That may include up to the doctorate level, but not necessarily. By reviewing your ACV, you may be better able to judge what you may already institutively know: That you have enough, or you need to further

that part of your credentials. Note: consider that education is a lifelong endeavor and, while the fear of 'qualification inflation' is real, there are many qualified applicants that you will be up against when job hunting.

Reviewing your teaching experience is easy as it is listed in chronological order on the ACV. What you should keep in mind when reviewing your ACV is expanding in the direction that you most want to go. If you really enjoy writing, but have never taught a writing class, it is an obvious weakness that should be rectified. (Volunteering is probably the easiest and fastest way to upgrade this type of deficiency).

The third section is the research component, and this includes presentations and publications. Research is this area, which many language instructors struggle with, was conducted through a survey in Japan in 2015. The survey (conducted through the Job Information Centre (JIC) at the Japan Association of Language Teachers (JALT)) clearly found that most applicants for jobs were lacking in the minimum required three publications. This meant that they may not have published any articles at all, and that included minor non-peer reviewed articles. (Miller 2017b)

While presentations are excellent ways to improve several aspects of the research component, generally they should be thought of as supplementary to the publications rather than replacing them. If you do give a presentation, be sure to publish on it-even if the article is a minor one (try to have a rough draft ready by the time you present).

Writing and being published should be a regular addition to your CV, so if like many other language professionals, that is an area that needs improving. Work on it regularly as publishing might give you a competitive advantage over others

(at all position levels).

The fourth quadrant is everything not covered in the first three parts that are going to increase your marketability. It is mainly concerned with things such as committee work, international student activities, exam grading, judging of different student work (such as speech or essay contests), developing curriculum or courses and anything else pedagogically related. As with anything else, much of the experience can be gained through going out and getting it-and that often means keeping attuned to opportunities and then volunteering. As with everything that adds to your experience, the 'payment' is a better ACV.

Finally, in order to get a better idea of what you need to focus on, find the job or position that you'd really like to get and then carefully review the requirements for the job. If possible talk to people in hiring positions to ask them about the various areas of required qualifications for the different areas. If you recently applied for a job that you did not get, a polite follow-up with a request for recommendations is an excellent way to get real-life feedback. Taking time to carefully look at your credentials and experience can give you a clear map of what needs to be improved as you move towards getting the coveted position.

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About the Author: Richard Miller is a Canadian and an associate professor at Kobe Gakuin University.

Hawaii TESOL Executive Committee

Elected Positions

President . . . . .Tony Silva
Vice President . . . . **Pending**
Membership Secretary . . . . Carrie Mospens
Treasure . . . . .Mark Wolfersberger
Program Committee . . . . Priscilla Faucette
Socio-Political Action Chair . . . . .Shawn Ford
The Word Newsletter Editor . . . . Lisa Kawai
Members at Large . . . . .Stephen Peridore
　　　　　　　　　　　　　　　　　　　　　　Samantha Hume
Big Island Chapter Representative . . . . Julie Mower

Board Appointer Position

Conference Chair 2018 . . . .**Pending**
HITESOL / TESOL Ukraine Liaison . . . . Jean Kirschenmann
　　　　　　　　　　　　　　　　　　　　　Sally La Luzerne-Oi
Social Media Chair . . . . .Michael Rollins
Graduate Student Representative . . . . Jay Tanaka
Webmaster . . . . .Perry Christensen

If you are interested in becoming an executive committee member, please go to the HITESOL website to see what opportunities are available and contact Tony Silva at <silvaa@hawaii.edu>. The committee is happy to hear form interested people and welcome new members aboard.

Submission to *The Word*

Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaiʻi. 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 Hawaiʻi. (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 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*

Travel Grants

The purpose of the Travel Grants is to support ESL specialists in attending the Hawaiʻi TESOL Conference. These travel grants are funded entirely by membership fees and member donations. For more information on how to apply for a travel grant, check the Hawaiʻi TESOL web site.

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

See you all in November for the Professional Development and for the next issue of The Word, *February 2018.*

Hawaiʻi 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 Hawaiʻi.

Celebrating 50 Years of Achievement:
The Brigham Young University-Hawai'i B.A. TESOL Program (1967-2017)
By Mark James

While driving to the University of Hawai'i-Mānoa together in 1966 to attend classes in the brand new M.A. TESOL program there, two new BYU-Hawai'i faculty members, Alice Pack and William Conway, discussed the possibility of creating an undergraduate TESOL major on their campus. The proposal was supported by the Dean of Instruction, Wayne Allison, who wrote in part, "The quality of teaching in our church's [high] schools must increase. Our teachers in Tonga and Samoa may be intelligent, dedicated, and evenly highly competent in English, but their success in teaching it to others will be limited, in most cases, to the realm of mediocrity until they become acquainted with the techniques and materials used by specialists in the field of second language teaching."

The proposal was approved, and the B.A. TESOL program at BYU-Hawai'i began in the Fall of 1967. This Fall (2017) marks a cool 50 years. The department's journal, the *TESL Reporter*, began that year as well (Visit http://tesol.byuh.edu/tesl_reporter to learn more.)

The B.A. TESOL program is perhaps the oldest undergraduate program of its kind in North America. The first two graduates (1969) were Ana LaBarre Moleni (Hawai'i) and Noel McGrevy (New Zealand). Since then, the program has produced hundreds of graduates who have taught in most every major country and studied at many of our profession's finest graduate programs.

So how did a small college on the North Shore of O'ahu get involved so early on in the newly-born world of TESOL? (TESOL as a professional

organization began in 1966).

During the 1950's, The Church of Jesus Christ of Latter-day Saints (LDS) began a massive initiative constructing chapels and schools throughout the Pacific islands. Of particular interest to our story is the secondary school built in Mapusaga, American Samoa (now owned and operated by the American Samoa Government as the American Samoa Community College). In every way, it was designed, constructed, and resourced to be a model American high school. The curriculum and textbooks, class schedule, teaching methods, faculty, administrators, and assessment instruments were typical of fine high schools anywhere in the U.S.

One of the first English teachers at Mapusaga was Ishmael Stagner, a recent graduate of BYU-Hawai'i (1961). Stagner was assigned to teach ninth grade English. In his words, "I had thought I had learned as much as I needed, to teach Polynesians, because I had done my student teaching at Kahuku. My feeling was, if you could successfully teach students at Kahuku High School, you can successfully teach

anywhere. And then I went to Mapusaga and I found--Holy Smoke!-- by Mapusaga standards, Kahuku looked like the University of Hawai'i!"

The school had the best American textbooks and materials. The problem was, his ninth graders averaged a third grade reading level. To make a long story short, he wrote a letter to the LDS Church's Pacific Board of Education, saying that he and other faculty were grateful for the expenditure of the church and good facilities, but the fact of the matter was, they were just not prepared for the challenges of teaching these students in English (their second language).

After two years at Mapusaga, Stagner returned to BYU-Hawai'i and set up an English Language Institute (1963) on campus for the foreign students that were being admitted. He taught the ELI classes all by himself . . . because the English Department would have nothing to do with the matter. They viewed him, their former student of several years ago, as an overly-confident rogue and a loose cannon. Stagner, undeterred, also recommended that "the university start an undergraduate TESOL major that would teach some of students how to go back to their countries and teach their own people."

Stagner soon left the university for doctoral studies, but the void was immediately filled by another faculty member who just came back from Mapusaga himself, William (Bill) Conway.

Prior to leaving however, Stagner

Celebrating 50 Years . . . (continued)

had one fateful conversation with a professor from UCLA, Gerald Dykstra, who was coming to the University of Hawai'i to help establish an M.A. TESOL program. Dykstra asked Stagner if he knew anyone who would like to apply. Stagner told him he knew of a really sharp grandmother who had just graduated in English—Alice Pack. Both Alice Pack and another former Maupsaga English teacher, Bill Conway, ended up enrolling, and driving to town together three days a week, taking classes. The rest, as they say, is history.

The early B.A. was heavily stacked with English literature courses, but there were several specialty courses, and, as you can see in the photo on page 20, Transformational Grammar was "all the rage" back then.

Prior to leaving BYU-Hawai'i in 1970,

Conway was even successful in publishing an article about the new undergraduate program and its rationale in Volume 3,1 of the *TESOL Quarterly (March 1969).*

Directors of the TESOL program at BYU-Hawai'i since then have included, Alice Pack, Lynn Henrichsen, Mark James, Norm Evans, Maureen Andrade, Ellen Bunker, and currently, Neil Anderson.

Professor Anderson, a former President of TESOL International, left the Utah campus of BYU in order to take a position here at BYU-Hawai'i. We're happy to have him. He's also made an immediate impact on Hawai'i TESOL by chairing two recent Hawai'i TESOL conferences.

BYU-Hawai'i is eager to see what the next 50 years has in store for us.

Professor Neil Anderson

About the Author: Mark James is Professor of SLA at BYU-Hawai'i.

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. (For previous reviews see *The Word,* February 2017, pages 31-35.)

Storybird: **Artful Storytelling** https://storybird.com/ contributed by Cheyenne Low, Spring 2017 BA TESOL graduate.

Storybird is a repository of beautiful artwork affording users the opportunity to create and illustrate their prose or poetry all on one site. In a typical classroom routine, students are asked to write a story and then, if they like, illustrate it. With Storybird, users can explore the artwork as, or even before, they write. The endless supply of illustrations allows writers to let their imaginations run wild. It will appeal to writers who struggle with artwork and ESL students who find it difficult to put ideas into words. The visual beauty in the artwork can supplement the story they are composing or inspire a story they have not yet conceived.

As for its disadvantages, Storybird takes some getting used to. For example, users are limited to using only one art theme per book. The layout of the pictures is cluttered and overlapping, making the creative process less organized than some users may want it to be. Finally, downloading the story requires a purchase fee.

Nevertheless, I plan to introduce my students to Storybird even if it is just for fun. I can also see using it for a project-based, end of the semester writing task. Students can compose, illustrate, share, and read each other's work online. If they like, they can purchase a hard copy as a souvenir to take home with them. Alternatively, lower proficiency students could each contribute a page to a class book compiled by the teacher or a tech-savvy classmate.
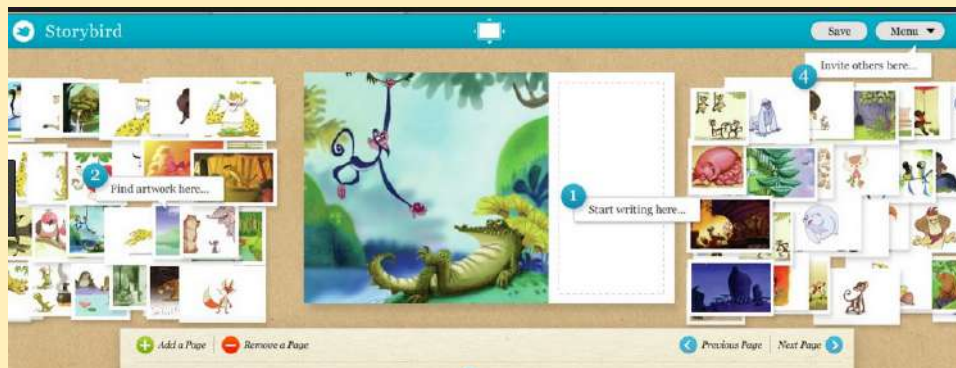
Web-Based Tools . . . (continued)

(Continued from page 22)

Genki English: Bring Your Classroom to Life! http://genkienglish.net/teaching/welcome/ contributed by Airen Miraflor, BA TESOL candidate.

Although one may think, at first, that Genki English is designed solely for Japanese learners of English, it is, in fact, an online site for all teachers working with young English learners, kindergarten to middle school aged. Teachers will find lesson plans, activities, and games divided into thirteen levels starting with *Adventure: Easy, Easy.* Each level increases in difficulty but reinforces previously-learned information. Students not only remember and review, they also apply their learning in new contexts. All lesson plans come with general teaching tips on what to do before, during, and after the lesson, as well as a song and game designed to reinforce target vocabulary. Example tips include gestures to use when singing the song or teaching points that should have been covered before the present lesson. Games include rules and either a video clip of the game in action or step-by-step directions for planning and playing it.

The major downside to Genki English is that not all materials are free. Access to the full version of some songs, lesson plans, and activity sheets requires purchase of the Teacher's Set which grants lifetime access to the website.

Nevertheless, many activities can be used or modified for free. In fact, the site is so rich that the British Council endorses it with these words:

> The Genki approach to learning English works by engaging all of the learners' senses and appealing to a wide range of learning styles. Children are engaged visually through the simple but striking graphics, aurally/orally through the simple chants and songs and limited amounts of graded vocabulary input and kinaesthetically through the actions and games. Because all of the learning tasks are organised as game-like activities, children are immediately motivated to take part.
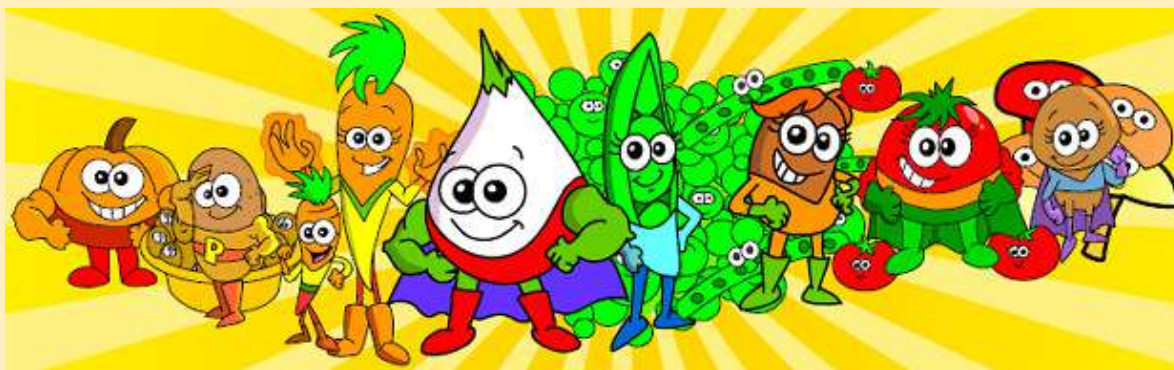
Web-Based Tools . . . (continued)

(Continued from page 23)

[Nearpod](https://nearpod.com/) https://nearpod.com/ contributed by Eri Noguchi, BA TESOL candidate and Second Language and Teaching (SLT) alum from KCC.

Nearpod is not a language teaching tool per se. Rather, it is an award-winning educational technology tool for creating and sharing interactive activities on all subjects in the K-12 curriculum. Teachers can create original, customized lessons or download existing multimedia presentations created by their peers or content area experts. They share a pin number with their class, synch their pc or tablet with students' devices, monitor use, collect responses, and evaluate results on an individual and aggregate basis. They can control the pace of the lesson on all student devices or have learners complete the lesson at their own pace. A typical Nearpod lesson has clearly-stated objectives, video and other online resources, readings with strong visual support, opinion polls, and quizzes. Since quiz results are analyzed instantly, teachers can see whether content was understood or review is necessary. Lessons on a wide range of topics from science, to history, art, and geography, are excellent for content-based English language classes.

There are, naturally, strengths and weaknesses associated with Nearpod. One strength is that, unlike Kahoot, for example, Nearpod can accommodate open-ended questions and thoughtful, complex responses to questions. Students love the visual and video support that make complex content comprehensible, and teachers will readily find existing lessons relevant to their particular grade, subject, or targeted learning outcome. One drawback is that while many lessons are free, others come with a price tag. On the other hand, school and district site licenses come with additional features and benefits, one of which is a library of lessons for English Language Learners. Like its designers proclaim, Nearpod is a tool for the most important job in the world.

Web-Based Tools . . . (continued)

Free Rice: Play Online, Learn Online, and Feed the Hungry http://freerice.com/ contributed by Alexandra Pesz, BA TESOL candidate.

Free Rice is owned by and supports the United Nations World Food Programme. Users choose quiz-like questions from various categories and on multiple levels. Categories include geography, chemistry, history, and famous places, for example. Languages include English, Spanish, French, Italian, and Latin. Progress is computer adaptive, meaning that if users answer a series of questions correctly, they get more difficult questions on the next level. This keeps them engaged and motivated. A great feature is that missed questions reappear later, so users can try them again. It is easy to create a Free Rice account, track progress, and monitor usage. What makes Free Rice special, however, is its connection to the World Food Programme. For each correct answer, ten grains of rice are donated to people in need around the world. A visual display shows graphically and numerically not only the level reached but also the amount of rice users are collecting and donating.

There are some definite drawbacks to Free Rice. The content is limited; item format is solely multiple choice, and questions seem random. No Asian languages are represented, and the English language categories are only grammar and vocabulary. On the other hand, students who become bored with the English grammar questions may be tempted to try a new category such as world geography. Another drawback is that students who are used to high speed interactive games might not find the site engaging.

Despite these drawbacks, I can envision several ways to use Free Rice in my English classes. I might use it to help students set personal study goals or to create a short, friendly competition. For example, they could set a goal of collecting 100 grains of rice which means answering ten questions correctly. Alternatively, they could see how many questions they can answer correctly in ten minutes. Challenging individuals or teams to collect as much rice as they can in a fixed period of time could energize a tired lesson or provide an occasional change of pace. Finally, I might just show students the site and encourage them to use it on their own time. Free Rice is a novel concept in an appealing, easy-to-use package that helps users see how much they are gaining and also how much they are giving.

Web-Based Tools . . . (continued)

Quandary Word Mazes.
http://www.halfbakedsoftware.com contributed by Josef Gruber, BA TESOL Spring 2017 graduate.

It is not easy to engage students actively in the reading process. It is particularly challenging for English language teachers whose students view reading as primarily a test preparation skill. With Quandary Word Mazes, we can challenge that view. The designers of Quandary have applied the concept of "choose your own adventure" stories to building computer-based *action mazes* a kind of interactive case-study. Action mazes are used in training programs to teach problem solving, symptom diagnosis, and procedural training. Thus, they have a degree of authenticity that most classroom-based texts do not. Furthermore, they are fun because they put the reader into the story.

There are seven mazes in the collection. They require readers to make choices, analyze issues, and solve problems. Players can start, pause, and start over when they want, and failed attempts give students clues as to what they should do in the future. Quandary can be accessed both in and outside of class and is perfect for independent users at the Common European Framework Level B. The only negative aspect of Quandary is the limited number of action mazes available. On the other hand, there is a built-in option to create one's own mazes. I look forward to introducing my students to Quandary and, soon after, watching them design their own.

Example mazes

Here you can take a look at a range of different example exercises created with Quandary version 2, to get some ideas about the range of different types of activity you can create with the program.

- The Evil Landlady (an interactive adventure)
- Choosing the correct article (a diagnostic maze)
- First aid for an accident (a procedural example)
- How computer-literate are you? (an example of a survey/questionnaire)
- Castaway (a more sophisticated interactive adventure)
- Investments (modelling financial transactions)
- Complex transaction examples (demonstrating all the varieties of transaction in Quandary 2)

You should also look at the Quandary Tutorial, which is also made using Quandary.

Reading, Writing, and Superheroes

By William Howell

My parents married young, and neither were formally educated past the tenth grade. I don't remember being read to as a child, and as a matter of fact, I don't even remember my father having had a newspaper subscription. I remember the book Mother Goose in tatters on the living room floor having been thoroughly abused by my five siblings and I; it might have even been read once or twice, but I seriously doubt it.

Between the ages of nine and eleven, I hauled my dad's lawn mower up and down our hilly neighborhood knocking on doors and mowing lawns during the summer, balancing the lawn rake on the mower as I pushed and pulled it from house to house. Summer in Seattle is short, so I was lucky if I got more than two trips around the neighborhood before colder, wetter weather set in. I learned two important lessons: making money was not easy; and not all people were nice. Some neighbors would try to negotiate a lower fee or tack on additional work to my already-low asking price of five dollars. I gave my earnings to my mother whenever she asked, and she seemed to ask a lot, though reluctantly. I didn't know it at the time, but while I was mowing lawns during that last summer, my father took to drinking more, spending money on alcohol that the family could have used on groceries or school clothes. He was responsible for six kids, so I don't blame him as much now as I did when he divorced my mother. Raising children is hard. I think I used the remainder of my lawn-mowing income for ice cream and comic books, but I don't really remember. I can't think of another way I could have come into possession of my Spiderman comic books. Giving my mother money when she needed it made me feel good, made me feel needed; Peter Parker would have done the same.

I loved Marvel Comics, especially Spiderman, the Incredible Hulk, and Captain America. I wanted to be strong, to be liked, to be a hero. I had just a small collection of them, but like Mother Goose, they could not withstand the abuse I put them through over time.

In the third or fourth grade, we read *Charlotte's Web* as a class, and in the fifth grade, I remember reading *The Hobbit*. It wasn't until high school, after my parents' divorce, that I had acquired a genuine interest in reading. The divorce was messy. I eventually moved in with a friend and was later taken in as a foster child by an elderly couple that lived in the same neighborhood. I stayed with them until I finished high school and credit them for saving me from an uncertain future, and for impressing upon me the importance of self-discipline and hard work. They were of the war generation, working hard during the day and reading articles in *Readers Digest* at night. The stories were just the right length for a high-energy teenage boy with a short attention span. We would sit in the living room, I on the sofa, they in their La-ZBoy recliners, silently reading until retiring for the night.

My experiences with writing were mixed but insightful. In high school, I had a great English teacher who encouraged creativity over mechanics. The class was held in a portable building that was either too hot or too cold, making it difficult for me to sit still. Mr. S. allowed me to walk around the class as I thought and wrote. I remember being assigned a writing task around Halloween in which we were to create a scary story or poem. I wrote a page-long poem about a werewolf that, in the end, turned out to be me. Mr. S. seemed to like it or the fact that I had put so much effort into writing it, and read it out loud in class. I was very proud of that poem,

and thought the world of him for his kindness. I had a similar experience with English 101 at a community college in Seattle. The professor favored creativity at the expense of grammatical accuracy, and I received excellent marks in that course.

After transferring to Washington State University, I felt the impact of not having had proper grammar instruction. I was enrolled in a composition class my first semester, and one of our first assignments was to write a biography of a famous person. My interest in Japan led me to choose the Japanese author Yukio Mishima. I was very excited about the topic and devoted a lot of time to the assignment. When the paper was returned to me with a D, boldly written in red at the top of the paper, I was crushed. The professor suggested that I pay special attention to grammar and proper writing conventions on the next paper, so I rushed off to sign up for an English grammar class. To my surprise, the university did not have one, and my advisor somewhat sheepishly suggested that I join an ESL class. I decided to check out some books from the library instead; I was a native English speaker after all. On my own, I worked to improve my understanding of English grammar throughout the semester and in the end received a B in that class.

When my first daughter was born in 1994, I began taking English as an Additional Language (EAL) classes online to equip me with the tools necessary to help her with her second language, English. She was born in Japan and spent her days with her grandmother and her friends at the tennis court where she was the pride of the neighborhood. Helping her learn English, with her lack of exposure to the language, was no easy task. The classes eventually lead

Reading, Writing, and Superheroes . . . (continued)

to a Masters in Language Education. Together we read many of the repeating books that were popular at the time. I ordered a few books written by Eric Carl, and they soon became her favorites; and let us not forget Dr. Seuss – "I can read in red, I can read in blue, I can read in pickle color, too." We read these until she got bored, and then we moved on to Numeroff's *If You Give a Mouse a Cookie*. She has read many more since, but this is still our favorite.

My daughter also seemed keen to write and really took to learning the alphabet. Before leaving for work, I would place short notes for her in her bedroom, in the bathroom, in the living room, or in the kitchen. Over time she could write back with increased complexity. We communicated via notes throughout her school years, but these days texting has become her preferred method of communication, of course. She is currently nearing the end of her first year in the University of Hawai'i at Hilo's Master of Arts in Teaching program.

I have had mixed experiences with reading and writing over the years. As a child, I had few opportunities and little encouragement to read and write at home. I enjoyed my comics and some of the fantasy books we read at school. In high school, I had a great teacher who inspired creativity, while at university the teachers focused on form and I learned the power of grammar to better express myself. Now, as a father and licensed English teacher, I try to reflect on those experiences to help promote a balance of creativity and proper grammar use in my classes. At home I still write notes, and spend time before and after the school day with my 9-year-old daughter, reading, writing, learning, and playing. I never became that superhero that I had dreamt of becoming as a young boy, but I would like to think that if Peter Parker, David Banner, or Steven Rogers ever needed help with English, or in choosing an interesting book between superhero assignments, that they could come to me for advice.

Image retrieved from Creative Commons.

About the Author: Will Howell is a former ESL lecturer for the ELI at University of Hawai'i, Hilo. He has a BA in Asian Studies from Washington State, a Masters in Language Education from Indiana, and is also a licensed, secondary English teacher. He has lived on the Big Island off and on for the past thirteen years, but spent most of his adult life in Japan studying Japanese, teaching English, and doing Aikido. He is currently in China, where he is Head of Upper Primary for Beijing World Youth Academy in Beijing.

Message from the President of Hawai'i TESOL

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

This season, we will have our usual array of professional development and networking events. Our September Social will be held on September 28 this year. We are fortunate to once again be able to hold this event at the Hawai'i English Language Program (HELP) facilities. The Social will be followed by our Practical Workshop later in fall. Our Annual Conference returns to Oahu this season (February 2018), and we will of course wrap up the season with our always-popular Language Experience in May 2018. We hope you will be able to join us for these events.

The Executive Board will continue its work on a number of initiatives begun last season. The most important of these initiatives is an update of the Hawai'i TESOL Constitution and Bylaws. If all goes according to plan, we will be asking you to vote on the new Constitution and Bylaws at our Annual Conference in spring. Stay tuned for more information as we work through this process.

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

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

Sincerely,
Anthony Silva
President, Hawai'i TESOL